



Global Competence in Teacher Education

Resources for Teaching and Learning



About

This eBook results from the Erasmus+ funded project Global Competence in Teacher Education (2019-1-UK01-KA203-061503).

This work reflects the views only of the authors and project partners and the Commission cannot be held responsible for any use which may be made of the information contained therein. For further-information, contact the Project Lead: Dr Sarah-Louise Jones at sarah-louise.jones@hull.ac.uk

The majority of this eBook reports back on Intellectual Output 4 of the Global Competence in Teacher Education project which was concerned with developing a new Flexible Teacher CPD Programme to help Teacher Educators and their Trainees be more Globally Competent and foster this competence in their students. Based on their history of designing and implementing courses related to Global Competence for diverse groups of teachers, the Flanders-based University College Leuven-Limburg (UCLL), represented by Dima Bou Mosleh and Gorik Van Helleputte, led the project team in this output.



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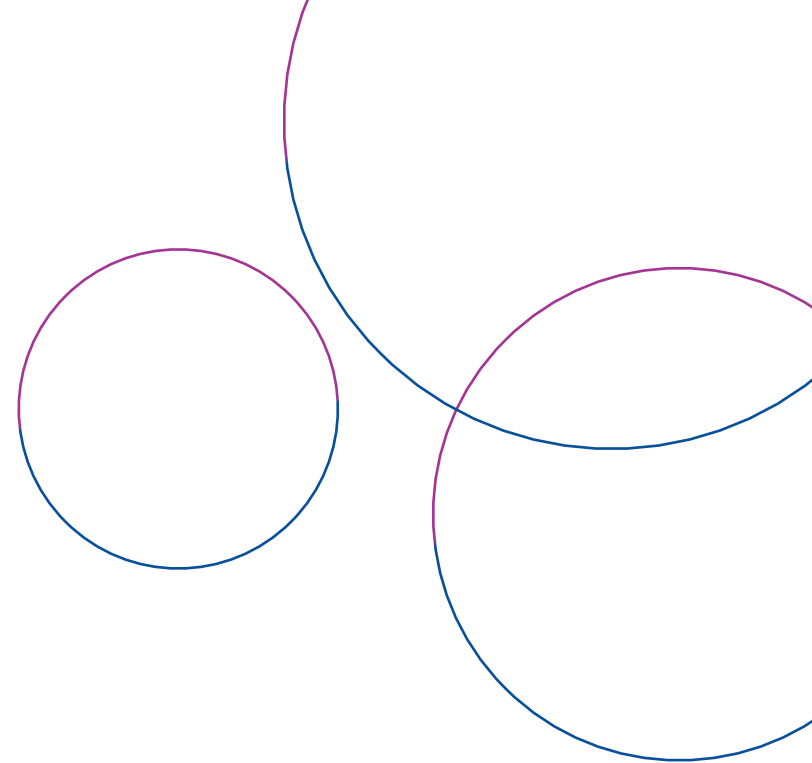
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1. Introduction

Welcome to our book on Global Competence in Teacher Education!

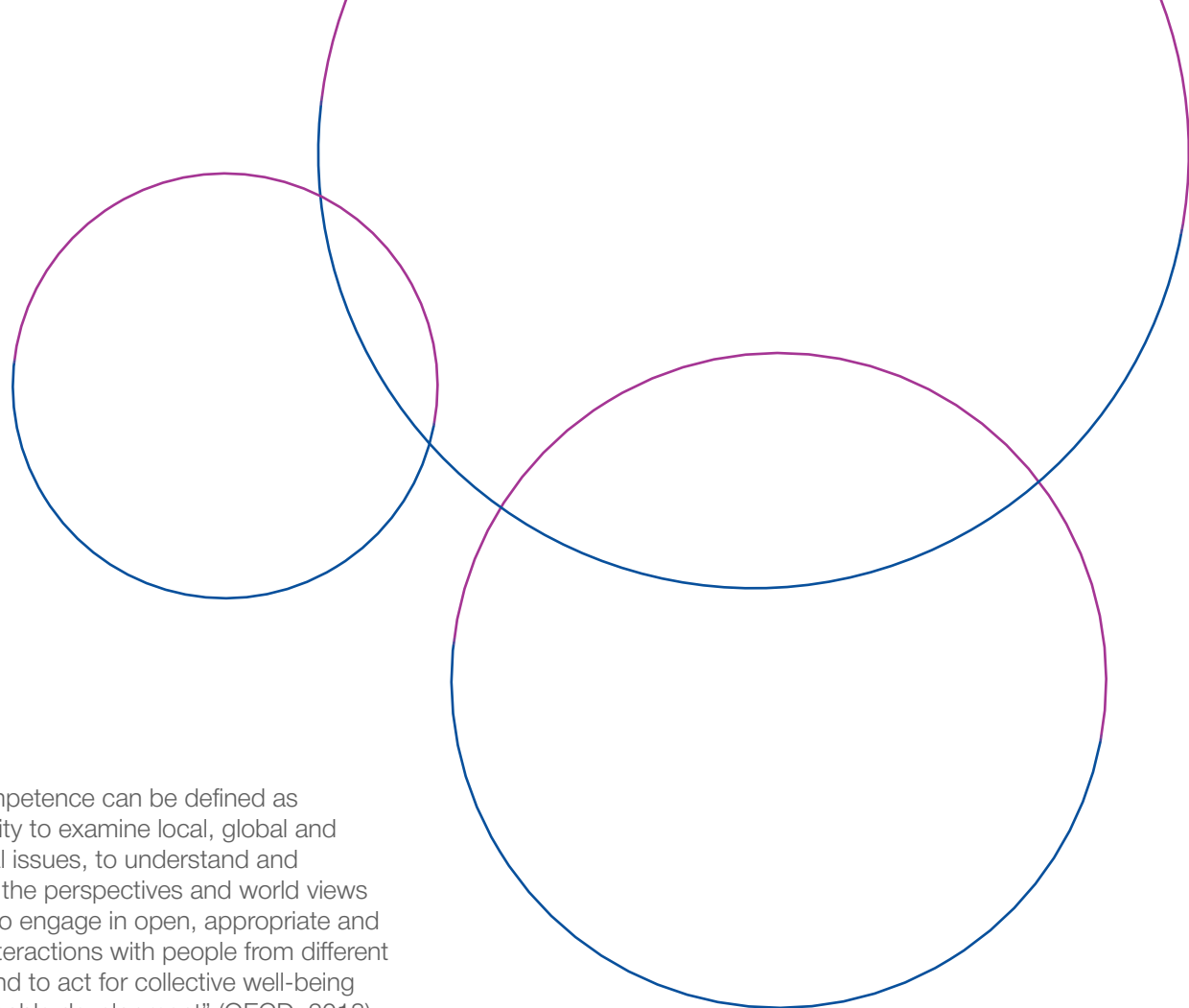
The work contained in this book has been developed during an EU-funded Erasmus+ KA2 project called: Global Competence in Teacher Education. This book is for teacher educators, teachers and non-formal educators.

What is global competence and why do we need it?

In a shrinking, more connected world where we all face common challenges, such as those posed by economic recessions, local, regional and international conflicts or climate change, the acquisition of global competence has become increasingly important (Jones & Buchanan, 2022). Countries across the world face increasing challenges, including: the integration of newly arrived peoples through migration crises; rises in nationalism; and preparing our youth for life in a digitally interconnected global society where they face uncertain futures. Such challenges require people to become globally competent, developing dispositions, skills, knowledge and understandings that enable us to live and work effectively in diverse societies.

Global competence can be defined as “the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development” (OECD, 2018).

Although there are other related terms and definitions, this is the one we have used to guide our activities throughout our project and in this book.



The aim of our project on Global Competence in Teacher Education

Although there has been some work done in schools around global competence to date, global competence has not been effectively addressed within pre-service / initial teacher education programmes. This means that new teachers just entering the profession are often unaware of the need for global competence and are unskilled to integrate the teaching of such competence within the curricula.

Our project on Global Competence in Teacher Education has directly addressed this challenge by working with teacher educators and trainee teachers across the world to achieve its key objective: to develop future cohorts of teachers who are both globally competent themselves and have the skills to develop global competence in their students.

The aim and overview of this book

This eBook reports back on and gives access to the fourth activity on our project, a series of structured learning designs and associated resources for teaching and learning about global competence. They are for use by teacher educators with their trainee teachers but may also be adapted for use with school students and in non-formal settings. We start the eBook by providing the reader with the background to our work, including details of various reviews conducted to foreground the learning designs we offer later on.

Chapter 3 outlines the design process that we followed for the production of the learning designs and the pedagogical framework that underpinned them.

The main part of the eBook can be found in **chapter 4**, where we provide the reader with twelve discreet but interconnected learning designs for teaching and learning about global competence. These are for use by teacher educators, in formal and non-formal teacher education settings, but can also be adapted by teachers for use in schools and other non-formal learning settings.

Chapter 5 presents a further set of resources we have come across during the course of our work during 2018-2022 and that the reader might find useful before we end the eBook with an executive summary. The references used in this eBook can be found at the end.

2. Background

We start this eBook by outlining a series of reviews that enabled us to foreground our work. During this phase, we located a wide variety of models, frameworks and other tools which we also share. In addition, in this section, you will find out how we engaged teacher educators around the world in order to determine the push and pull factors that shape how global competence in teacher education is conceptualised today, by those at the chalkface.

Scoping the landscape of global competence in teacher education

To begin our work on constructing learning designs, we first carried out a series of background activities to see what is already out there. This work consisted of the following activities as seen in **figure 1** and detailed further below.

1. Systematic Literature Review

Q. How is Global Competence taught in Initial Teacher Training Programmes?

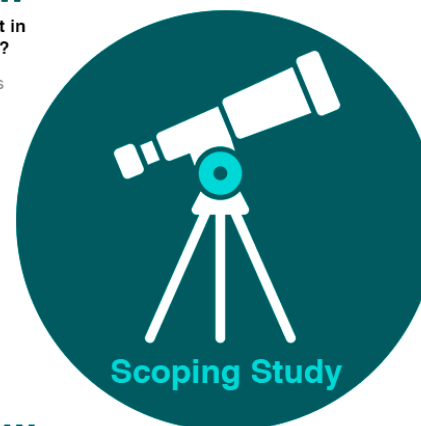
Data: Academic peer-reviewed journals

5. Non-Formal Education Review

Q. How are non-formal educators actors engaging Global Competence education in Europe and beyond?

Q. What, if any, interactions do non-formal educators have with the formal education sector - especially with teachers, teacher trainees, teacher educators?

Data: Interviews with non-formal education organisations



2. Policy Review

Q. How is Global Competence promoted by intergovernmental institutions?

Q. How is Global Competence embedded in school education policy in a series of countries in Europe and beyond?

Data: Policy documents

3. Higher Education Review

Q. What are the contexts, actors, topics, frameworks and methods/strategies used in European and USA higher education institutions to integrate GC issues into Initial Teacher Education Programmes?

Data: Interviews with stahh linked with project partner institutions

4. Schools Review

Q. What are the current practices os teachers to promote Global Competence in the classroom, at all levels of schooling?

Data: Online surfeuy send to schools across our networks, internationally

Figure 1. Overview of scoping activities to understand the landscape of global competence in teacher education.

A review of existing frameworks, models and other tools

To kickoff the project, we began a systematic literature review with the purpose of locating current effective global competence practices within initial teacher education to identify the strategies employed to integrate global competence teaching in initial teacher education, the barriers and challenges that inhibit or restrict the wider use and adoption of these strategies and the enablers and opportunities that facilitate the take-up of these strategies.

At the time of publishing this eBook, we are still drafting the final article of the systematic literature review which will be published in due course. However, we would like to share with you the following information. The final selection of articles contained within them references to 23 different models (a term we now use to include models, frameworks, inventories, surveys, scales, approaches or continua), with one, Bennett's (1993) Developmental Model of Intercultural Sensitivity, being referenced in multiple articles (n=3).

