21st Century

Global Competence Workshops

[Session 2: Teaching Collaboration]

The 21ˢᵗ C Learner is . . .

a self-directed learner

globally aware

a communicator

an innovator

a problem-solver

financially & economically literate

civically engaged

information & media literate

a collaborator

a critical thinker

https://www.thegallowayschool.net/courses/21st-century-learning/

A RESOURCE PACKET FOR EDUCATORS

COMPILED BY:

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February 28th, 2019

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USING THIS RESOURCE GUIDE

NOTE: Many of these descriptions were excerpted directly from the source website.

Recommended Resource

Visual Media

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Article

GLOBAL CLASSROOM WANTS TO KNOW HOW YOU HAVE USED THIS RESOURCE PACKET IN YOUR CLASSROOM!

EMAIL GC@WORLD-AFFAIRS.ORG

AND TELL US YOUR STORY.

https://patch.com/florida/newportrichey/an--discover-my-world-preschool-new-port-richey

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The College, Career,& Civic Life C3 Framework for Social Studies State Standards are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World (2011).*

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics,

economics, geography, and history, and a fifth for social studies skills.

(1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

(2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

(3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

(4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

(5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate

positions through the processes of reading, writing, and communicating.

COLLEGE, CAREER, & CIVIC LIFE C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C3 Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

(1) Developing questions and planning inquiries;

(2) Applying disciplinary concepts and tools;

(3) Evaluating sources and using evidence;

(4) Communicating conclusions and taking informed action

C3 Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED
Developing Questions and Planning Inquiries	• Civics • Economics • Geography • History	• Gathering and Evaluating Sources • Developing Claims and Using Evidence	• Communicating and Critiquing Conclusions • Taking Informed Action

Dimension 2 has four disciplinary subsections: **(1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

Four Categories within Dimension 2

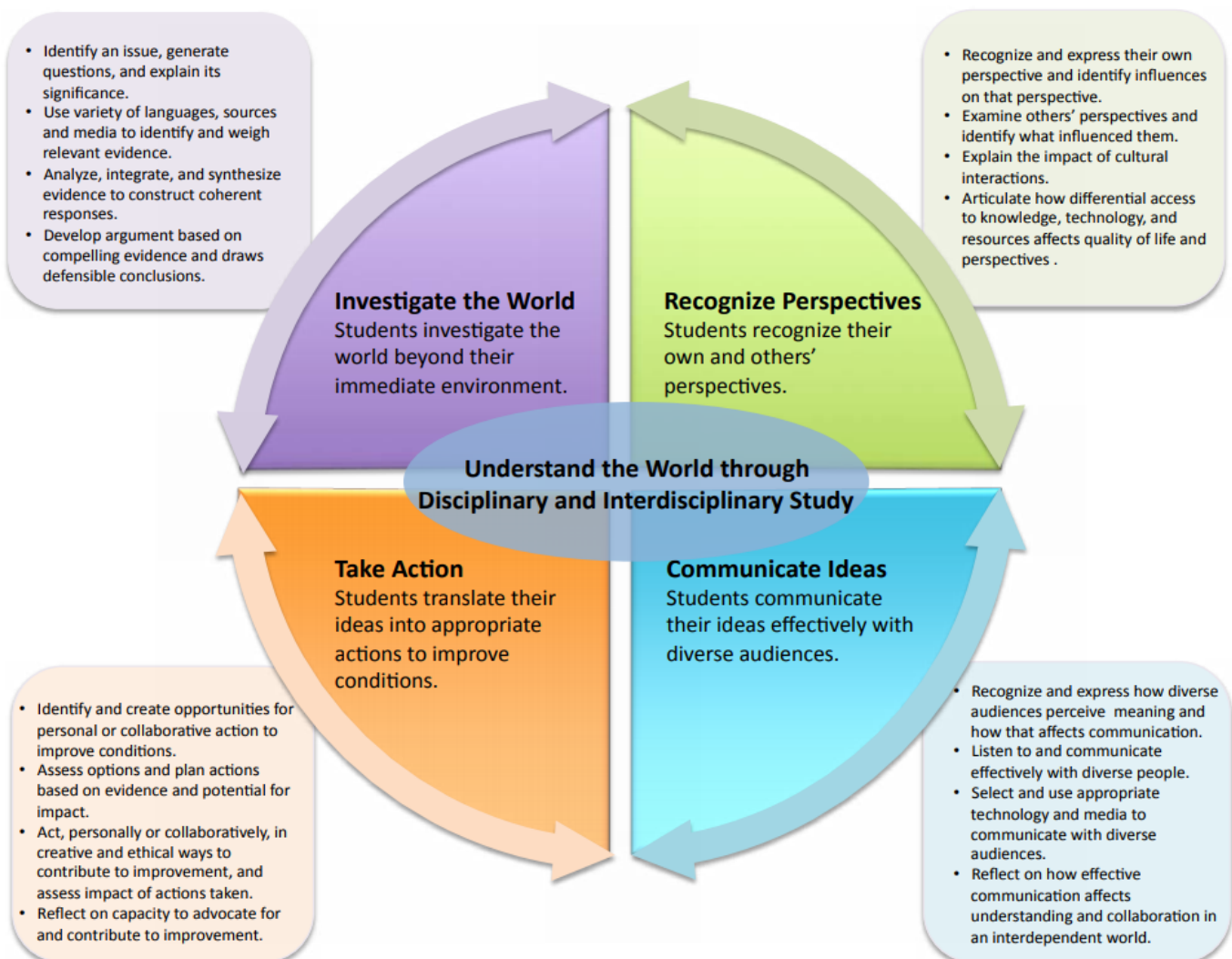| CIVICS	ECONOMICS	GEOGRPAHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World (*Asia Society and the Council of Chief State School Officers 2011*).*

