

Internationalizing Ohio Classrooms

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How do we define international/global education?

How can we incorporate it across the curriculum?



International Education in Ohio



- ▶ Global Context
- ▶ Global Content
- ▶ Global Thinkers
- ▶ Global Systems





Global Competence

- ▶ Investigate the world
- ▶ Identify perspectives
- ▶ Communicate ideas
- ▶ Take action



Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
<p>Students investigate the world beyond their immediate environment.</p>	<p>Students recognize their own and others' perspective.</p>	<p>Students communicate their ideas effectively with diverse audiences.</p>	<p>Students translate their ideas and findings into appropriate actions to improve conditions.</p>
<p>Students can:</p> <ul style="list-style-type: none"> • Generate and explain the significance of locally, regionally or globally focused researchable questions. • Identify, collect and analyze the knowledge and evidence required to answer questions using a variety of international sources, media and languages. • Weigh, integrate and synthesize evidence collected to construct coherent responses that is appropriate to the context of issues or problems. • Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions. 	<p>Students can:</p> <ul style="list-style-type: none"> • Recognize and articulate one's own perspective on situations, events, issues or phenomena and identify the influences on that perspective. • Articulate and explain perspectives of other people, groups or schools of thought and identify the influences on those perspectives. • Explain how the interaction of ideas across cultures influences the development of knowledge and situations, events, issues or phenomena. • Articulate how the consequences of differential access to knowledge, technology and resources affect the quality of life and influences perspectives. 	<p>Students can:</p> <ul style="list-style-type: none"> • Recognize that diverse audiences may perceive different meanings from the same information. • Use appropriate language, behavior and strategies to effectively communicate, both verbally and non-verbally, with diverse audiences. • Explain how effective communication impacts understanding and collaboration in an interdependent world. • Select and effectively use appropriate technology and media to communicate with diverse audiences. 	<p>Students can:</p> <ul style="list-style-type: none"> • Recognize one's capacity to advocate for and contribute to improvement locally, regionally, or globally. • Identify opportunities for personal and collaborative action to address situations, events, issues or phenomena in ways which can make a difference. • Assess options for action based on evidence and the potential for impact, taking into account varied perspectives and potential consequences for others. • Act creatively and innovatively to contribute to improvement locally, regionally or globally both personally and collaboratively.



EdSteps
www.edsteps.org

- ▶ **An initiative lead by the Council of Chief State School Officers (CCSSO) to:**
 - Identify skills
 - design scales based on examples of actual student work
- ▶ **CCSSO asks that teachers and students across the country submit student work demonstrating Global Competency**
 - Student work will be placed on scales from “novice to expert.” All work will be posted anonymously.
 - Once the scales populated with the work of real students from around the country and the world, teachers and students will be able to use the scales to inform teaching and learning.
 - Participants will be entered into drawings to win \$500 gift cards
 - To submit work or learn more, please visit www.EdSteps.org



How International is Your School?

If you took a walk through your building(s) what would you see or hear in each class that would demonstrate that students were becoming more globally competent?



Working Across the Curriculum

- ▶ Social Studies
- ▶ World Languages

- ▶ Science
- ▶ The Arts
- ▶ Language Arts
- ▶ Career and technical programs
- ▶ Physical Education

- ▶ Mathematics



Ohio Teachers Going Global

- ▶ Strategies and examples across the curriculum.
- ▶ Resources
- ▶ Plan to expand online with new examples



Working at Different Levels

Starting with stories and real objects

- ▶ Early learning
- ▶ Elementary

Engaging with issues

- ▶ Middle School
- ▶ High School

Broadening experience

- ▶ Teach preparation and continuing education



Assumptions

- Teaching and learning can become more global/international without adding more content.
- Ohio's standards foster and allow for international content and context.
- Some strategies are content-specific and some can be used across the curriculum.



Planning

- ▶ Identify key **content** or
- ▶ Choose international **contexts**.



Cross-Cutting Strategies

- ▶ Understanding systems
- ▶ Making personal connections
- ▶ Understanding perspectives
- ▶ Keeping current
- ▶ Collaborating
- ▶ Using data



Working Through One Example

Imagine a group of students is asked to serve on a panel to consider Ohio's application for high speed rail service. How can an international perspective be helpful?