1. myCAP survey (NAFSA)
2. Cultural Intelligence Survey (Ang et al., 2007)
3. Framework for Environmental Citizenship (Berkowitz et al., 2005)
4. Capabilities Approach (Nussbaum, 2011)
5. Developmental Model of Intercultural Sensitivity (Bennett, 1993)
6. Global Perspectives Inventory (Braskamp et al., 2014)
7. Global Teacher Education Framework (Merryfield, 1997)
8. Cross-Cultural Competence Approach (Seeberg et al., 2012)
9. Cross-Cultural Adaptability Inventory (Kelley et al., 1992)
10. Intercultural Competence Model (Byram, 1997)
11. A Framework for Intercultural Teaching (MacPherson, 2010)
12. Pluralism and Diversity Attitude Assessment Instrument (Stanley, 1997)
13. Multicultural Physical Education Survey (Sparks, Butt, & Pahnos, 1996)
14. Intercultural Praxis Framework (Sorrell, 2016)
15. The Impact of an International Experience. (Wilson, 1993)
16. Critical Global Citizenship (Larsen, 2014)
17. The Measurement of Attitude (Thurstone, 1929)
18. Irreducible Global Perspective (Pike and Selby, 1988)
19. Framework Of Critical Cosmopolitanism (Delanty, 2012)
20. Cultural Dispositions of Thinking (Casinader, 2014)
21. Community Field Experience (Andreotti et al., 2015)
22. Intercultural Development Continuum (Hammer, 2009)
23. SCONUL 7 pillars of information literacy (Bent and Stubbings, 2011)

A further three models were proposed by the authors within the articles and are also listed:

1. Portfolio of Intercultural Competences (Dervin & Hahl, 2015)
2. Four Orientations towards Fundamental British Values (Bamber et al., 2018)
3. Technology, Education and Cultural Diversity Model (Ganayem & Zidan, 2018) and based on the Contact Model by Pettigrew and Tropp (2004)

As soon as we've published our article, you will be able to access it via our website:

<https://www.globalcompetence4educators.org>

A review of different policies on global competence

Not all European nation states appear to value the need for global competence education to be embedded within school systems. Therefore, this activity included a review of local, national and international directives on global competence.

This work is about to be published as a chapter in the following book:
Briga, E., Jones, S.L., Howland, C. & Liles, M. (2022). *Global Competence and Education Policies: implications for the classroom*. In (Eds). Guler, N. & Ullom, C. *At School in the World: Developing Globally Engaged Teachers*. Maryland, USA: Rowman & Littlefield Publishing (In press).

A review of global competence teaching in teacher training programmes in Higher Education in Europe and the USA

As our project is interested in how global competence is conceptualised and taught in higher education, this activity investigated how initial teacher education programmes across primarily EU nations vary so that we can determine how global competence education might be implemented effectively.

The findings from this study have been published in this journal article here:
Parmigiani, D., Jones, S.L., Kunnari, I. & Nicchia, E. (2022). *Are teacher education programmes globally competent? A study across Europe and USA*. *Cogent Education*.

<https://doi.org/10.1080/2331186X.2021.2022996>

A review of global competence education in schools

So that we could create appropriate training and awareness-raising about global competence education, this activity reviewed how global competence is integrated within schools currently. In previous projects, we have seen small pockets.

However, these and other works need to be more formally captured as it is well documented that teachers need to see “a variety of living examples of implementation, as practised by teachers with whom they can identify” (Black & William, 2010).

The findings from this work can be found on our project website:

<https://www.globalcompetence4educators.org/scoping-study.html>

A review of global competence education in the non-formal sector

It is the experience of the project team that non-formal learning sectors are currently engaged in ad hoc work associated with the emerging field of global competence. Therefore, this activity included a review of how global competence is integrated into other learning contexts e.g. European Youth Work organisations, UNICEF, Duke of Edinburgh Award, Scout Movement etc.

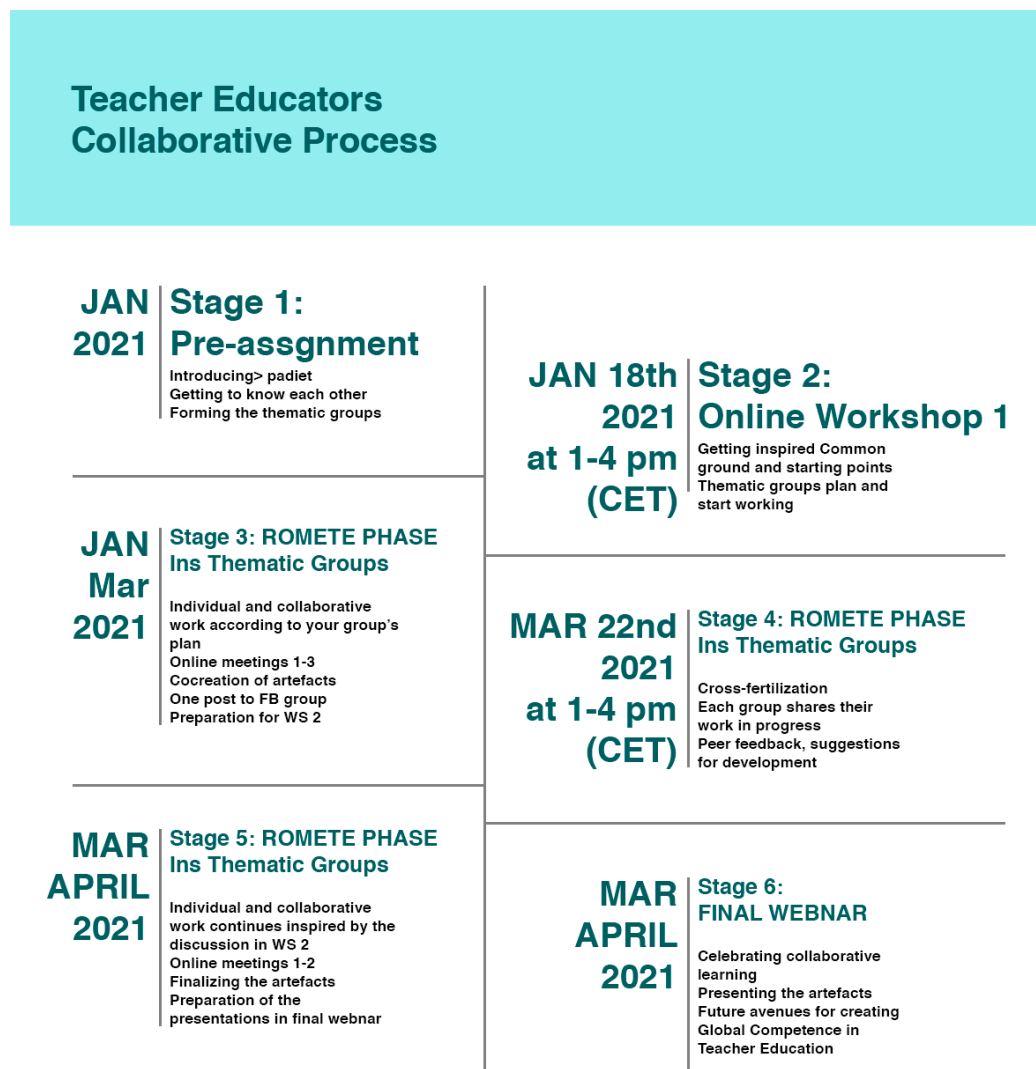
This work is about to be published as a chapter in the following book:

Howland, C., Jones, S.L., Liles, M. & Vasquez, C.R. (2022). Global Competence Education and the Non-Formal Sector. In (Eds). Guler, N. & Ullom, C. At School in the World: Developing Globally Engaged Teachers. Maryland, USA: Rowman & Littlefield Publishing (In press).

Push and pull factors: tapping into teacher educators' expertise

To continue to foreground our work on developing learning designs for teaching and learning about global competence, during the second phase of our project, we led a series of collaborative activities with teacher educators from across the world. Our goal was to dig deeper into the push and pull factors that shape how global competence in teacher education looks today and how teaching global competence takes place. This process included the activities seen in **figure 2** and detailed further below.

Figure 2. A process for collaborative activities with teacher educators across the world.



Focus groups with teacher educators

Between October and November 2020, we conducted focus groups with 35 teacher educators — working in formal and non-formal education — from 14 countries worldwide. Our main aim was to understand the motivations of these teacher educators: What sparks them to (want to) incorporate global competence into their work with future teachers?

Taking a design thinking approach, we learned about the teacher educators' personal interests in global competence, including what they find meaningful in the 2018 OECD definition of global competence and what they'd like to learn more about.

We also explored what kind of material teacher educators have used or created related to global competence and what kinds of new materials would be beneficial for them and in which format(s).

Collecting existing global competence teaching resources & mapping unmet teacher educators' needs

In parallel, we began collecting a repository of existing resources that can help teacher educators foster global competence. We gathered these from the teacher educators we interviewed in the focus groups as well as our project partners and categorized these according to the 4 different dimensions of the OECD definition of global competence. The results of this can be found in **chapter 5** - Further Resources.

A series of inspiring workshops & working in global cohorts on six thematic groups

Next, we invited the 35 teacher educators to take part in three online workshops/webinars between January and May 2021 to share and learn collaboratively about what they consider to be interesting aspects regarding global competence in teacher education.

We asked the teacher educators which topics they would value discussing in these sessions, which included:

1. The mindsets that can pave the way for building global competence across the different available teaching methods.
2. Understanding authentic learning environments that start from the home and close community to the larger society and school.
3. Intercultural communication and dialogical methods.
4. Mindful practices for collective well-being.
5. New possibilities for international experiences.
6. A whole-school approach to global competence, including curriculum development, assessment and institutional level integration.

The six above-mentioned themes were elaborately discussed in six groups of diverse expertise from both the non-formal and formal sectors during the three formal workshops and at smaller meetings outside of the workshops.

The working groups had the opportunity to share information, learn from good practices and together pave the way for building resources that can be used in the daily practices of educators in answer to the urgency of the need for global competence in our teaching and practices.

Access to materials/artifacts developed as a result of the groups' discussions can be found on our project website:

<https://www.globalcompetence4educators.org/building-globally-competent-teacher-educators.html>

3. Resources Development & Piloting

After completing our background activities and collaborative work with teacher educators described in the previous chapter, we began working on constructing a set of structured learning designs and associated resources for teaching and learning about global competence. In order to do this, we chose a framework to anchor them, a pedagogical framework to ground the development of the learning designs, as well as a methodology to pilot the learning designs and collect feedback from users (both learners and facilitators) who engaged with these materials.

Grounding frameworks The Globally Competent Learning Continuum: a framework to anchor our resources

In developing global competence, teachers can build on several tools. We built on the [Globally Competent Learning Continuum](#) (GCLC) developed by the Association for Supervision and Curriculum Development (ASCD). The GCLC is recognised as an effective tool to improve the awareness, skills and dispositions needed to become a truly globally competent teacher (Carter, 2020). The GCLC is a tool for self-reflection and self-guidance for educators wishing to reflect on their own level of global competence and to learn the characteristics included in higher levels to advance along the continuum (Tichnor-Wagner et al., 2019).

The GCLC empowers teachers to take control of their global competence. It's not only a tool for self-measurement and self-reflection, but it's also a vehicle for self-improvement which enables educators to:

- decide themselves which level of expertise they possess
- reflect on professional and personal experience or practices
- identify areas for improvement
- choose a topic to improve upon and 'take action'
- return to the continuum and re-evaluate their level
- always seek ways to improve.

The GCLC offers a very comprehensive list of characteristics of globally competent teachers, divided into three categories, with different elements under each category. The following scheme in table 1 provides an overview.

Building on this continuum, we set out to create a complementary set of structured, yet customisable, learning designs arranged by the aforementioned twelve topics. Each of these learning designs accommodates all levels of expertise and is ‘culture customisable’.

The proposed learning designs were developed and tested by our project partners, an international team of experts in global competence, both from formal and non-formal education settings.

These learning designs aim to lead to a greater global competence amongst teachers (Tichnor-Wagner et al., 2019) as they:

- enable teachers to self-reflect based on their own experience
- connect the personal with the impersonal, and the local with the global
- are being presented as in-class activities, as hybrid learning or as extracurricular pursuits
- are not restricted into one specific domain, but can be inserted and applied across all subjects.