"Global competence is the capacity and disposition to understand and act on issues of global significance" (Chapter 2).

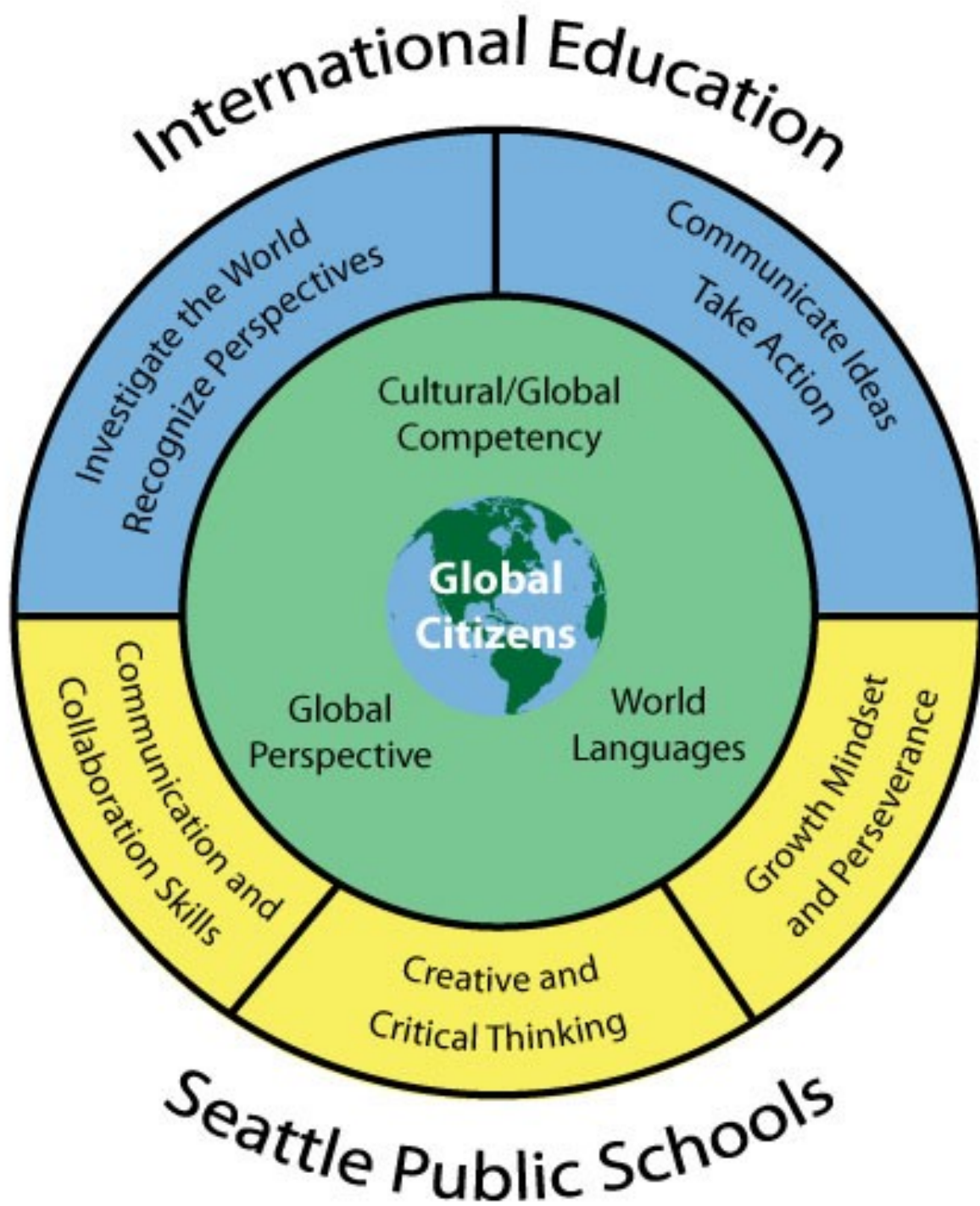Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.

