GLOBAL COMPETENCE PROJECTS

METHODOLOGICAL WORKSHOP

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RECAP with Playposit

What is Global Competence?
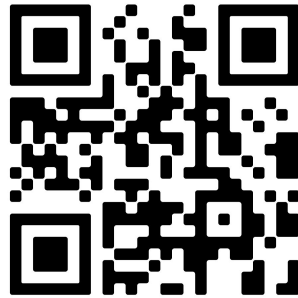
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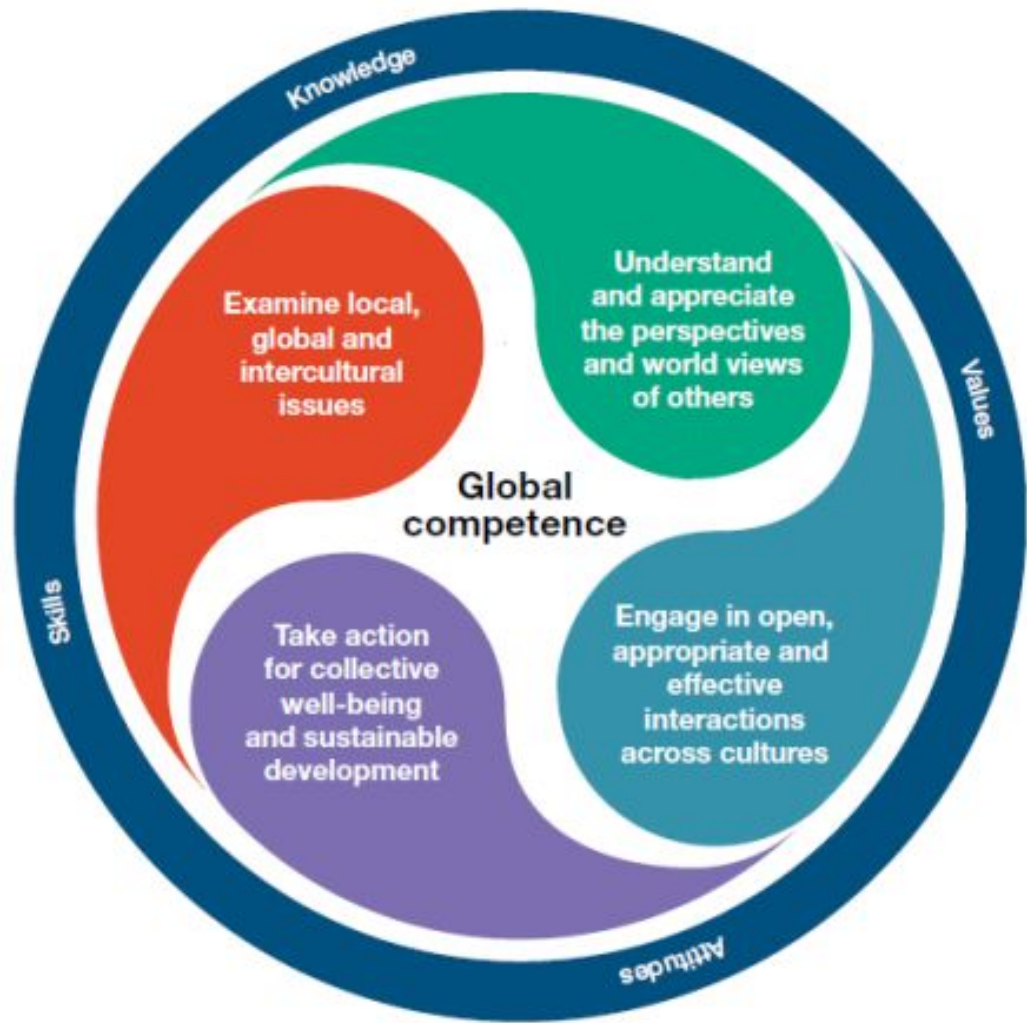
TURN YOUTUBE INTO A CLASSROOM WITH PLAYPOSIT

So, to sum up

GC COVERS...