Table 1. The Globally Competent Learning Continuum categories and elements.

Teacher disposition	1	Empathy and valuing multiple perspectives
	2	Commitment to promoting equity worldwide
Teacher knowledge	3	Understanding of global conditions and current events
	4	Understanding of the ways that the world is interconnected
	5	Experiential understanding of multiple cultures
	6	Understanding of intercultural communication
Teacher skills	7	Communicate in multiple languages
	8	Create a classroom environment that values diversity and global engagement
	9	Integrate learning experiences for students that promote content-aligned explorations of the world
	10	Facilitate intercultural and international conversations that promote active listening, critical thinking, and perspective recognition
	11	Develop local, national, or international partnerships that provide real-world contexts for global learning opportunities
	12	Develop and use appropriate methods of inquiry to assess students’ global competence development

The Conversational Framework: A pedagogical framework to ground the development

The pedagogical framework that underpins our learning designs, is “The Conversational Framework” (Laurillard, 2002; Laurillard, 2012). The framework acts as a guide to what the teacher needs to put in place for learners to learn. It supports teachers to become designers of effective learning instances. Fundamental to the Conversational Framework, Laurillard (2012:93-94) argues, is the idea that learning requires cycles of communication to take place between teachers and learners, and learners and their peers. These are promoted by the combination of the six learning types. Figure 3 summarizes this framework.

The practical implementation of Laurillard’s key learning activity types includes acquisition, inquiry, practice, production, discussion and collaboration. Underpinned by the Conversational Framework, Laurillard and colleagues went on to develop a Learning Design tool for teachers to use as they develop their learning instances. We have also used this tool to develop our own learning designs and you can read more about this in the beginning sections of **chapter 4**.

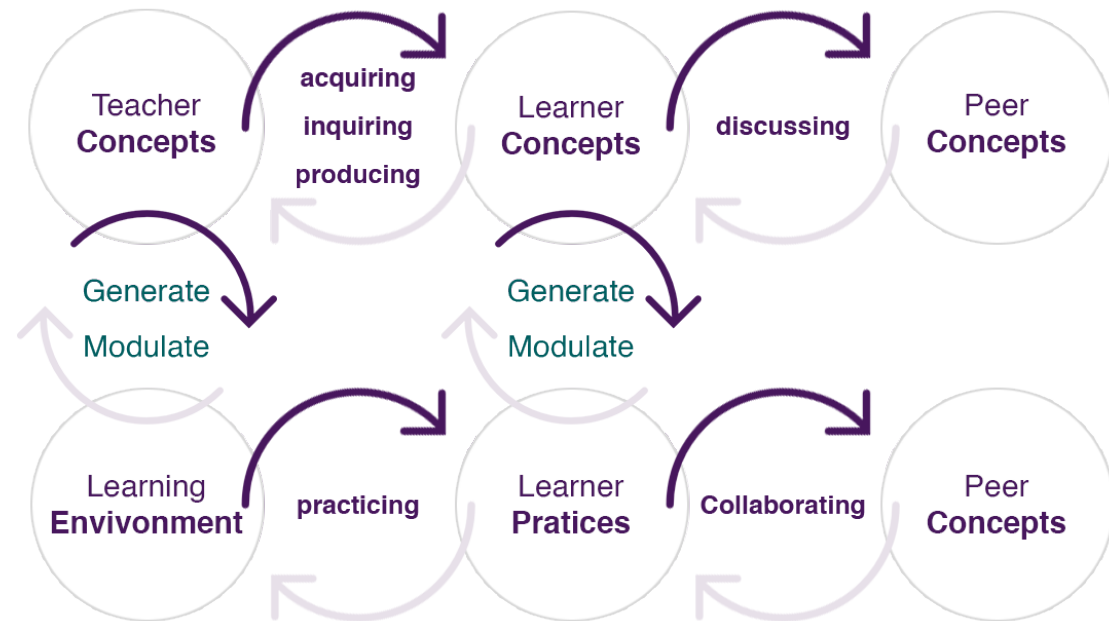


Figure 3. The six learning types according to the Conversational Framework (adapted from Laurillard, 2012).

Piloting through Collaborative Online International Learning (COIL)

[Collaborative Online International Learning \(COIL\)](#) refers to a specific form for virtual exchange or globally networked learning developed by the State University of New York (Rubin, 2015). This approach aims to “bring students and professors together across cultures to learn, discuss and collaborate as part of their class. Professors partner to design the experience, and students partner to complete the activities designed” (SUNY COIL Center, n.d.). Figure 4 represents how COIL collaborations can look like.

These types of virtual international interactions are an opportunity to internationalize the curriculum and improve students intercultural competencies and digital skills while working with others on subject-specific learning tasks or activities (Villar-Onrubia and Brinder, 2016). As described by Rubin et al. (2020), COIL collaborations extend authentic opportunities for intercultural and transnational learning to students within the curriculum of college and university classrooms, through co-developed and co-taught modules.

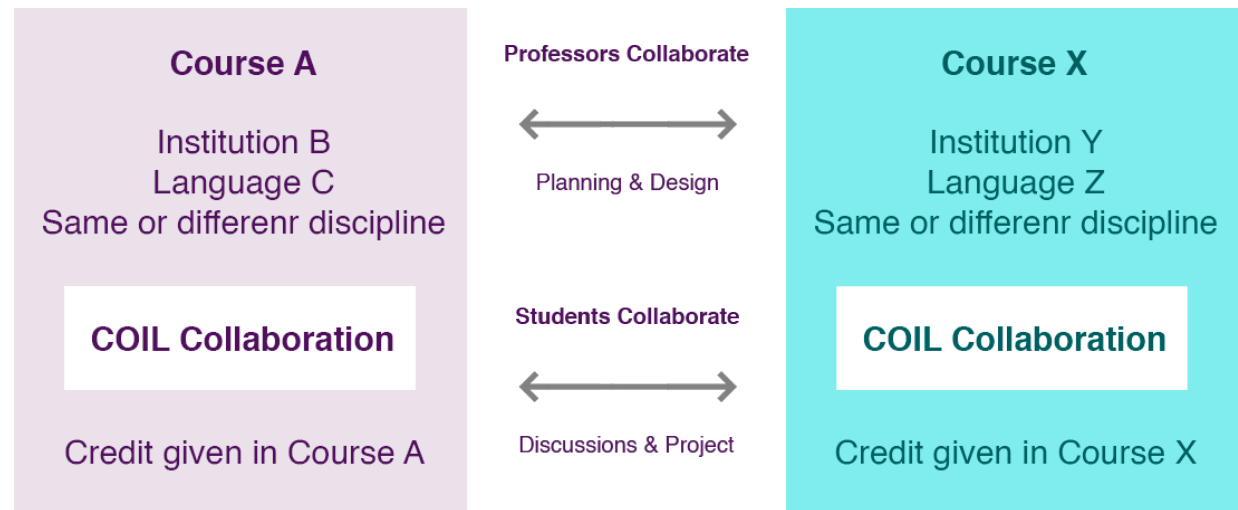


Figure 4. An overview of the COIL methodology (adapted from SUNY COIL Center, COIL Methodolgy)

Why we chose COIL?

Within our project framework, and as we have described previously in relation to the 12 learning designs being developed based on the GCLC framework, we needed to find a suitable approach to pilot these learning designs and test their efficacy in informing and educating learners in global competence. A pilot would also allow us to collect feedback that would inform adaptations and modifications to learning designs to meet the differing needs of multi-cultural heterogeneous classrooms and how to do this.

Hence, the COIL methodology seemed ideally suited for testing the learning designs and gathering input from learners for further refining their content and usability, while also allowing us to:

- promote international learning opportunities on the topic of global competence,
- promote international online exchanges among learners (teachers, trainee teachers, non-formal educators and teacher educators),
- test learning designs on different themes from the GCLC,
- test different levels of the same learning design theme within varied learner backgrounds, and
- evaluate the quality of the learning designs.

Pilot implementation

Having chosen the COIL methodology to pilot the learning designs, we split our project partners into two groups. Each made up of two universities and one non-formal education organization. Each COIL was responsible for piloting six learning designs and recruiting at least five in-service teachers or student teachers as participants. All learning sessions were delivered in English and with groups of participants representing three or more countries. The specific methodology we followed for our COIL can be seen in **figure 5**.

The planning on how to deliver the learning designs (e.g. in how many sessions, who would facilitate each session and which technology would be used) was determined by each COIL. However, both COILs used the same self-assessment questionnaire based on ASCD's Globally Competent Learning Continuum (Tichnor-Wagner et al., 2019). This online questionnaire was shared with participants in advance to help them reflect on their own level of global competence as described in the continuum.

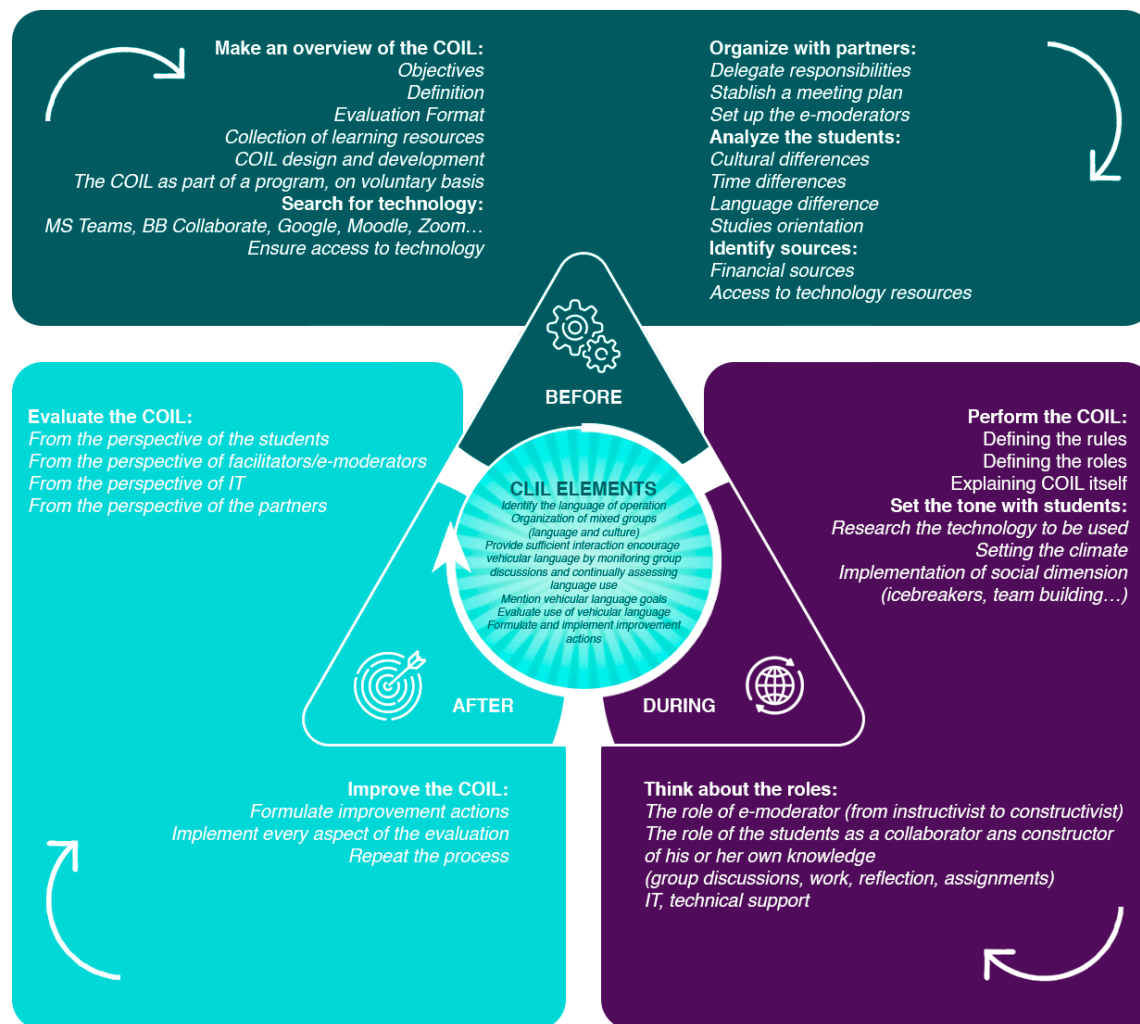


Figure 5: COIL model implemented for piloting the learning designs (adapted from Bou Mosleh & Juarez Collazo, 2021)

COIL 1:

A collaboration between the University of Hull, Hellenic Open University, and AFS Intercultural Programs. They had in total four testing sessions that took place between November and December 2021. The number of participants per session varied from 17 to 22. The groups were a mix of in-service teachers from the USA and Greece and student teachers from the UK and Greece. The learning designs that were piloted can be seen in **table 2**.