2. **Recognize perspectives,** others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.

3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.

4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.

- Identify an issue, generate questions, and explain its significance.
- Use variety of languages, sources and media to identify and weigh relevant evidence.
- Analyze, integrate, and synthesize evidence to construct coherent responses.
- Develop argument based on compelling evidence and draws defensible conclusions.

- Recognize and express their own perspective and identify influences on that perspective.
- Examine others' perspectives and identify what influenced them.
- Explain the impact of cultural interactions.
- Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives .

Investigate the World
Students investigate the world beyond their immediate environment.

Recognize Perspectives
Students recognize their own and others' perspectives.

Understand the World through Disciplinary and Interdisciplinary Study

Take Action
Students translate their ideas into appropriate actions to improve conditions.

Communicate Ideas
Students communicate their ideas effectively with diverse audiences.

- Identify and create opportunities for personal or collaborative action to improve conditions.
- Assess options and plan actions based on evidence and potential for impact.
- Act, personally or collaboratively, in creative and ethical ways to contribute to improvement, and assess impact of actions taken.
- Reflect on capacity to advocate for and contribute to improvement.

- Recognize and express how diverse audiences perceive meaning and how that affects communication.
- Listen to and communicate effectively with diverse people.
- Select and use appropriate technology and media to communicate with diverse audiences.
- Reflect on how effective communication affects understanding and collaboration in an interdependent world.

Learning Objectives

1. Students will be able to define global competence and identify specific examples that cultivate global competency within themselves and others.

2. Students will be able to explain the importance of cross-cultural communication and identify the skills needed to effectively communicate across cultures.

3. Students will be able to effectively communicate in both verbal and non-verbal forms with a diversity of audiences.

4. Students will be able to recognize and explain that diverse perspectives exist across individuals, groups, and cultures.

5. Students will be able to describe how global competency skills support the development of actively engaged global citizenship.

6. Students will be able to identify connections between local and global issues and develop strategies for taking action to solve these issues.

International Education

Investigate the World
Recognize Perspectives

Communicate Ideas
Take Action

Cultural/Global
Competency

**Global
Citizens**

Communication and
Collaboration Skills

Global
Perspective

World
Languages

Growth Mindset
and Perseverance

Creative and
Critical Thinking

Seattle Public Schools

Global
Competence
Matrix
(CCSSO/Asia
Society)

=

21st Century
Skills
(SPS Strategic
Plan)

=

Components of
International
Education
(Seattle School
Board Policy
No. 2177)

=

Key Terms

DEFINITIONS

Global competence

Dynamic term that includes in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community.[5]

Global education

An interdisciplinary approach to learning concepts and skills necessary to function in a world that is increasingly interconnected and multicultural. The curricula based on this approach are grounded in traditional academic disciplines but are taught in the context of project- and problem-based inquiries.[6]

Opportunity gap

The ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations or other factors contribute to or perpetuate lower educational aspirations, achievement and attainment for certain groups of students.[7]

Bridging Cultures : The important role of translators and interpreters, and how they help people coming from different cultural backgrounds to understand and cooperate with each other.

Globalization : The system of interaction among countries of the world that has led to increasing economic, political, social, cultural, and technological interconnectedness.

Internationalist : A person who believes or advocates for understanding and cooperation between different countries.

Multicultural Leadership : The combination of practices, values, and influences of diverse cultures that supports mindfulness of different situations, assumptions, and contexts.

What is Global Competence

Global competence is a toolkit the toolkit a productive, involved citizenry uses to meet the problems and opportunties of the world

A new generation of students requires different skills from the generations that came before.

More than ever before, individual actions reach around the globe.

Global competence integrates knowledge of the world and the skill of application with the disposition to think and behave productively.

Success in career and life will depend on global competence, because career and life will play out on the global stage.

What is Global Competence

What is Global Competence? Why Global Competence?
http://www.worldsavvy.org/global-competence/
World Savvy provides information about the global competency matrix and the reason why teachers need to focus on teaching international perspectives to students.

What is Global Competence?
http://www.globalcompetencecertificate.org/global-competence/why/
This brief video explains the core concepts of global competence: skills, attitudes & values, and behaviors.

What is global competence?
https://www.youtube.com/watch?v=843Pvvs1Xzg
This video allows you to explore different educators' perspectives on the meaning of the global competence.

"Global Competence"
https://www.youtube.com/watch?v=50G4JjxxEYY
This video, created by the Asia Society, shows the four domains of Global Competence.