Content knowledge

The PISA assessment framework describes 4 areas of content knowledge that are relevant for global competence:

1. Culture and intercultural relations
2. Socio-economic development and interdependence
3. Environmental sustainability
4. Global institutions, conflicts and human rights

Might also explicitly add the following areas:

- Diversity (understanding and respecting differences, and relating these to our common humanity)
- Social justice (understanding importance of social justice for sustainable development and improved welfare for all)
- Values and perceptions (developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people's perceptions and attitudes)

What might these look like in the classroom?:

- Rights and responsibilities
- Fairness and sharing; Fair Trade
- Classrooms relationships, bullying and prejudice
- Eco schools, waste
- Deciding what to do

OECD
BETTER POLICIES FOR BETTER LIVES

Teaching global competence: key messages

1   Teaching must be more interactive, democratic, problem–based and student centered. Focus on research and inquiry.

2   Understanding should be central to the teaching agenda. Employing different pedagogies in order to ensure students understand what they are learning, rather than restating it on demand is crucial.

3   Teachers should use real–world problems, propose multiple perspectives, integrate multiethnic and multicultural examples in classrooms, teach responsible action and engage in respectful dialogue.

4   Ensure educators understand global competence and how this relates to 21st century skills. Teachers should take time to co–ordinate projects with other schools in different communities or countries.

HOW CAN **GLOBAL COMPETENCE** BE IMPLEMENTED IN THE CLASSROOM?

Through
PROJECT BASED LEARNING (PBL)

CREATE

IMAGINE

EXPLORE

LEARN

THINK

KNOW
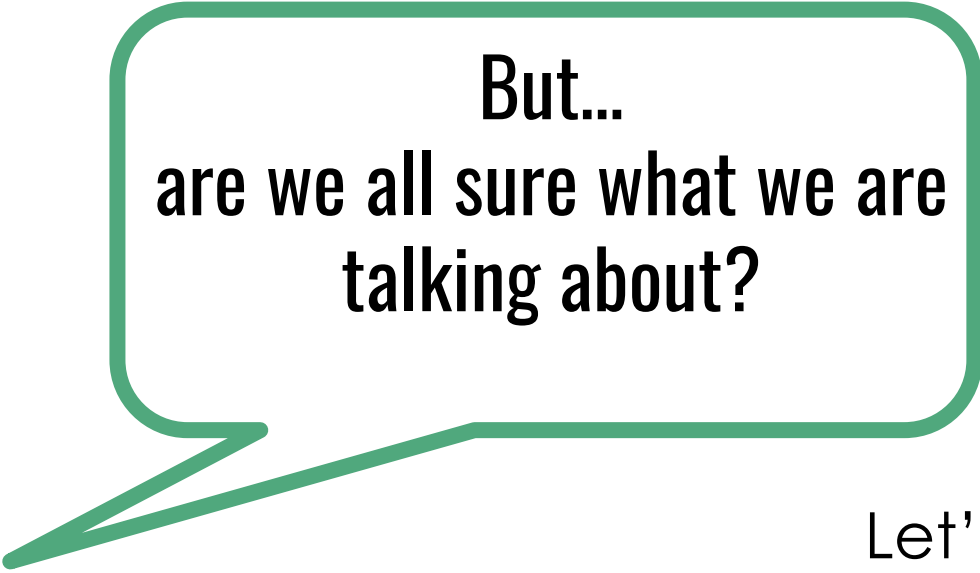
Adapted from: **https://creatiabusiness.com/producto/curso-de-ingles-pbl-project-based-learning/**

IS IT A **PROJECT** OR IS IT PROJECT-BASED LEARNING?

PROJECTS	PROJECT-BASED LEARNING
Can be done alone	Requires collaboration and teacher guidance
About the product	About the process
Teacher-directed	Student-directed

PROJECTS	PROJECT-BASED LEARNING
All projects have the same goal	Students make choices that determine the outcome
Products are submitted to the teacher	Products are presented to an authentic audience
Lack real-world relevance	Based in real-world experiences or problems
Occur after the "real" learning	Real learning occurs through the project

The 8 essentials for PBL by BIE

01   **SIGNIFICAT CONTENT**
- Students should find the content to be significant in terms of their own lives and interests.

02   **A NEED TO KNOW**
- Teachers can powerfully activate students' need to know content by launching a project with an "entry event" that engages student interest and initiates questioning

03   **DRIVING QUESTION**
- A good Driving Question captures the heart of the project in clear, compelling language, which gives students a sense of purpose and challenge.

04   **STUDENT VOICE AND CHOICE**
- Example: a product of the students' choice created by teams, and an oral presentation of their work accompanied by media technology.

| 05	**21ST CENTURY COMPETENCIES**	• Collaboration; communication; Information and Communication Technology (ICT) literacy; social and/or cultural competencies (including citizenship); creativity, critical thinking and problem solving.(UN, 2012)
06	**IN DEPTH INQUIRY**	• Students follow a trail that begins with their own questions, leads to a search for resources and the discovery of answers, and which ultimately leads to generating new questions, testing ideas, and drawing their own conclusions.
07	**CRITIQUE AND REVISION**	• Formative assessment, assessment for learning and teachers qualitative feedback to obtain quality works
08	**PUBLIC AUDIENCE**	• When students present their work to a real audience, they care more about its quality and might create real products that people outside school use.