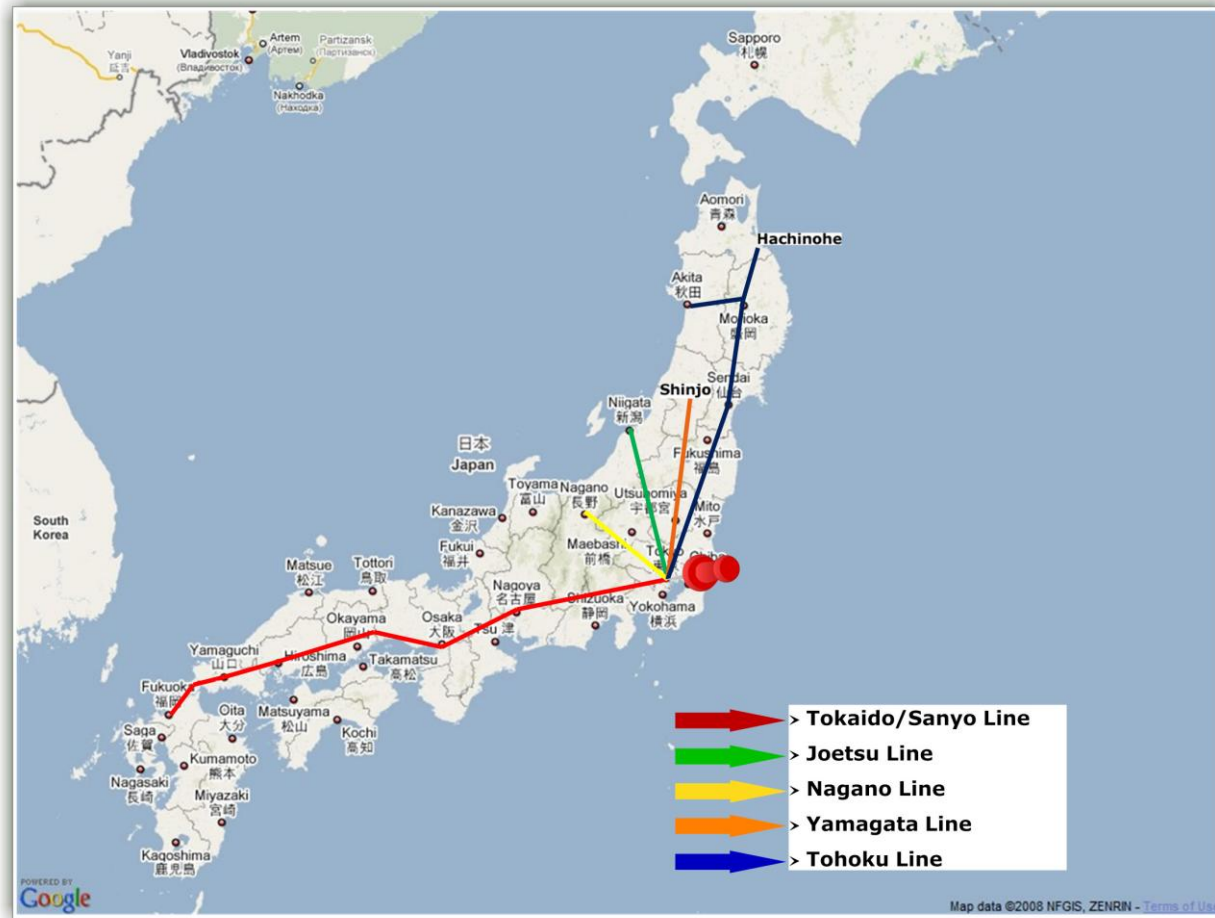


Understanding Systems

- Thinking about worldwide systems helps to pull together big ideas and concepts.
- Maps or graphic organizers be useful in thinking about systems
- How are the systems organized?



High Speed Rail in Japan



Data Comparisons

	Paris-Lyon	Tokyo-Osaka	Cleveland to Cincinnati
Distance	244 Miles	251 miles	
Metropolitan Population	Paris 10.3 million Lyon 1.3 million	Tokyo 30.3 million Osaka 17.0 million	



Why there and not here?

When were the high speed networks built?

What is the demand?

How does the population density compare?

What supports are needed?

What kinds of policies are needed?



Understanding Perspectives

- Read news articles from international sources.
- Make connections to local issues and events.
- Examine the perspectives.



Using Data

- ▶ What types of data are included in these articles?
- ▶ What types of data would you want to collect?



Making Personal Connections

Start locally with:

- Students in your own school
- Organizations in your own community
- Institutions of higher education

Maximize available technology through:

- Collaborative projects
- Partnerships



Connecting Ohio Classrooms to the World

Strategies for creating personal experiences for students:

- ▶ Leveraging local resources
- ▶ Forming partnerships
- ▶ Planning projects
- ▶ Using technology



Content Standards

- ▶ Drafts of revised standards in social studies, science, mathematics and English language arts will be posted in November.
- ▶ Social studies standards will contain two elective high school courses that are global.
- ▶ There will be more global connections in the model curriculum across the subjects.



Resources

- ▶ ODE International Education Page
- ▶ www.education.ohio.gov
 - Ohio Teachers Going Global
 - Connecting Ohio Classrooms to the World
- ▶ Think Global Ohio
www.thinkglobalohio.org

Asia Society/ Partnership for Global Learning