What are the Global Competencies?
https://www.youtube.com/watch?v=7ld6jjFXvDI
This short video illustrates different elements of global competency and provides additional details on each aspect. See below:

1) Global Competency-Collaboration
https://www.youtube.com/watch?v=AtkL2yRnZbY&index=2&list=PLelHYmb2AMnoiTylNIcV-hqXMIuSDLFgR

2) Global Competency- Communication
https://www.youtube.com/watch?v=RIqubjMb2hQ&list=PLelHYmb2AMnoiTylNIcV-hqXMIuSDLFgR&index=3

3) Global Competencies – Problem Solving
https://www.youtube.com/watch?v=e-g2NlyIkBI&list=PLelHYmb2AMnoiTylNIcV-hqXMIuSDLFgR&index=4

4) Global Competencies – Innovation
https://www.youtube.com/watch?v=1jEuUlQZh8c&list=PLelHYmb2AMnoiTylNIcV-hqXMIuSDLFgR&index=5

5) Global Competencies – Learning to Learn
https://www.youtube.com/watch?v=t53RAmECSaU&index=6&list=PLelHYmb2AMnoiTylNIcV-hqXMIuSDLFgR

6) Global Competencies – Global Citizenship
https://www.youtube.com/watch?v=2m1QcUeCozo&list=PLelHYmb2AMnoiTylNIcV-hqXMIuSDLFgR&index=7

https://asiasociety.org/education/global-competence-outcomes-and-

Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness

	From	Early Learning	To	Careers	Globally and Culturally Competent Individuals
	Early Learning	Elementary	Secondary	Postsecondary	
Collaboration and Communication	Emerging socio-emotional skill-building—focus on empathy, cooperation, and problem solving	Progressive socio-emotional skill-building—focus on empathy, perspective taking and conflict management	Strong socio-emotional and leadership skills—emphasis on multi-cultural understanding and working with diverse groups	Advanced socio-emotional and leadership skills , ability to effectively collaborate and communicate with people in cross- cultural settings	Proficient in at least two languages; Aware of differences that exist between cultures, open to diverse perspectives, and appreciative of insight gained through open cultural exchange;
World and Heritage Languages	Developing language skills in English and other languages	Basic proficiency in at least one other language	Proficiency in at least one other language	Advanced proficiency — ability to work or study in at least one other language	Critical and creative thinkers, who can apply understanding of diverse cultures, beliefs, economies, technology and forms of government in order to work effectively in cross-cultural settings to address societal, environmental or entrepreneurial challenges;
Diverse Perspectives	Emerging global awareness through exposure to diverse cultures, histories, languages and perspectives	Deepening global awareness through continued exposure to diverse cultures, histories, languages and perspectives.	Deepening local and global knowledge and understanding, including through classes, projects, study abroad and virtual exchange	Highly developed ability to analyze and reflect on issues from diverse perspectives	
Civic and Global Engagement	Growing awareness of community and institutions	Age-appropriate civic engagement and learning	Demonstrated ability to engage in key civic and global issues	Demonstrated ability for meaningful engagement in a wide range of civic and global issues and to be successful in one's own discipline/specialty in a global context	Able to operate at a professional level in intercultural and international contexts and to continue to develop new skills and harness technology to support continued growth.