Learning Design Topics of COIL 1

LD 3: Understanding global conditions and current events

LD 4: Understanding of the ways that the world is interconnected

LD 5: Experiential understanding of multiple cultures

LD 6: Understanding of intercultural communication

LD 7: Communicate in multiple languages

LD 8: Create a classroom environment that values diversity and global engagement

Table 2. Learning Design Topics of COIL 1.

COIL 2:

A collaboration between Hame University of Applied Sciences (HAMK), the European Federation for Intercultural Learning (EFIL) and the University of Genoa. They had in total two testing sessions that took place between October and November 2021. The number of participants per session varied from 6 to 18. The majority were in-service teachers with different levels of experience that came from a variety of countries including Belgium, France, Italy, Spain and Ukraine. The learning designs that were piloted can be seen in **table 3**.

Learning Design Topics of COIL 2

LD 1: Empathy and valuing multiple perspectives

LD 2: Commitment to promoting equity worldwide

LD 9: Integrate learning experiences for students that promote content-aligned explorations of the world

LD 10: Facilitate intercultural and international conversations that promote active listening, critical thinking, and perspective recognition

LD 11: Develop local, national, or international partnerships that provide real-world contexts for global learning opportunities

LD 12: Develop and use appropriate methods of inquiry to assess students' global competence development

Table 3. Learning Design Topics of COIL 2.

Pilot evaluation

Two methods were used to collect feedback about the learning designs and evaluate the COIL process:

- An online survey distributed over the platform Jisc Online Surveys for participants attending the COILs' sessions.
- An online focus group with facilitators of the COILs led by project partners who were not involved in the facilitation process.

The goal of both evaluation methods was to gather input on what worked well and what could be improved for further refining the content and usability of the learning designs.

The results show that the COIL methodology was a success as the majority of the participants liked being part of an international cohort (average score: 3.8 out of 4), enjoyed the content of the sessions, finding that the facilitators demonstrated the content that they were teaching about, feeling they were personally involved in the learning process and had opportunities to collaborate with their peers (average score: 3.7 out of 4).

The applicability of the session content into teachers' working environment was rated with an average of 54,8% and participants' confidence to use/adapt these teaching materials with their students in their everyday work was rated with an average of 47,6%.

In the survey, we also collected open-ended responses from participants regarding areas for improvement in the learning designs and the COIL process. The feedback highlighted the need for more background information to be provided in advance, the need for a pre-course activity, more active teaching techniques, accommodate for different levels of knowledge and experience with global competence topics, more coherence and flow in the design of the sessions. When gathering facilitators from both COILs for a focus group, facilitators shared that they very much enjoyed having groups of participants from different cultural and teaching experiences and felt it contributed to an intercultural environment that boosted peer learning. In addition to this, they appreciated the flexibility of the learning designs in that they could be adapted to the timeframe they had available and included interactive activities that contributed to participants' high engagement during the sessions.

One key limitation mentioned by facilitators was the time constraint, which limited the delivery of all activities proposed in the learning designs and time for deeper reflection. Indeed participants had expressed their interest to learn more about the topics.

Another key item facilitators felt was missing in the learning designs was a designated section to explore what could be the next steps for participants, for example, the potential

implementation in their classrooms and exploration of the topics with their own students. Altogether, the pilot evaluation of the learning designs through the COIL methodology shows that the materials developed within the project are useful in fostering Global Competence for both in-service, future teachers and non-formal educators. We met the expectations of the teachers in terms of practising their own global competence through an international cohort and the content covered, and both participants' and facilitators' feedback offered us insight on how to improve the learning designs to include activities that would explicitly encourage in-service and student teachers to plan on how to implement their learnings into their own teaching contexts so that they are further prepared to foster global competence in their students.

4. Practical Guide

The learning designs and associated resources for teaching and learning about global competence provided in this eBook were designed for use by teacher educators - in formal and non-formal teacher education settings, with both pre-service and in-service trainee teachers. In addition to this, they may also be adapted by teachers for use with school students. Based on our project partners' experiences designing and implementing courses related to global competence for diverse groups of teachers, we are aware that 'one size does not fit all'. Indeed, no group of learners is exactly the same as another one and educators must take such differences into account when planning learning activities. Differences can include culture, previous knowledge and experience, levels of expertise and more.

All of these were taken into account as we developed these learning designs, which through this eBook are made available for all educators interested in integrating global competence into their teaching practices. The flexibility allows you to customise the learning designs and deliver them as stand-alone lessons or integrate them into your existing course curriculum or training activities.

In order to support you in doing so, we begin this section by sharing some reflections about the potential uses of these learning designs in formal and non-formal education settings, as well as relevant information about the format and tool chosen for sharing our learning designs.

For formal and non-formal education settings

As a result of being a partnership of both formal education institutions (universities) and non-formal education organisations (intercultural education providers) during our project, we have experienced the mutual benefit of a cross sectoral collaboration, which has in turn benefitted the development and delivery of the learning activities. Non-formal education is a complement to classroom learning, explicitly connecting learning to practice and informal everyday situational learning. Formal education helps further enhance non-formal education activities by reinforcing the importance of structured, research-based and goals-based activities and methods.

In the context of the Global Competence in Teacher Education project, this collaboration has been particularly beneficial. Our research on how global competence is conceptualised and taught in higher education institutions demonstrates a varied landscape across initial teacher education programmes, with two key sets of challenges faced in the formal-education sector, these being organisational issues and educational issues. In the first case, if it is a question of making global competence more explicit or more consistent in initial teacher education programmes. In the second case, it is a question of applying new guidelines or increasing internationalisation and collaboration (Parmigiani et al. 2022).

As a linchpin of the global competence education space, non-formal education providers can support non-formal education actors to tackle these challenges. In fact, research conducted within our project (Howland et al., in press) has identified that non-formal education actors are key movers in the global competence education space across multiple scales, both outside the formal education sector and directly contributing to the implementation of global competence education in formal education. Non-formal education actors operate through a wide range of offerings, including in-person workshops and training, international exchanges for both students and teachers, systematic school reviews, conferences, policy advocacy and consultancy, interactive learning websites, online courses which provide global competence certification and a wide range of teaching tools and resources.

In their work in school contexts, most non-formal education providers are working with in-service teachers through training workshops and consultancies, meaning there is significant scope for further engagement with pre-service teachers. Hence, collaboration with initial teacher education programmes in the formal higher education setting allows for expanding the reach to future teachers as well.

Finally, the unique pedagogical approach to global competence education within the non-formal education sector is focused on experiential learning and developmental sequencing, which many non-formal education actors consider crucial to assisting everyone to acquire the skills, values and attitudes associated with global competence. This represents an area in which the non-formal education sector is currently adding significant value to the formal education sector.

Using the Learning Designer

All the learning designs in this eBook were created with the [Learning Designer](#) tool from the University College of London's Knowledge Lab. The Learning Designer is a free online tool which any educator can use to create and share their learning designs. The tool is underpinned by [The Conversational Framework](#) (Laurillard, 2012) as presented in **chapter 3**.

Similar to a lesson plan, a learning design created using the Learning Designer displays the sequence of activities included. What is useful, is how it visually and neatly displays all the main properties included, such as topic, number of students, learning aims and outcomes, time needed to complete the learning session and mode of delivery (i.e. wholly online, blended, classroom-based or other). Since the Learning Designer is an online tool, it also makes it easy to share the learning designs you develop, with others as well as providing access for you to view and adapt learning designs created and shared by others (Kennedy, 2017). Editing your learning design is also easy, as adjustments can be made with just a few clicks in the Learning Designer tool.

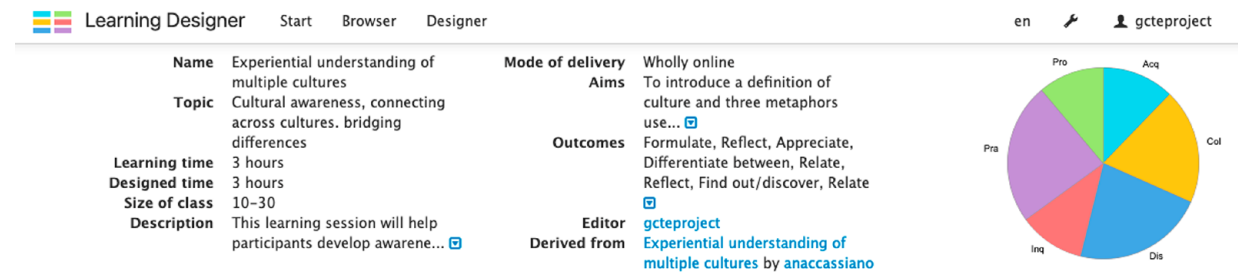


Figure 6. An example of a learning design

A useful feature within the summary section (see figure 6) of the Learning Designer is that it invites educators using the tool to create their learning designs to specify aims and outcomes using Bloom's Taxonomy (1956) of learning objectives. Similarly, the core content for the learning design and the sequence of teaching and learning activities (TLAs) that will enable learners to meet learning outcomes, can be categorised according to the six learning types from Laurillard's Conversational Framework (2012).

Each type of teaching and learning activity chosen is showcased in the Learning Designer through a different colour. You can see an example of sequences of teaching and learning activities in figure 7.

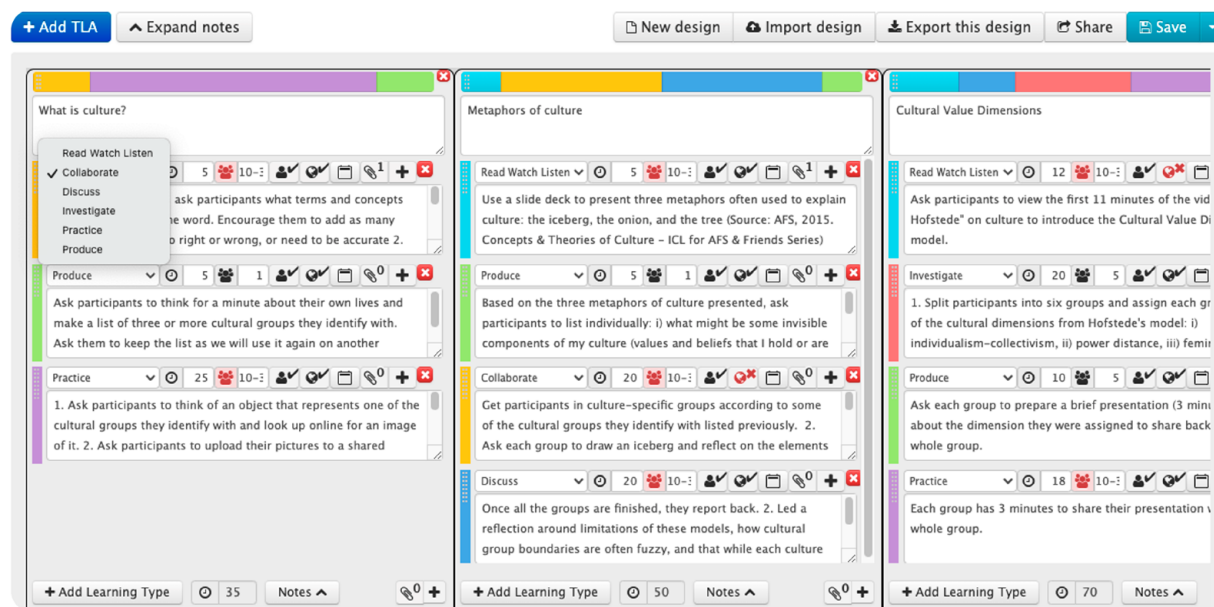


Figure 7. An example of sequences of teaching and learning activities and their categorisation.

