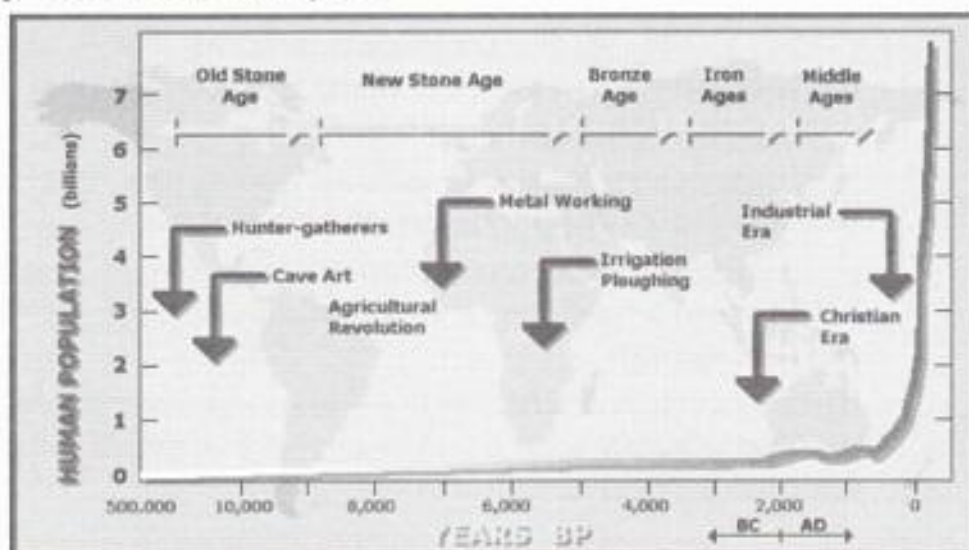


The J-Curve Illustration

- As Lee Anderson has put it, we are living in a world “beyond the bend of the J-Curve”

Globalization : Living Beyond the Bend of the J-Curve

- J-Curve Example



The Challenge of Change

The world has become a more crowded, more interconnected, more volatile, and more unstable place.

We may have a sense of “helplessness” as we enter this age of interdependence.

This can only be alleviated if we understand the process of change as a metamorphosis rather than destruction.

How do we prepare students for this changing & increasingly interdependent world?

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Basic Assumptions

1. Students are becoming citizens within the context of a unprecedented global era in human history.
2. The demands of citizenship in a global age call for the development of competencies that have not been traditionally emphasized in schools (some call these “21st Century Skills”)

Global Education

- These assumptions imply a need for globally aware or 'global citizens' (but can be *a contested term*)
- Thus *Global Education* becomes efforts to bring about changes in the content, methods, and the social context of education to better prepare students for citizenship in a global age

UNESCO Definition

Global Citizenship Education

- ❑ equips learners of all ages with those values, knowledge and skills that are based on and instill respect for human rights, social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens.
- ❑ gives learners the competencies and opportunity to realize their rights and obligations to promote a better world and future for all.

Global Citizenship Education

Global Citizenship Education is subject to great variety of definitions/usages that reflect vastly different rationales

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8 Conceptions of Global Citizenship (Oxley & Morris)

Cosmopolitan Types (mainstream models)

- **Political**  cosmopolitan democracy
- **Moral**  ethics/human rights
- **Economic**  international development
- **Cultural**  arts, media, languages

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8 Conceptions of Global Citizenship

(Oxley & Morris)

Advocacy Types (alternative models)

- | | | |
|------------------------|---|------------------------------------|
| • Social | ➔ | global civil society |
| • Critical | ➔ | inequalities/
oppression |
| • Environmental | ➔ | sustainable
development |
| • Spiritual | ➔ | spiritual/emotional
connections |

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Soft Vs. Critical Global Education

- In last decade among the critiques of the most prominent constructs of global education, concept of “critical global education” emerged. It rejects/ goes beyond most mainstream or “soft” approaches.
- Critical global education (CGE) seeks to educate students about the causes and consequences of global injustices and to support students to work towards global transformative change. Critical global education argues for greater emphasis on critically assessing social, political, and economic structures in the interests of finding and addressing areas of inequity and injustice.

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Resistance to Global Education

- Not completely accepted within educational or broader community
 - Perceived by some as “anti-patriotic”
 - Involves controversial issues
 - Lacks clear definition
 - Perceived at odds with standards movement and emphasis on traditional disciplines

So How Do We Proceed? What Should be the Goals of Global Education?

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Five Dimensions of a Global Perspective (Hanvey)

1. **Perspective Consciousness**
 - *I have a world view that is not universally shared*
2. **State of the Planet Awareness**
 - *Prevailing & emerging world conditions*
3. **Cross-Cultural Awareness**
 - *Diversity of ideas & practices*
4. **Knowledge of Global Dynamics**
 - *World systems and global change*
5. **Awareness of Human Choices**
 - *Recognizing policy alternatives to conventional wisdom*

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Nice idea, but...

- “Dominant educational paradigm” so entrenched globally that alternatives difficult to imagine
- authoritarian relationships and traditional teaching methods devoid of open discussion
- emphasis on competitive examinations
- focus on credentials rather than learning

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The Pedagogical Challenge

- How to prepare students that both
 - embody these characteristics &
 - have the knowledge, skills and attitudes to implement a globally minded learning environment
 - What do we know about successful pedagogies?
 - One suggested model derived from research: A deliberation based curriculum

A Deliberation-Based Curriculum

A deliberation-based curriculum would be implemented within the school organized around major ethical questions or issues drawn from the expert responses that cut across the breadth of the curriculum.

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Six Major Ethical Questions

- What should be done
 - in order to promote equity and fairness within and among societies?
 - to cope with population growth, genetic engineering and children in poverty?
 - to develop shared universal values while at the same time respecting local values
- What should be the balance
 - between the right to privacy and free and open access to information?
 - between protecting the environment and meeting human needs?
- What should be done to empower learners to act upon the above, both in their schools and wider communities?

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Meeting the Challenge

- May involve creative reorganization, e.g., extending courses, running additional optional courses and/or working with subject specialists to identify possibilities
- Requires a willingness to think outside traditional subject boundaries and explore deeper moral issues through subject teaching
- May involve a steep and challenging learning curve for teachers

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But This Challenge is an Imperative

- *Any education which does not prepare our children to live in a highly interdependent world is no education at all. Children who lack other-culture knowledge and experiences are effectively stunted. They are condemned to frustration and political alienation because ignorance deprives them of influence over people and events.* -

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• *Dr. Rose L. Hayden*

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*Mahalo Nui Loa
Thank You Very Much*



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DID YOU
KNOW