Foundation of Discipline-Specific Knowledge and Understanding

January 2017

The Four Domains of Global Competence

The Four Domains of Global Competence

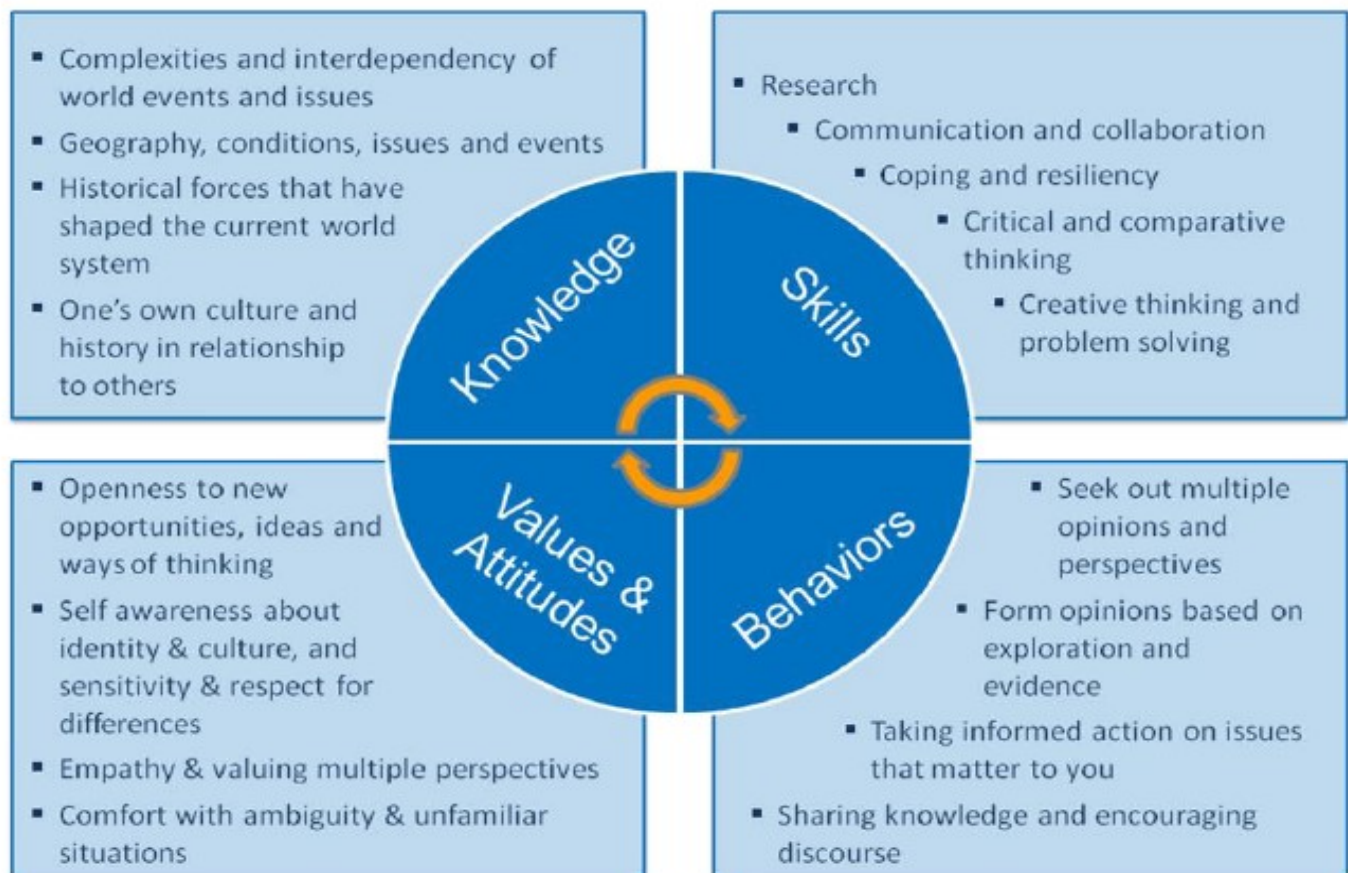https://study.com/academy/lesson/the-four-domains-of-global-competence.html

This website helps educators examine the four domains of global competence and provides lesson plans on a variety of topics.

Using global competencies to drive three-dimensional science instruction

https://www.kentuckyteacher.org/subjects/global-competency-world-languages/2017/12/using-global-competencies-to-drive-three-dimensional-science-instruction/

This article provides perspectives on how the four domains of global competence can be relevant in science and how educators can incorporate global competence across the curriculum.

World Savvy: Components of Global Competency

Knowledge
- Complexities and interdependency of world events and issues
- Geography, conditions, issues and events
- Historical forces that have shaped the current world system
- One's own culture and history in relationship to others

Skills
- Research
- Communication and collaboration
- Coping and resiliency
- Critical and comparative thinking
- Creative thinking and problem solving

Values & Attitudes
- Openness to new opportunities, ideas and ways of thinking
- Self awareness about identity & culture, and sensitivity & respect for differences
- Empathy & valuing multiple perspectives
- Comfort with ambiguity & unfamiliar situations

Behaviors
- Seek out multiple opinions and perspectives
- Form opinions based on exploration and evidence
- Taking informed action on issues that matter to you
- Sharing knowledge and encouraging discourse

What is Globalization

Globalization 101

http://www.globalization101.org/issues-in-depth/

This website gives a general explanation of globalization and provides in-depth details of different facets of globalization such as trade, migration, culture, and technology.

Globalization 101 teaching tools

http://www.globalization101.org/teaching-tools/

The Globalization 101 website also provides expert videos in each section for in-class use.

Globalizing the Curriculum-How to incorporate a Global Perspective into Your Courses

https://www.aacu.org/publications-research/periodicals/globalizing-curriculum

This publication gives guidance and background on why and how to implement global perspectives into curriculum. It defines globalization and global perspective, discusses the concept of "world opinion," talks about approaching citizenship on a global level, and finally gives guidelines for creating a global perspective in curriculum.

How to Encourage a Global Perspective in Your Classroom

https://www.weareteachers.com/encourage-global-perspective-classroom/

This article provides ideas and techniques on how to bring a global perspective into the classroom. It discusses bringing in global stories, getting involved in a global project, and more. It also suggests additional resources to use in order to accomplish these goals.

Lesson Plan Idea!

The Debate Over Globalization

https://www.nationalgeographic.org/activity/the-debate-over-globalization/

"[If teaching globalization is] done right, students find themselves questioning hidden assumptions, re-examining their culturally embedded perspectives, and expanding their sense of what constitutes a need vs. a want."

- Jason Flom in Education Week Teacher

https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/

Creating Globally Competent Students

What do globally competent students look like?
https://medium.com/global-perspectives/what-do-globally-competent-students-look-like-b21c30a46b5d
This article discusses the importance of global competence and explains that today's students will have to work for international companies and compete with people from all over the world.