In addition to these features, each teaching and learning activity box also allows the educator to specify the time duration of each activity, the size of the group the activity is meant for, if it is an activity that requires the teacher to be present, if it is online, if it is asynchronous and to attach resources such as links, files and notes. The clock icon in the bottom of each teaching and learning activity sequence automatically sums up the total time needed to complete that sequence of activities based on the time duration you indicated for each activity. The colored bar on the top of each teaching and learning activity sequence showcases the proportion of time dedicated to each type of learning activity chosen.

Finally, another useful feature of the Learning Designer is provided when you export your learning design. The exported version generates charts that allow educators to get a visual overview of the full learning experience created through a learning design. The main pie chart, which is also showcased online next to the learning design summary, indicates the proportion of the different types of learning included in the learning design. You can see an example of this and the other charts generated through the exported version of a learning design in **figure 8**.

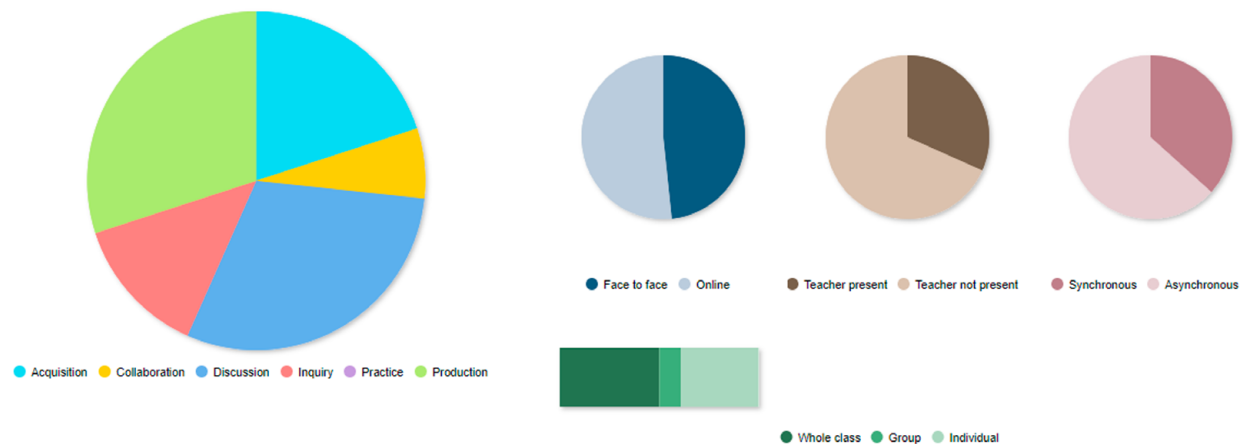


Figure 8. An example of the charts showing the nature of the overall learning experience.

Why we chose the Learning Designer

One of the reasons we chose the Learning Designer to develop our learning designs is because of how it supports the effective use of technology in teaching and learning. It does so by helping make explicit what types of learning are required to create a meaningful learning experience that meets the learning objectives (Kennedy, 2017). The way the tool asked us to select a learning type for each activity also helped inform us which learning tool would be most appropriate to use. For example, to facilitate a practice activity we could use a role play exercise. In addition, the possibility of attaching links and files directly in the tool was also something that attracted us in the Learning Designer.

Another benefit of using the Learning Designer is that it provided our diverse project team, as educators coming from different countries and educational settings (both formal and non-formal, as described in the previous section of this chapter), a shared format to develop our learning designs. This boosted collaboration and facilitated a ‘common vocabulary’ for how we articulate learning outcomes and describe different learning types, while at the same time providing us flexibility to showcase our particular styles and unique contributions in the type of activities and sequencing added to the learning designs each of us was responsible for creating.

Finally, beyond the community knowledge built and shared within our international project team, the learning designs we developed could be easily shared with other educators across the world through the Learning Designer, giving us more reach and potential uptake of the learning designs we’ve created. The links to each of the 12 learning designs we developed, which are provided in the next section of this chapter, can be accessed by anyone even if they are not logged into the Learning Designer.

If someone is interested in adapting and editing our learning designs using the Learning Designer, they can create their free account and then click on the ‘turn editing on’ button, to adapt it for their own context. Beyond those learning about our learning designs solely through this eBook, any user in the Learning Designer platform can also find them in the Learning Designer directory of designs.

The 12 learning designs

In this section, we offer a complementary set of customisable learning designs arranged by 12 topics organised within the ASCD framework that conceptualises a version of global competence. These learning designs can easily be edited to personal needs and contexts via the Learning Designer tool. Each of these learning designs accommodates all levels of expertise.

The best way to access the learning designs in order to customise them, is via their versions in the Learning Designer tool. You can find the direct links to the Learning Designer tool for each of the 12 learning designs in **table 4**.

You will also find the detailed content of each learning design on the following pages.

[LD 1: Empathy and valuing multiple perspectives](#)

[LD 2: Commitment to promoting equity worldwide](#)

[LD 3: Understanding of global conditions and current events](#)

[LD 4: Understanding of the ways that the world is interconnected](#)

[LD 5: Experiential understanding of multiple cultures](#)

[LD 6: Understanding of intercultural communication](#)

[LD 7: Communicate in multiple languages](#)

[LD 8: Create a classroom environment that values diversity and global engagement](#)

[LD 9: Integrate learning experiences for students that promote content-aligned explorations of the world](#)

[LD 10: Facilitate intercultural and international conversations that promote active listening, critical thinking and perspective recognition](#)

[LD 11: Develop local, national, or international partnerships that provide real-world contexts for global learning opportunities](#)

[LD 12: Develop and use appropriate methods of inquiry to assess students' global competence development](#)

Table 4. Direct links to the 12 learning designs on global competence.

Learning Design 1: Empathy and valuing multiple perspectives

Context

Topic: Empathy, open-mindedness, perspective-taking.

Total learning time: 2 hours and 30 minutes

Designed learning time: 2 hours and 30 minutes

Size of class: 10-30

Description: This learning session will support participants in becoming more sensitive to the cultural practices, beliefs and values of different students. They will gain opportunities to learn how to empathise with various cultures and reflect on how varied backgrounds and experiences might impact

teaching methods. The session includes experiential learning methods.

Mode of delivery: Classroom-based

Aims

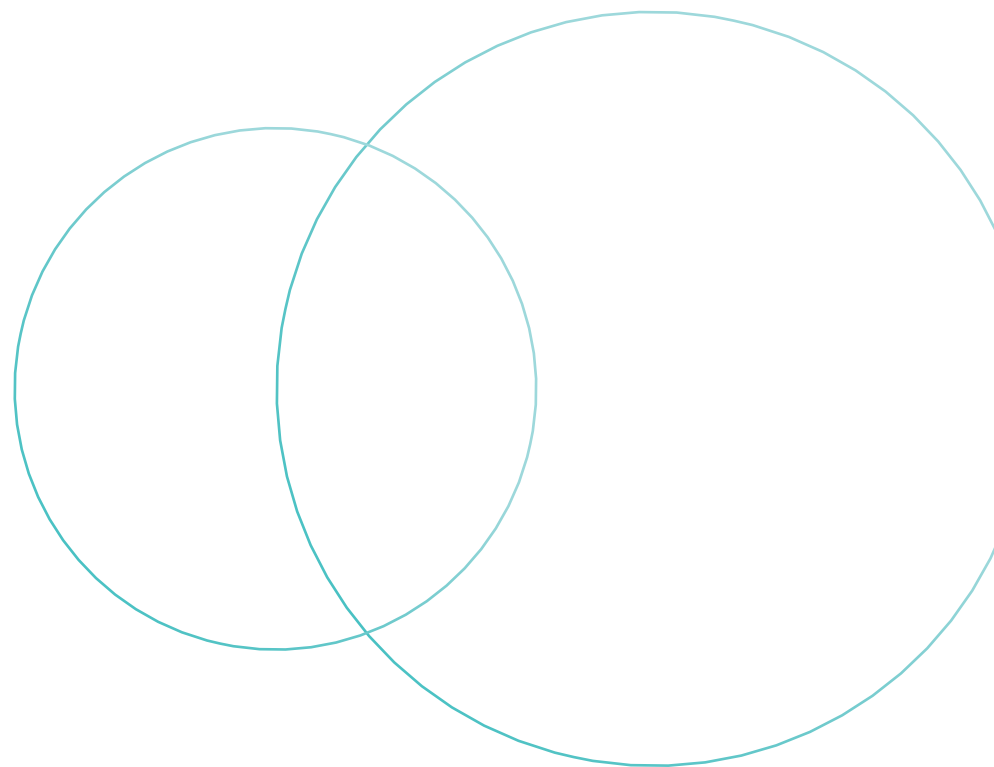
To gain an understanding of how different identity components may influence our beliefs and behaviours and consider the complexity of these influences. To develop openness and skills to understand and express other people's values and perspectives.

Outcomes

Identify (Comprehension): Identify different identity components.

Reflect (Evaluation): Reflect on identity components' impact on values.

Appreciate (Affective learning outcomes): To appreciate values and perspectives different to one's own.





Teaching-Learning activities

Reflecting on identity components

Read Watch *20 minutes* *1 Student* *Teacher not present* *Online*
Listen

Preparatory task: in advance of the session ask students to watch The Danger of a Single Story or read the Exploring Cultural Identity article.

Linked resources

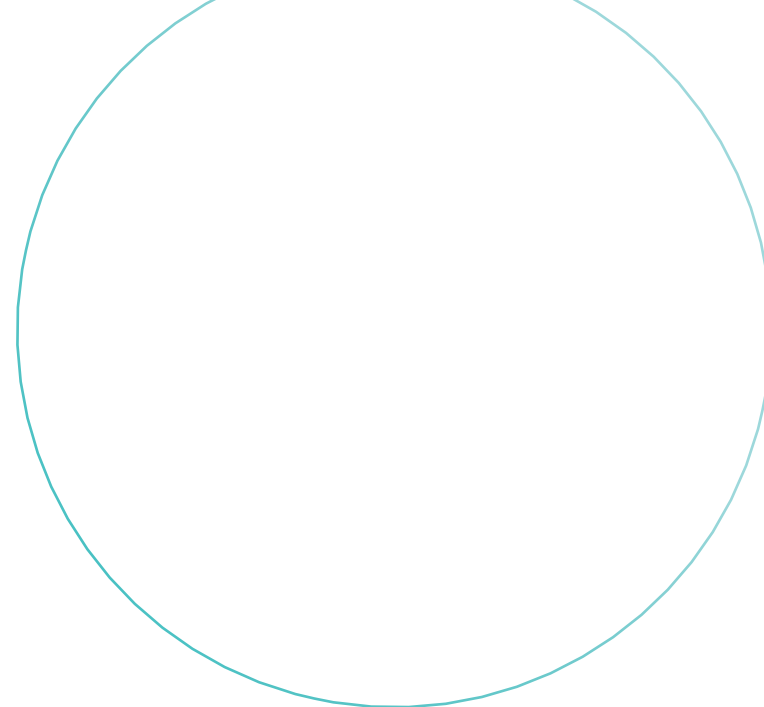
-  [The danger of a single story](#)
-  [Exploring cultural identity](#)

Discuss *20 minutes* *10-30 Students* *Teacher present* *Face to face (not online)*

Introduce briefly the idea of different identity components of every person, based on the preparatory task. Ask every student to name for themselves at least 4-5 components of their identity that have a key impact on their values. Let students share briefly in pairs.

Notes

To be identified before the lesson: The context and needs of the students. For example, students' level of global awareness/competence, students have different backgrounds, culturally and in terms of teaching experience (awareness of this can help contextualise and prepare the sessions). Also students have different learning styles which means that you might add more problem-based learning for example. This would require a bit more time but it would allow for topics to not only be explored but also be further developed. Take into account trainers'/teachers' level of knowledge ahead of session delivery in order to adapt the approach.