Overview of the **elements needed** to develop PBL:

Column 1

- ★ Catchy/ proactive topics
- ★ Activating sessions
- ★ Driving questions
- ★ Final products
- ★ Audience
- ★ Formative assessment
- ★ 21st Century skills:

  - • Critical thinking
  - • Collaboration
  - • Communication
  - • Creative thinking
  - • Problem solving
  - • Social and emotional learning (empathy, engagement, etc.)
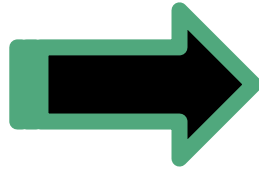
CLASSROOM ACTIVITIES

- • Structured debates
- • Organised discussions
- • Learning from current events
- • Project-based learning
- • Service learning

BACKWARDS PLANNING
Begin with the end in mind!

1. Think of a TARGET GROUP

2. Choose a TOPIC

3. **BACKWARDS PLANNING:**

   ✔ FINAL PRODUCT connected to DRIVING QUESTION, AUDIENCE and ACTIVATING SESSION

   ✔ * SET OBJECTIVES and CONTENT

   ✔ SET ASSESSMENT CRITERIA according to the GLOBAL COMPETENCE (**Adaptation to PISA'S RUBRIC**)

   ✔ Design LEARNING and ASSESSMENT ACTIVITIES related to the 21ST CENTURY SKILLS

PISA'S RUBRIC

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The OECD PISA

Global

Competence

Framework

Link

Cognitive process	Sub-category	Basic	Intermediate	Advanced
1. Evaluate information, formulate arguments and explain complex situations or problems	Selecting sources (range)	The student prefers using sources stemming from her own cultural context without having an apparent strategy to search for, select or differentiate between sources.	The student searches for and selects sources stemming from geographic and cultural contexts (region, language, perspective) beyond her own. She can also search for and select more than one source type (e.g. newspapers, publications, personal testimonies, government reports). However, no concrete strategy beyond a commitment to using different sources is apparent.	The student is able to frame the search systematically in a way which enables her to identify the nature and extent of information needed to address the issue. She selects sources purposefully drawing on contexts and types that will inform her understanding of the issue at hand.
	Weighing sources (reliability and relevance)	The student takes the information at face value without considering contextual factors (author, geo-perspective, culture) or source kind. She cannot yet detect clear biases or inconsistencies. The student does not weigh the sources' relevance vis-a-vis the topic or claim at hand.	The student weighs sources for their relevance vis-a-vis the topic or claim at hand. The student also considers contextual factors that can inform her evaluation of a source's reliability. She can detect clear biases and inconsistencies, yet she shows a rather binary view of reliability ("biased"/"non-biased").	The student pays attention to contextual factors to establish the source's reliability and its relevance. She understands the significance of different sources' perspectives, can distinguish the communicative intentions of sources and claims (facts, opinions, propaganda), evaluate whether the assumptions or premises are reasonable or well-grounded in evidence, and identify assumptions or claims that reveal stereotypes.