Making It Relevant: Helping Students Connect Their Studies to the World Today
https://www.nytimes.com/2017/12/07/learning/lesson-plans/making-it-relevant-helping-students-connect-their-studies-to-the-world-today.html
This New York Times article gives a lesson plan that teachers can use in their classroom to bring a global perspective to their curriculum.

Educating for Global Competence: Learning Redefined for an Interconnected World
http://pz.harvard.edu/sites/default/files/Educating%20for%20Global%20Competence%20Short%20HHJ.pdf
This page explains why global competence is essential for our students and gives educators detailed and informative examples of four domains of global competence.

What is Global Competence?
https://asiasociety.org/education/what-global-competence
This brief video overviews the four domains of global competence (Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action).

8 Connected Concepts of Global Learning
https://medium.com/global-perspectives/8-connected-concepts-of-global-learning-c9a89e828408
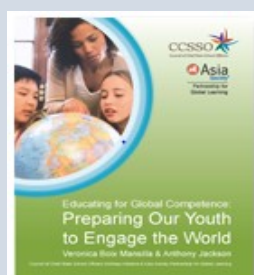This article discusses why establishing global competence is as important as learning and understanding math, language art, and science. It also provides additional resources.

Free Resource!

Educating for Global Competence
https://asiasociety.org/education/educating-global-competence

This free book provides strategies for educators for creating a more globally-focused classroom.

COMMON TRAITS OF
Globally Competent Students

They understand that the world is a system, in which their actions, as well as the actions of nations, have consequences across the globe.

They are attuned to the differences as well as the similarities of cultures.

They see the interconnectedness of humans with the landscape and environment; they understand why people settle and live where they do.

They see history as an ongoing story with many threads, rather than a series of unconnected events.

They are attuned to their local economy and understand how it is affected by global economic forces.

They are aware of the big questions doctors, scientists and policymakers are trying to answer and recognize the forces that impede or accelerate progress.

Competency Rubric

Key Skills	Level 1 - Emerging	Level 2 - Developing	Level 3 - Proficient	Level 4 - Exemplary
Information & Discovery	Identifies the problem, investigation, or challenge and uses provided information to answer questions. Formulates questions not specific to topic.	Uses information to answer general questions related to the topic. Seeks information to formulate general questions about the topic.	Explains the problem, investigation, or challenge. Formulates specific questions using information from multiple credible sources.	Clearly explains the problem, investigation, or challenge, providing details that exemplify the issue or situation. Develops, evaluates, refines, and prioritizes key questions directly related to the problem investigation, or challenge. Selects information that is sufficient in terms of quantity, diversity, and relevance to inquiry questions.
Analysis & Interpretation	Identifies and lists different types of evidence. Identifies some components of an argument.	Compares and classifies evidence. Identifies and defines all components of a given argument.	Selects important and relevant evidence to support the argument, claim/conclusion. Identifies strengths and weaknesses of each component of an argument.	Organizes and prioritizes evidence to reveal important patterns, differences or similarities related to the focus. Evaluates the sources of evidence, the accuracy and relevance of information, and the strengths of arguments.
Reasoning	Identifies a conclusion from a provided set of potential conclusions. Identifies facts and details that support the conclusion.	Presents a claim/conclusion relevant to the topic or issue. Identifies evidence related to the problem, investigation, or challenge.	Presents relevant claims/conclusions that illustrate understanding of the concepts of the topic or issue. Provides explanations, citing relevant evidence for conclusions drawn.	Presents logical conclusions that illustrate understanding of the complexity of the topic or issue, including opposing viewpoints and identification of consequences and implications. Provides clear explanation
Problem Solving & Solution Finding	Identifies and describes the provided problem, investigation, or challenge. Restates provided solutions and/or offers sol	Clearly explains the provided problem, investigation, or challenge. Offers original solutions specific to the topic.	Engages in inquiry related to the provided problem, investigation, or challenge. Evaluates plausible solutions. Student selects and tests a possible solution.	Effectively synthesizes multiple resources directly related to the problem, investigation, or challenge. Critiques and revises original solution(s) to the problem. Student tests a variety of alternative solutions to the problem and selects the most effective
Self-Regulation & Reflection	Demonstrates basic understanding of own thinking process with guidance and assistance. Has evidence of reflection on own thinking process with guidance and assistance.	Has limited understanding of own thinking process. Has limited evidence of reflection on own thinking process.	Selects and applies appropriate critical thinking strategies to new learning. Reflects on own strengths and weaknesses on critical thinking dis	Evaluates and revises critical thinking skills to persist in complex situations. Practices deep and sustained reflection on critical thinking related to specific concepts and processes in complex situations.

(Source: Bethel Public Schools)

Creating a Global Classroom

https://asiasociety.org/education/educator-resources

This is a website that has several resources for creating a more globally-focused classroom. Educators can find great information teaching for global understanding, toolkits and educator resources, and professional development opportunities.