Teaching-Learning activities

Instructions for guided practice

Practice **10 minutes** **10-30 Students Teacher present** **Face to face (not online)**

Divide students into groups of max 8-10 people (the smaller the better for reflection). In every group each student is asked to draw 2 cards, 1 from each of the two pots (the cards can be modified according to context/needs):

POT 1: human rights activist / right-wing activist / parent/ atheist / gay / refugee / Muslim / Jehova witness / disabled / feminist

POT 2: construction worker / teacher / social worker / policeman / fitness trainer / doctor / religious leader / butcher / unemployed / housewife or househusband

Explain that for the purpose of the exercise they will now become a person that combines these two identity components. In case any student is really uncomfortable with a given component, leave a possibility to switch.

Practice **10 minutes** **10-30 Students Teacher present** **Face to face (not online)**

When everyone has the cards, help them get into the role with the following questions (e.g. guided meditation - eyes closed)

1. What was your childhood like?
2. What sort of house did you live in?
3. What did your parents do for a living? And nowadays...
4. Where do you live?
5. Where do you meet your friends?
6. What do you do together?
7. What sort of lifestyle do you have?
8. Are you religious?
9. How do you exercise your religion?
10. What does your job mean to you?
11. How much money can you earn each month?
12. How do you spend your free time?
13. What do you look like?
14. What excites you and what are you afraid of?
15. How do you react when you're mad?
16. How can others hurt your feelings the most?
17. How do your friends describe your personality?

Teaching-Learning activities

Experiential activity & debriefing

Discuss ***30 minutes*** ***10-30 Students*** ***Teacher present*** ***Face to face (not online)***

Explain to students that from now on they should represent as best as they can the perspectives of their character. Groups are separated into different spaces/rooms and then the role play can start. The teacher reads out: “Dear citizens, thank you for accepting our invitation to join today’s citizen panel. A citizen panel, as we informed you in the invitation letter, is a format that gathers different stakeholders with the aim to discuss issues of importance in order to provide input to lawmakers. That means that all of you HAVE TO give an opinion, as it is of utmost importance for our society. Today on the menu is ... (define the issue). We decided to ... (state a relevant policy decision taken on the issue).” While students discuss the issue, the teacher may step into the discussion with provocative statements as needed. The discussion can go on as long as there is a meaningful exchange and can be closed without a specific outcome.

Investigate ***30 minutes*** ***10-30 Students*** ***Teacher present*** ***Face to face (not online)***

Lead a debriefing reflection using questions related to:

i) Getting into the role: How did it feel to imagine being this person?

What knowledge did you use to create your personality? Do you think it was realistic? Were you convinced by your interpretation of the character?

ii) About the discussion: How was the discussion? Was there something frustrating?

Was it difficult to imagine what people would say? How was it to use your ID cards during the discussion?

Was it an effort to recognise which ID parts were at stake? How did you react to others? Was the discussion respectful (active listening, empathy...)?

iii) Real-life link: Do you think you react like this in real life too?

Do you catch yourself representing different versions of yourself and struggling against other people’s perceptions of you?

Can/do you represent different versions of yourself when teaching? Are you aware of how you manipulate the possibilities available to you at the time?

Do you meet occasions where you are unable to do this because your conversation partners/students etc. have already decided who you are (for example, they have ‘otherised’ you or have made a judgement on you because of the role you have? How does this make you feel?

What do you do if this is the case? Do you recognise when other people (including students) play different ‘ID cards’?

iv) Conclusions for the future: -What is your learning from this experience? How can you allow others/students to express their views freely, without being limited by others’ (including yours) assumed picture? How do you ensure meaningful dialogue? How could you implement this in your classroom?

Notes

It is difficult to assess the lesson outcomes and objectives but you could try rapid end feedback and seek learner views on the conclusions.

Use this standard question at the end of each learning design, a reflection question, how could you implement this in your classroom?

Teaching-Learning activities

Follow-up task

Produce *30 minutes* *20 Students* *Teacher present* *Face to face (not online)*

- 1) How do you manage your identity? Keep a record of how you actually manage your identity according to the different identity components over the next 48 hours with people that you encounter.
- 2) Write a personal reflection (blog, mindmap...) about the impact of your own identity components on your beliefs and behaviours and how it may affect your teaching.

Learning Design 2: Commitment to promoting equity worldwide

Context

Topic: Inequity, social justice.
Total learning time: 4 hours
Designed learning time: 4 hours
Size of class: 10-30

Description: This learning session is designed for different levels. For beginners, it aims to introduce the concept of equity and ways of promoting it. For the advanced level, it will dive deeper into discussion and reflections on different definitions related to equity and review methodologies to foster participants' commitment to promoting equity worldwide.

Mode of delivery: Blended

Aims

To explore the definition of equity from different perspectives. To present ways of equity promotion. To discuss definitions linked to equity, such as equality and non-discrimination. To foster reflection on what is the teacher's role in promoting equity worldwide.

Outcomes

Define (Knowledge): Define equity, equality and non-discrimination.
Explain (Comprehension): Explain actions that they can take to promote equity.
Illustrate (Comprehension): Illustrate their feelings in face of a discrimination event.
Analyse (Analysis): Analyse the role of educators in forming globally competent citizens.
Demonstrate (Application): Demonstrate readiness on the promotion of equity worldwide.

Teaching-Learning activities

What is equity

Read Watch Listen ***30 minutes*** ***30 Students*** ***Teacher not present*** ***Online***

Explanation of the purpose of promoting global competence in the context of the promotion of equity. Demonstration of the map of poverty. Demonstration of examples of poverty. Discussion of links between equity and gender, equity and age, equity and ethnicity.

Linked resources

-  [The poverty around the world](#)
-  [Examples](#)

Collaborate ***30 minutes*** ***30 Students*** ***Teacher present*** ***Face to face (not online)***

Divide the class into groups of 5. Each group should define equity and the differences between equity and equality. Time for discussion in small groups is approximately 15 min. Each group should illustrate their reflections. Identification of common words.

Discuss ***30 minutes*** ***10-30 Students*** ***Teacher not present*** ***Online***

The groups are asked to reflect and discuss questions such as:
How do we feel about discovering inequity?
What can we do for equity promotion?
What is the role of the teachers in promoting equity worldwide (small steps, small actions for a significant result)?

Teaching-Learning activities

Every day inequality

Discuss 30 minutes 10-30 Students Teacher present Face to face (not online)

Discussion of life events linked with inequity and inequality.

Discussion of what we feel in front of such events and the role of the teacher in the promotion of equity and equality.

Practise 30 minutes 10-30 Students Teacher present Face to face (not online)

Create the conditions for role-playing.

There will be two roles,

1) the teacher and 2) the parents (mother and/or father).

Parents' questions: We'd like to move our son to another class because of the arrival of a new international student.

NOTE: Ask students that will be in the role of parents to be insistent. After the role playing event, discuss with all groups how communication took place with the parents.

This is one example of role-playing, but others can be used as linked with the topic of inequity and discrimination.

Investigate 30 minutes Students Teacher not present Face to face (not online)

Learners are asked in the class to investigate ways to promote equity worldwide.

They make notes and share their reflections with the class.

Teaching-Learning activities

Ways of forming commitment to promote equity across the world

Discuss 30 minutes 30 Students Teacher present Face to face (not online)

The learners (trainee teachers) are asked to discuss how a teacher might feel about proposing and developing a commitment to promoting equity worldwide in their class. For example, you might ask the groups to discuss if there is a necessity on forming committedness to promoting equity worldwide.

Produce 30 minutes 30 Students Teacher present Face to face (not online)

The class will be divided into the smallest group.
The groups will be asked to investigate the way of proposing and developing commitment to promoting equity worldwide among their students.
Each group will explain their findings and their reflection to the other groups.
The whole group will take notes and will discuss the results with their colleagues.
For example, which methods for which age groups would work best.
Short take-away notes will be produced.

Learning Design 3: Understanding global conditions and current events

Context

Topic: The Impact of COVID 19 pandemic on children's education

Total learning time: 2 hours

Designed learning time: 2 hours

Size of class: 10-30

Description: This learning session will help participants learn how to create the right classroom environment for building global learning experiences and learning about current events.

Mode of delivery: Wholly online

Aims

To discover the importance of engaging students in global conditions and how to discuss current events with them. To have the opportunity to reflect upon their own experiences of the global COVID-19 pandemic, that has changed the nature of teaching worldwide.

Outcomes

Reflect (Evaluation): Reflect on participants' awareness of global conditions and current events.

Recall (Knowledge): Recall and share participants' teaching experiences during the Covid 19 Pandemic.

Break down (Analysis): Develop ways of engaging the students in recent international events.

Appreciate (Affective learning outcomes): Appreciate experiences of teachers from different cultural backgrounds.


Teaching-Learning activities

Introduction to the topic

Read Watch 5 minutes 30 Students **Teacher present** **Face to face (not online)**
Listen

Participants are asked to watch a short video on the Covid 19 Pandemic, which conveys hope, resilience, solidarity and empowerment to children and their caregivers worldwide.


Linked resources

 [Video on Covid 19](#)

Read Watch 10 minutes 10-30 Students **Teacher present** **Online**
Listen

Participants are informed that this video is an adaptation of the children's book, My Hero is You, released in early 2020 to help educate children worldwide about COVID-19. The original book was created by mental health and psychosocial support experts from the Inter-Agency Standing Committee (IASC), the highest-level humanitarian coordination forum of the United Nations. The book, My Hero is You, is available in more than 125 languages indicating the global impact of the pandemic on children. These different language versions can be downloaded from the linked resources, My Hero is You. Ask your learners to download the book and take a look through it.

Linked resources

 [My hero is you](#)

Collaborate 30 minutes 10-30 Students **Teacher present** **Online**

Ask participants to collaborate in groups of 5 (break out sessions) and discuss:

- The extent to which they empathise with the theme of the book.
 - How has school changed for them and their students over the last year or since the pandemic began?
 - What has been challenging about the changes (if any)? What have been the benefits (if any)?
- One member of the group, 'the secretary,' undertakes to note down the key points discussed in their group.

Discuss 15 minutes 10-30 Students **Teacher present** **Online**

The groups come together and discuss in a plenary. The 'secretary' of each group informs the plenary of their key points.

Teaching-Learning activities

Self-reflection

Investigate 5 minutes 10-30 Students Teacher present Online

Reflect process: Using the global competence levels below, ask participants to reflect on their teaching practices within the element of Understanding Global Conditions and Current Events in a Classroom Environment.

Ask them a) to rate themselves accordingly and b) think of any steps they need to make a progressive move along the continuum:

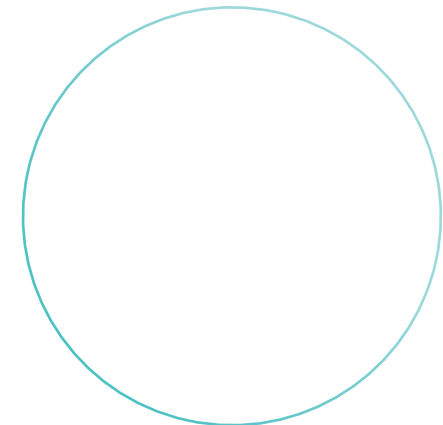
1. Element: Understanding of global conditions and current events.
2. Nascent: I do not yet have knowledge of world conditions and current events.
3. Beginning: I have a basic understanding of world geography. I have a basic understanding of current local and/or global events.
4. Progressing: I can articulate geographical, historical, political, economic, social and/or cultural influences on current events.
I can access multiple resources that portray current events.
5. Proficient: I seek out multiple sources to understand contrasting perspectives on an issue. I stay informed on current local and global issues.
6. Advanced: I regularly seek resources from varied perspectives and opportunities to stay informed on local and global issues.
I think critically about the potential impact of current events on future conditions, both locally and globally.

Linked resources

 [Tichnor-Wagner, Ariel, et al. Becoming a Globally Competent Teacher, Association for Supervision & Curriculum Development, 2019. ProQuest eBook Central](#)

Produce 15 minutes 10-30 Students Teacher present Online

After letting the participants identify their level of engagement, ask them to think for a few minutes and make a list of three examples from their daily teaching practice that illustrate that level. Ask them to keep the list as we will use it in the next step.