Example projects

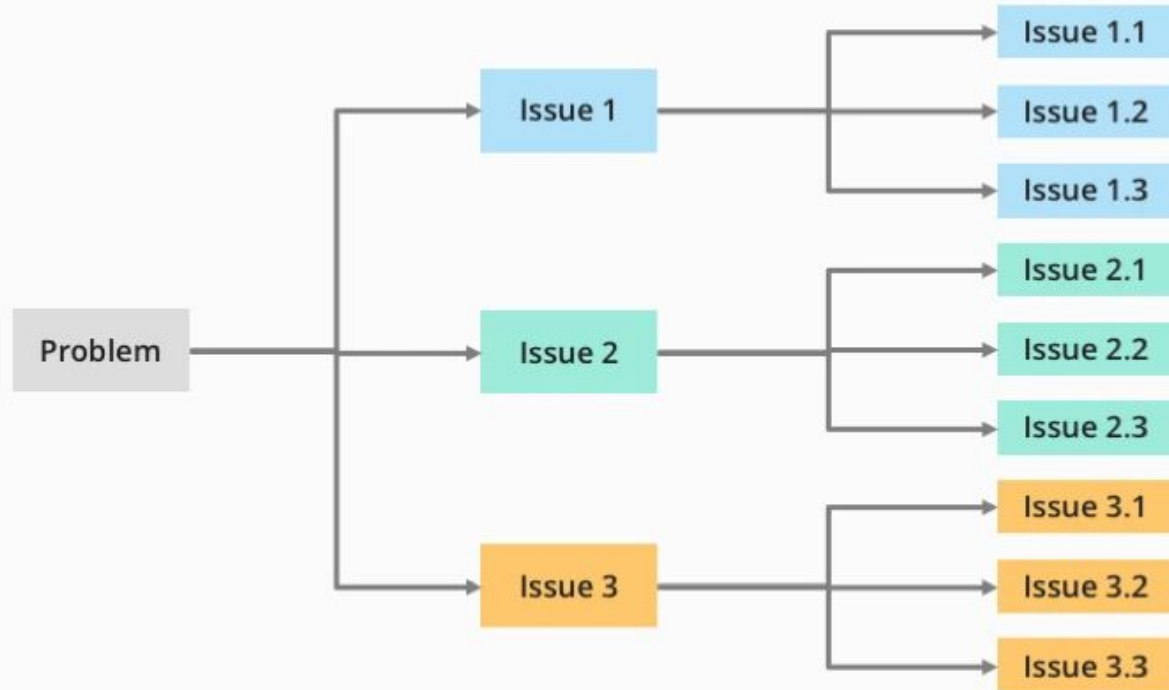## Dimension 1. Examine issues of local, global and cultural significance

Scotland; Craigie High School

- Aim: exploring the issue of gender inequality through religious education classes

- Students investigate issues related to girls' access to education through various case studies, and discuss possible solutions

- Students produce an "issue tree" to identify the impacts and root causes of gender inequalities in education, and possible solutions

Project outcomes:
- ☐ Developing students' ownership of the issue
- ☐ Promoting critical thinking skills
- ☐ Promoting empathy

Issue tree template

IGotAnOffer

FROM COMPLEX - - - - - - - - - - - - - - - → TO SIMPLE

Example projects

Dimension 1. Examine issues of local, global and cultural significance (1/2)

Australia; Eltham High School

- Students research a variety of issues and develop solutions for those issues

- Discuss with members of community, university faculty, representatives of the local or national government

- In some cases, students continued working to make a difference in their community

- Topics explored: world hunger, investment in preventing and treating AIDS, benefits of recycling

<u>Project outcomes:</u>
- Learning how to solve real-world problems

- Understanding both sides of an issue

- Making informed judgements

Example projects

2. Understand and appreciate the perspectives and world views of others

United States; 10th grade World Literature class

- Aim: understanding faith and identity

- A majority Christian class of students study a graphic memoir of an Iranian girl who grew up under the shah and who lived through the 1979 revolution

- Students research Iranian history, politics, culture and Islam before and after the revolution during the course

- Students study various multimedia sources to understand the main character's journey and identity struggle as a daughter, woman, Iranian and Muslim.

Project outcomes:

- Making connections with people from other religions

- Understanding others' world views

- Considering how people portray their own religion and that of others

- Promoting empathy

Example projects

3. Engage in open, appropriate, and effective interactions across cultures

Norway; English and social studies classes

- Aim: Communicating across cultural divides

- Students communicate with students in other countries

- Students collaborate by researching an issue, developing questions and discussing together via computer.

  - *Example*: Students read about the challenges for girls in India to receive education. After researching the issue using multimedia sources, students spoke with an all-girl school in India to discuss the questions they developed.

Project outcomes:
- ☐ Learning to be culturally sensitive
- ☐ Communicating openly and appropriately across cultures
- ☐ Promoting empathy
- ☐ Appreciating multiple perspectives on an issue

4. Take action for collective well-being and sustainable development

Mexico; "Mexico and the Global Agenda" class

- Aim: Examining the effects of corruption in order to learn about the rule of law and social justice

- Students work with counterparts from another secondary school that serves lower-income students

- Students create and administer a public survey about attitudes and experiences with corruption

- Given the high levels of reported experiences of corruption, students devise a plan to reduce corruption in the community and present it to local officials

Projects outcomes:
- ☐ Empowering students to take action and effect change to improve collective wellbeing
- ☐ Practicing democracy
- ☐ Promoting participation in one's community
- ☐ Appreciating multiple perspectives on an issue