Asia Society – Teaching for Global Competence in a Rapidly Changing World

https://asiasociety.org/sites/default/files/inline-files/teaching-for-global-competence-in-a-rapidly-changing-world-edu.pdf

This packet gives educators a framework for teaching global competence, including implications for educators in their specific discipline. Tools for implementing global competence into the classroom are also provided.

Global Education Resources

http://www.nea.org/home/37409.htm#curriculum

This website includes several different global education resources that educators can explore including videos, lesson plans, books, and organizations.

Global Rise of Education

https://ourworldindata.org/global-rise-of-education

This source provides historical data about education trends across the globe and projections for the future.

Global Competence in Practice

http://blogs.edweek.org/edweek/global_learning/2018/02/
teaching_for_global_competence_in_a_rapidly_changing_world.html

This blogger provides some examples of how educators can incorporate global competence into their existing curriculum and assignments.

5 Steps to 'internationalise' your classroom

https://learningandteaching-navitas.com/articles/5-steps-internationalise-classroom/

This article informs educators on how to embed a culture of international education in their classroom.

https://www.tdsb.on.ca/Portals/research/docs/reports/DLGCDFFramework19Mar18.pdf

CHECKLIST FOR TEACHING FOR GLOBAL COMPETENCE

Check if applicable	Criteria	Comments
Have I selected a topic of local and global significance for this unit/project/visit/course?		
[ ]	• Does the topic invite deep engagement?	
[ ]	• Does the topic embody local and global significance?	
[ ]	• Does the topic embody global significance?	
[ ]	• Does the topic invite disciplinary and interdisciplinary grounding?	
Have I planned learning outcomes that are disciplinarily grounded and focused on global competence?		
[ ]	• Do learning goals capture important knowledge and skills in one or more disciplines?	
[ ]	• Do the selected learning outcomes capture relevant global competence?	
[ ]	• Are the learning goals shared with students and stakeholders?	
Have I planned performances of global competence for this unit/project/visit/course?		
[ ]	• Do my performances of global competence involve using disciplinary and interdisciplinary knowledge and skill in novel situations?	
[ ]	• Do my performances focus on targeted global competences?	
[ ]	• Do my performances link local and global spheres?	
[ ]	• Do my performances engage students' cognitive, social, and emotional development?	
[ ]	• Do they invite a personal synthesis?	
Have I planned global competence–centered assessments for this unit/project/visit/course?		
[ ]	• Is my assessment focused on global competence?	
[ ]	• How will I assess student work over time?	
[ ]	• How will my feedback be informative to my students?	
[ ]	• Who (in addition to me) will assess and offer feedback on students' work?	

Source: Asia Society

Creating a Global Classroom

Three Ideas for 21st-Centry Global Curriculum
https://www.edutopia.org/blog/global-curriculum-terry-heick
This article provides strategies on how to implement a global perspective into the curriculum for any subject and provides ideas for classroom activities.

Educating for Global Competence: 6 Reasons, 7 Competencies, 8 strategies, 9 Innovations
https://www.gettingsmart.com/2017/09/educating-for-global-competence-6-reasons-7-competencies-8-strategies-9-innovations/
Young people today are increasingly independent and connected to the world in a variety of ways. This resource provides six reasons, seven competencies, eight strategies, and nine innovations about global competency to frame your instruction.

7 Global Education Facts & Statistics That Reflect A Changing World
https://www.teachthought.com/the-future-of-learning/7-global-education-facts-statistics-reflect-changing-world/
TeachThought gathered data to demonstrate how different cultures approach education.

Performance Assessment
https://asiasociety.org/sites/default/files/inline-files/performance-assessment-example-center-for-global-education.pdf
This is a guideline which educators can use to asses their students' global competence.

Collaboration

Collaborative Projects Abroad
https://asiasociety.org/education/collaborative-projects-abroad
This website reviews the steps to utilize and set up a collaborative, global project. It also lists additional resources for collaboration.

How to Encourage and Model Global Citizenship in the Classroom
http://blogs.edweek.org/edweek/global_learning/2016/07
This blog gives an overview of what teachers can do to support online learning, how to collaborate beyond the immediate classroom, and what essential understandings are needed to forge working relationships between learners.

Building Partnerships Outside the Classroom That Work
http://principledlearning.org/2017/12/28/global-partnerships-strategies-for-connecting-your-classroom-with-the-world/
This blog post explains how to develop effective collaboration with a teacher, classroom, or sister school elsewhere in the world. It discusses the challenges, risks, and hard work that goes into developing these relationships.

The 6 Elements of Successful Collaboration
https://www.data3.com/knowledge-centre/blog/the-6-elements-of-successful-collaboration/
This article explains three types of collaboration and six elements needed for success.