Teaching-Learning activities

Group work and plenary discussion

Collaborate 20 minutes 10-30 Students Teacher present Online

Ask participants to collaborate in groups of 5 (break out sessions). Choose one example from your list and discuss with the fellow members of your group how you can improve it to become more interculturallyengaging. Participants should also identify an event currently making international headlines and consider the impact of that current global event on them and their students. Finally, ask them to reflect on how the same event is portrayed from different news sources and why that might be the case. One member of the group, 'the secretary,' undertakes to note down the key points discussed in their group.

Discuss 20 minutes 10-30 Students Teacher present Online

The groups come together and discuss in a plenary. The 'secretary' of each group informs the plenary of their key points.

Learning Design 4: Understanding of the ways that the world is interconnected

Context

Topic: Global citizenship, global issues, global goals.

Total learning time: 3 hours

Designed learning time: 3 hours

Size of class: 10-30

Description: This learning session will explore the importance of global citizenship and foster reflection about local influences on global issues and global influences on local issues.

Mode of delivery: Wholly online

Aims

To foster reflection about the skills, knowledge and attitudes that make up a global citizen and the role of educators in fostering global citizenship. To raise awareness about the United Nations (UN) Sustainable Development Goals (SDGs) and their critical importance for collective well-being and a sustainable future for all. To provide examples of actions to help advance the SDGs in their local communities.

Outcomes

Identify (Comprehension): Identify and list characteristics that are related to the skills, knowledge and attitudes that make up a global citizen.

Explain (Comprehension): Describe their own characteristics as global citizens (or not).

Evaluate (Evaluation): Examine possibilities for developing their role as global citizens.

Select (Comprehension): Express new characteristics that they would like to develop in order to be global citizens.

Analyse (Analysis): Analyse their roles as future teachers.

Name (Knowledge): Name the 17 SDGs.

Identify (Knowledge): Identify crucial elements (geographically, politically, etc.) that have a positive and/or negative impact on the SDGs. Identify elements within their close environment (community, neighbourhood, etc.) that have a positive and/or negative global impact.

Demonstrate (Application): Demonstrate readiness and ability to take actions that have a positive impact on the environment, economy, etc. of their local communities.

Teaching-Learning activities

What is Global Citizenship and why does it matter for educators?

Read Watch 10 minutes 1 Student Teacher not present Online

Invite participants to explore what is meant by global citizenship and global citizenship education as defined by the UN and UNESCO. Explore some of the suggested further links, as you wish.

Linked resources

-  [UN Article on Global Citizenship](#)
-  [What is Global Citizenship Education?](#)
-  [GCED section on UNESCO webpage](#)

Produce 10 minutes 1 Student Teacher present Online

1. Ask participants to list 2-3 people that they admire who they consider are global citizens. These can be people they know personally (friends, family members, etc.) or public figures (activists, politicians, celebrities, etc).
2. Ask participants to make a list of up to 6 characteristics, specifically about skills, knowledge and attitudes, that these people seem to have in common.
3. Using Google Jamboard or similar, ask participants to add the characteristics they have listed.

Investigate 10 minutes 3 Students Teacher present Online

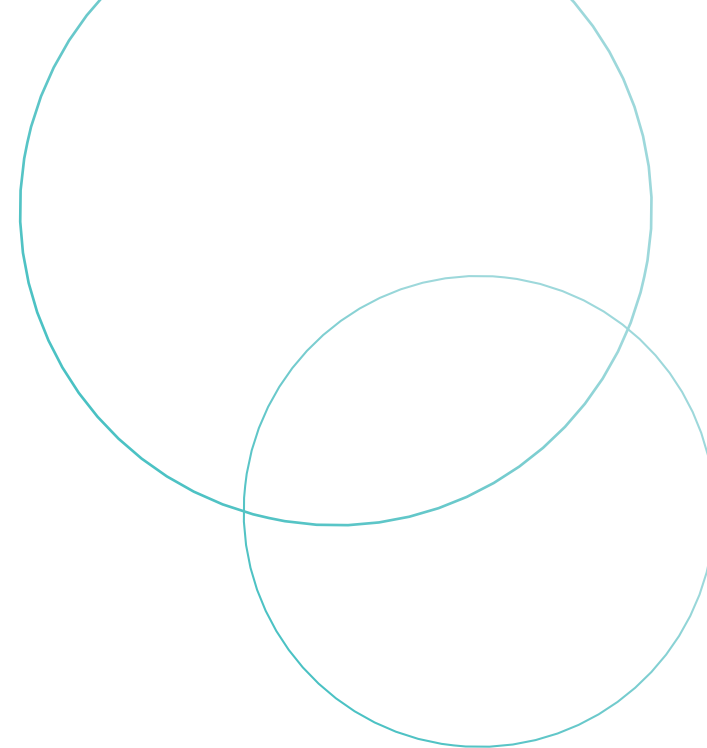
Taking all the characteristics listed in the Google Jamboard or similar as a reference, ask participants to write down for themselves, 2 or 3 characteristics that they believe they personally already possess and 2 or 3 characteristics that they would like to develop in themselves.

Discuss 15 minutes 10-30 Students Teacher present Online

As a whole group, lead a reflection using questions that encourage participants to share and explore how they can continue developing as global citizens and how they see GCED as part of their (future) teaching practices. Some suggested questions: a) Did you find out something new about yourself in terms of the characteristics you already have as a global citizen? b) Do you have ideas on how to develop other characteristics that you want to have, for becoming a global citizen? c) How do you see global citizenship and global citizenship education as part of your role as a teacher?

Notes

*If doing this activity in person, you can use a flipchart and post-its/sticky notes instead of Google Jamboard or similar.



Teaching-Learning activities

Exploring the Global Goals through 360° videos

Collaborate 5 minutes 10-30 Students Teacher present Face to face (not online)

Ask a few volunteers to share what they know about the United Nations' Agenda 2030 and its Sustainable Development Goals and how they would define them in their own words.

Read Watch 5 minutes 10-30 Students Teacher present Online Listen

Introduce what the UN SDGs are by showing the introductory video, "Do you know all 17 SDGs?".

Linked resources

 [The UN SDGs](#)

 [The 17 Goals](#)

Produce 15 minutes 5 Students Teacher present Online

1. Divide participants into smaller groups and invite each group to choose a 360° video from the MY World 360° project.
2. As they explore the 360° video of their choice, ask them to write down
 - i) 2-3 things that caught their attention;
 - ii) 2-3 things that they wonder about;
 - iii) which SDGs the video portrays and how.
3. Ask each group to assign a representative to take notes to share back with the whole group.

Linked resources

 [My World 360°](#)

Discuss 15 minutes 10-30 Students Teacher present Online

As a whole group, ask the representative from each group to share back the highlights of the group discussion.

Notes

*If doing this activity in person, make sure each group has a computer or tablet to be able to view and explore the 360° videos.

Teaching-Learning activities

Observing our environment

Produce 15 minutes 1 Student Teacher present Online

1. Having in mind the community, neighbourhood, or area of the city where they live, ask participants to answer the questions below:
 - A. How diverse are the people who live in your neighbourhood or area of the city? Try to list down some of the races, nationalities, ethnicities, socio-economic groups and religions that you are aware of regarding the people who live in your immediate surroundings.
 - B. What businesses or organisations are in this community? (eg. shops, schools, public organisations, libraries etc).
 - C. What's the most common means of transportation in this community?
 - D. Is public transportation available in this community? Which?
 - E. Where do children play in this community? Where do people gather?
 - F. What are your favourite things about this community?
 - G. What are some of the things you think could be improved in this community?
2. Based on their answers, ask participants to post a short paragraph describing their environment on a shared Padlet wall.

Investigate 15 minutes 1 Student Teacher present Online

Ask participants to review what others shared in the Padlet and encourage them to add comments or clarify points on each others' posts.

Collaborate 10 minutes 10-30 Students Teacher present Online

As a whole group, encourage participants to clarify any questions added to their posts and share if anything surprised them on others' descriptions of their environments.

Discuss 10 minutes 10-30 Students Teacher present Online

Lead a discussion using questions like

- i) How did it feel to do this mapping of where you live? ii) Did you notice anything you've never noticed before about your environment?
- iii) Do you think that the place where we live influences the way we see the world? In what ways?
- iv) Which connections did you make between the immediate surroundings of where you live and the Global Goals?

Notes

*If doing this activity is done in-person, you can use a flipchart and post-its/sticky notes instead of Padlet.

Teaching-Learning activities

Daily actions to help advance the SGDs

Read Watch 10 minutes 1 Student Teacher present Online Listen

Ask participants to explore the 171 Daily Actions to Transform Our World handbook by the UN.

Linked resources

 [171 Daily Actions to Transform Our World](#)

Produce 5 minutes 10-30 Students Teacher present Online

As they review the 171 suggested daily actions, ask them to list 5-10 which could contribute to a challenge they have identified in their local community. They can also come up with their own actions.

Collaborate 12 minutes 10-30 Students Teacher present Online

Using the 1-2-4-All steps (see linked resources below) ask participants to reflect on i) What do the people of my community / neighbourhood need in order to have a better quality of life? ii) How it relates with the actions they have listed.?

Linked resources

 [1-2-4-All Steps](#)

Practice 18 minutes 5 Students Teacher present Online

In small groups, ask participants to share with each other:

- 1 action each would like to start doing by the end of the week
- 1 action each would like to start doing by the end of the month
- 1 action each would like to start doing by the end of the year

Learning Design 5: Experiential understanding of multiple cultures

Context

Topic: Cultural awareness, connecting across cultures, bridging differences.

Total learning time: 3 hours

Designed learning time: 3 hours

Size of class: 10-30

Description: This learning session will help participants develop an awareness of their own cultural practices, values and norms, seek opportunities to immerse themselves in other cultures locally or internationally and reflect on how experiences with differences affect their perspectives and teaching practices.

Mode of delivery: Wholly online

Aims

To introduce a definition of culture and three metaphors used to represent the concept of culture.

To present the cultural values dimensions framework. To provide examples of different cultural values and dimensions across different cultural groups.

Outcomes

Formulate (Comprehension): Formulate a shared definition of culture.

Reflect (Evaluation): Reflect on characteristics of their own culture.

Appreciate (Affective learning outcomes): Appreciate cultural differences.

Differentiate between (Analysis): Differentiate between three metaphors used to represent the concept of culture, these being the iceberg, the onion and the tree.

Relate (Analysis): Relate the metaphors of culture to their own culture.

Reflect (Evaluation): Reflect on the benefits and limitations of using metaphors of culture.

Find out/discover (Knowledge): Discover the cultural value dimensions model.

Relate (Analysis): Relate the cultural value dimensions with their own experiences and experiences as future teachers.


Teaching-Learning activities

What is culture?

Collaborate 5 minutes 10-30 Students Teacher present Face to face (not online)

1. Using a Menti poll, ask participants what terms and concepts they associate with the word 'culture'. Encourage them to add as many ideas as they have. There is no right or wrong, or any need to be accurate
2. Review the ideas according to commonalities and introduce a definition of culture. For example, culture can be defined as "shared characteristics (values, behaviours, beliefs, attitudes, etc.) and learned tendencies or patterns of a group that are transferred from one generation to the next and can adapt slowly over time."
(Source: AFS, 2015. Concepts & Theories of Culture - ICL for AFS & Friends Series)

Linked resources

 [Concepts and Theories of Culture](#)

Produce 5 minutes 1 Student Teacher present Online

1. Ask participants to think of an object that represents one of the cultural groups they identify with and look for a freely available online image of it.
2. Ask participants to upload their pictures to a shared Padlet wall with no title, only the picture and the name of who uploaded it.
3. Invite someone to pick an object on the Padlet that they are most curious about and try to guess what it is.
4. Once that person guesses, ask the owner of the object to explain what it is and how it is connected to the culture they identify with and which cultural values from that culture it may represent.
5. Repeat the process with three more objects (more if possible).
6. Wrap up this part by emphasising how artefacts can inform much more about a culture. So from the examples, we know when we see different cultures we should think not only of visible aspects but also invisible ones.