Collaboration - The Key to Scientific Success
https://www.youtube.com/watch?v=-wz9olVQE9w

In this video, 10 prominent scientists share their thoughts on science and research and how collaboration is the key to success in their field.

Apple CEO Tim Cook on Collaboration
https://www.youtube.com/watch?v=EZPYLZ7I6gs

In this video, Apple CEO Tim Cook explains how to hire people who will focus on collaboration and deliver the "magic" that happens when great minds come together.

Collaboration

What makes a "Good Collaboration"? Eight Elements for Success

http://intersector.com/what-makes-a-good-collaboration-eight-elements-for-success/

This article provides eight essential elements for successful collaboration.

Lessons for 21st-Century Learners

https://www.edutopia.org/article/lessons-21st-century-learners

This article contains three ideas for fostering collaboration, critical thinking, communication, and creativity with easy to use tools and apps.

Tech Tips: Teaching Collaboration Skills

https://www.teachingchannel.org/blog/2018/01/09/teaching-collaboration-skills

This page provides four tips to teach collaboration skills in the classroom, including student demonstration videos.

10 Strategies to Build on Student Collaboration in the Classroom

https://gsehd.gwu.edu/articles/10-strategies-build-student-collaboration-classroom

The growth of technology has expanded value of working in teams. This article explains ten strategies to build collaboration skills in the classroom.

Collaborative Learning: A Changing World

https://www.youtube.com/watch?v=BpO1xo5lHac

This video shows classroom technology tools in the future and how it will take learning beyond the classroom to an exciting new dimensions involving student collaboration.

Collaboration vs. Cooperative Learning

https://www.teachingchannel.org/video/collaboration-vs-cooperative-learning-nea

This video discusses the differences between cooperative learning and student collaboration. It explains that collaboration asks students to examine, pull apart, reassemble, and come up with something new, but not necessarily reach a consensus.

21st Century Skills: Collaboration—Shared Goals

https://www.youtube.com/watch?v=haehoWJFk10

This video overviews a lesson plan where students learned about collaboration and cooperation, shared goals and responsibilities , and participated in a team building activity. Each student has a different role but each has to contribute in the discussion.

Collaboration Lesson Plans

8 Fun Ways to Help Your Students Collaborate in the Classroom

https://www.weareteachers.com/8-fun-ways-to-help-your-students-collaborate-in-the-classroom/

This page provides eight useful activities and tools that can foster a collaborative environment in the classroom.

Global Collaboration Projects for Your Classroom

https://www.wgu.edu/heyteach/article/3-global-collaboration-projects-your-classroom

This teacher/blogger gives you some ideas for creating global collaboration projects with your students.

**Collaborative Culture: Group Work
How can I foster meaningful collaboration in my classroom?**

https://eleducation.org/resources/collaborative-culture-group-work

These videos illustrate how group work can foster meaningful collaboration in the classroom and support useful group work.

Top 3 Collaborative Learning Lesson Plans for Middle School

https://www.aeseducation.com/businesscenter21/3-best-collaborative-learning-lesson-plans-for-middle-school

This page gives you three great websites and resources for middle school teachers to cultivate collaboration among students.

http://intersector.com/what-makes-a-good-collaboration-eight-

Steps Moving Forward

Teachers: What Can You Do?

- Create professional learning communities supporting collaborative work to thoughtfully infuse the curriculum with opportunities for students to investigate and analyze issues of global significance, communicate findings to diverse audiences, and improve conditions.

- Target high-leverage entry points within the curriculum to engage students in rigorous global inquiry, using national, local, and school expectations (e.g., Common Core and state standards) as gateways to deep learning and intellectual development.

- Connect your classroom and curriculum to cultural and educational institutions that can further opportunities for students to learn to investigate the world, recognize perspectives, communicate with diverse audiences, and take action. Institutions may include museums, civic institutions (Red Cross, scouts), afterschool and extended learning programs, and nongovernmental organizations that promote global competence and intercultural communication (Bridges to Understanding, Taking IT Global, World Savvy, iEARN).

- Develop your own global competence by taking advantage of opportunities to learn about the world's cultures, languages, and interdependent systems, and to broaden your perspective through travel and study abroad.

School and District Leaders: What can you do?

- Lead your education communities in developing a deep understanding of the importance of global competence for the success of every student and in considering what a school's mission should be in the 21st century.

- Create opportunities for your schools to systematically investigate how addressing matters of global significance can become a mainstay of a school's culture—reflected in its structures, practices, and relationships with people and institutions outside the school.

- Pilot new and strengthen existing approaches to promote global competence, from new course offerings in world languages and other internationally focused content to globally focused service learning and internships to international travel and virtual exchange opportunities for students and teachers.

- Feature best practices stemming from your schools and communities. Create conditions for interested stakeholders (teachers, administrators, parents, businesses) to reflect about the opportunities embedded in best practices and what can be done to support them and expand their reach.

Source: Asia Society