Teaching-Learning activities

Metaphors of culture

Read Watch 5 minutes 10-30 Students **Teacher present** **Face to face (not online)**
Listen

Use a slide deck to present three metaphors often used to explain culture: the iceberg, the onion and the tree (Source: AFS, 2015. Concepts & Theories of Culture - ICL for AFS & Friends Series)

Linked resources

 [Concepts and Theories of Culture](#)

Produce 5 minutes 1 Student **Teacher present** **Online**

Based on the three metaphors of culture presented, ask participants to list individually:

- i) What might be some of the invisible components of their culture (values and beliefs that they hold or are common among the people they interact with most often)?
- ii) What might be the visible components of their culture (how are these values outwardly expressed in behaviours or artefacts)?

Collaborate 20 minutes 10-30 Students **Teacher present** **Face to face (not online)**

Get participants in culture-specific groups according to some of the cultural groups they identify with, listed previously.

Ask each group to draw an iceberg and reflect on the elements of their own culture.

Here are some questions to help: i) What is visible? ii) What do foreigners / outsiders see right away?

iii) What are the parts of our culture that we are known for? iv) What are the values underneath the waterline?

v) What are those elements people from outside do not see right away but might discover over time?

Notes

To save time, ask them to think of five artefacts / behaviours and connect them to the five values below the surface.

Discuss 20 minutes 10-30 Students **Teacher present** **Face to face (not online)**

Once all the groups are finished, they need to report back. Lead a reflection with the groups on the limitations of these models. For example, ask how cultural group boundaries are often fuzzy and elicit for them that while each culture has its preferred or dominant set of beliefs, behaviours and values, there is still a lot of diversity within each cultural group.

Teaching-Learning activities

Cultural Value Dimensions

Read Watch 12 minutes 10-30 Students ***Teacher present*** ***Face to face (not online)***
Listen

Ask participants to view the first 11 minute of the video “Geert Hofstede on culture” that introduces the cultural value dimensions model

Linked resources

 [Geert Hofstede on Culture](#)

Investigate 20 minutes 5 Students ***Teacher present*** ***Online***

1. Split participants into 6 groups and assign each group one of the cultural dimensions from Hofstede’s model:
i) individualism-collectivism, ii) power distance, iii) femininity-masculinity, iv) uncertainty avoidance, v) long term / short term orientation and vi) indulgence-restraint.
2. Ask each group to explore more about the dimensions assigned through the videos and resources on Hofstede’s site and take notes of the key takeaways for them.

Linked resources

 [The 6 Dimensions Model of National Culture](#)

Produce 10 minutes 5 Students ***Teacher present*** ***Online***

Ask each group to prepare a brief presentation (3 minutes each) about the dimension they were assigned to share back with the whole group.

Practice 18 minutes 10-30 Students ***Teacher present*** ***Online***

Each group has 3 minutes to share their presentation with the whole group.

Discuss 10 minutes 10-30 Students ***Teacher present*** ***Online***

Lead a discussion summarising the key takeaways and brainstorming applications of this theory. You can ask participants for examples of situations when it would have been beneficial to know this theory, how it would have helped and ways that this theory can be helpful in the classroom context.

Teaching-Learning activities

Cultural Dimensions Case Study

Read Watch 5 minutes 3 Students Teacher present Online Listen

Divide participants into groups of 3-4 people and ask them to read the case study provided and discuss the following questions:

A) Which cultural dimensions do you think are involved in this case study?

B) What advice would you have given to the different people involved, to help them navigate these cultural differences?

C) Have you ever experienced a similar 'misunderstanding' which, looking back, might have been rooted in cultural differences? What was the situation and which cultural dimensions might have been involved?

*The Cultural Dimensions Case Study

Maree wants to learn more about the culture of the country her grandparents emigrated from, so she has arranged to be a guest in a family home in that country for a couple of months while taking language courses during the weekdays.

Even though she has been enjoying her experience, she is still puzzled by some of the things she observes.

When she arrived, she was told where to find food in the kitchen so that she could make her own breakfast.

The father explained that since everyone leaves at different times in the morning, each family member makes their own breakfast when most convenient according to their individual schedules. Maree was surprised to notice that not only did they have breakfast on their own, but the family also didn't sit together to have lunch and only rarely had dinner together.

Maree was eager to join the family in their weekend activities to learn more about their culture.

During the first week, she asked the family if they had any plans for the weekend and they said they didn't.

Maree decided to wait and didn't make any plans herself. When the weekend came, she was frustrated when she saw that the mother spent long hours working in the garden, the younger sister went to the movies with her boyfriend and the older sister spent the weekend at a friend's house.

None of them had invited Maree to join along! The following weekends were not any different, Maree found herself in the same situation.

She started wondering if the family was not interested in spending time with her. She found it very strange that they don't do things together, even on the weekends when everyone has free time. Although she never observed any arguments, Maree suspected that the family might have hidden conflicts going on and that's why they were avoiding being around each other.

To make things worse, Maree had been curious to meet the extended family, but they never seemed to get together, even though the grandma and a couple of aunts and cousins live in the same city. Maree began wondering if she did something wrong or if the family was embarrassed to introduce her to their relatives. Suspecting that her presence in the house could be a source of conflict for the family and wanting very much to end this uncomfortable situation, Maree decided to leave early.

Teaching-Learning activities

Cultural Dimensions Case Study

Collaborate 10 minutes 3 Students Teacher present Online

After reading through the case study, ask participants to discuss the following questions in their groups:

- i) What cultural value dimensions do you think is / are involved in this case study?
- ii) If you were Maree, what actions could you have taken to adapt to this family?
- iii) If you were a family friend, what advice would you have given the family?
- iv) Have you ever experienced a similar 'misunderstanding' which, looking back, might have been rooted in cultural differences?

Discuss 10 minutes 10-30 Students Teacher present Online

Bring the whole group back together and collect a few comments and reflections from different groups on the questions. Facilitate a discussion to encourage participants to reflect on how they could bridge across cultural differences such as the ones explored.

Learning Design 6: Understanding of intercultural communication

Context

Topic: Intercultural Competence, story circles.

Total learning time: 2 hours

Designed learning time: 2 hours

Size of class: 10-30 online

Description: This session introduces learners to intercultural competence, what it is and why its important.

Story circles are used to demonstrate one method for developing intercultural competence, that of active, deep listening.

Mode of delivery: Wholly online

Aims

To explore a variety of definitions and descriptions of intercultural competence. To introduce and practise the story circle process.

To connect learnings about intercultural competence and the story circle process. Learners will experience the story circle process.

Learners will discuss what they learned about intercultural competence and themselves as a result of participating in the story circle process.

Outcomes

Identify (Knowledge): Identify what is meant by intercultural competence.

Specify (Knowledge): Specify what intercultural competence is and notice intercultural competence and also intracultural competence.

Recognise (Knowledge): Recognise that intercultural competence is a subset of global competence.

Evaluate (Evaluation): Evaluate story circles as a tool for use in classrooms.

Teaching-Learning activities

Introduction: What is intercultural competence and why is it important

Read Watch 5 minutes 10-30 Online Students Teacher present Online Listen

Welcome the participants. Take care of any necessary administration. Begin the session with a reminder of what global competence is. According to the OECD, it can be described in this way: “Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures and to act for collective well-being and sustainable development” (OECD, 2018). Of particular interest to this learning design is the idea of engaging in open, appropriate and effective interactions with people from different cultures.

Read Watch 10 minutes 10-30 Online Students Teacher present Face to face (not online) Listen

Choose some quotes from various sources that describe intercultural competence:
i) What is it? ii) Why is it important iii) What intercultural competence enables us to do.
Examples are available on the slide deck in the resources section.

Collaborate 8 minutes 10-30 Online Students Teacher present Online

Use a Google Jamboard or similar and ask this question,
‘What knowledge, attitudes or skills do you think are components of intercultural competence?’
Ask participants to consider the quotes they have just read and then to post words or phrases they think of, to answer the question.
Encourage them to add as many ideas as they have.

Discuss 10 minutes 10-30 Online Students Teacher present Online

Once participants have stopped posting, organise the posts into knowledge, attitudes and skills.
Are there more in one category than another? Why might that be?

Produce 5 minutes 10-30 Online Students Teacher present Online

Use Padlet to collect thoughts. Ask participants to reflect on their own intercultural competence and then answer this:
The specific intercultural competence I want to develop is _____ because _____.

Teaching-Learning activities

Developing Intercultural competence through Story Circles

***Read Watch 4 minutes 10-30 Online Students Teacher present Face to face (not online)
Listen***

Watch the introduction to story circles video. Then:

- i) Explain to participants we will spend the next 45-60 minutes participating in a story circle
- ii) Explain the 5 step process:
 - review purpose, intent, goals and guidelines
 - round 1 (Get acquainted round)
 - debrief how groups worked
 - round 2 (The intercultural competence round)
 - debriefing in the large group.

Linked resources

 [Introduction to Story Circles](#)

***Read Watch 4 minutes 10-30 Online Students Teacher present Face to face (not online)
Listen***

Why story circles?

Provide some background as to why story circles are a valuable tool for developing intercultural competence. Include the following:

- a) reflect the prevalence and power of storytelling across cultures and discuss the variations of story circles that exist in cultural communities worldwide
- b) focus on fundamental intercultural competence development
- c) easily adaptable
- d) non-threatening
- e) engage cognitive, socio-emotional and behavioural modes of learning
- f) can be facilitated with little training.

The resource provided here, has been produced by Deardorff (2019) and is useful reading if you have not facilitated a story circle previously.

Linked resources

 [Manual for Developing Intercultural Competence](#)

Teaching-Learning activities

Developing Intercultural competence through Story Circles

Read Watch 4 minutes 10-30 Online Students Teacher present Online Listen

Highlight some of the specific knowledge, skills and attitudes story circles can develop:

- a) demonstrate respect for others
- b) practice listening for understanding
- c) cultivate curiosity about similarities and differences with others
- d) gain increased cultural awareness
- e) develop empathy
- f) engage in critical reflection on one's intercultural competence development, as well as on the intercultural experience
- g) develop relationships with culturally different others.

Collaborate 10 minutes 10-30 Online Students Teacher present Online

Ask participants:

- i) What behaviours / guidelines would they expect in a situation where they are sharing stories with others in order to maintain a safe and supportive experience
- ii) What group norms have been helpful in past work? Use a Menti to collect ideas.

Once participants have said what their expectations are of group norms and behaviours, be sure the following guidelines are agreed:

- a) maintain confidentiality
- b) listen carefully without distraction
- c) be yourself
- d) speak from your own experience
- e) be genuine
- f) keep the sharing simple, clear, focused
- g) be mindful of time
- h) if you do not want to speak, you can pass.

What additional norms can be added from the list generated by participants?

Teaching-Learning activities

Developing Intercultural competence through Story Circles

Read Watch 5 minutes 10-30 Online Students Teacher present Online Listen

Present the story circle guidelines. Break into groups of 4-6. Ask someone in each group to be the timekeeper. In each group, the person whose birthday is closest to today (either just passed or just about to happen) should start and in two minutes or less, briefly introduce themselves by telling their name and the story about your name. No interruptions / comments / questions. Just take turns and listen.

Once all stories have been shared, engage in the flashback time. Go back to the first story and each person (other than the storyteller) shares a specific memorable part of the other's story (in 15 seconds or less). They will have 10 -15 minutes to complete this, depending on the size of your group.

Practice 15 minutes 10-30 Online Students Teacher present Online

Begin Round 1:

Participants think about the following for just a minute so they are ready to share when the story circle begins. This will help them focus while they listen to others:

- i) What is your name?
- ii) What is the story of your name?
- iii) How did you get your name?
- iv) What meaning does it have for you and / or your family?

Discuss 5 minutes 10-30 Online Students Teacher present Online

Very briefly discuss: How was that experience for you? What common themes did you hear?

Practice 10 minutes 10-30 Online Students Teacher not present Online

Begin Round 2:

1. Each group will still need a timekeeper. They should also choose who will begin. In 3 minutes or less, each person who wants to, should describe a positive interaction they have had with a person who is different from them and explain what made this such a positive experience. No interruptions / comments / questions. Just take turns and listen.

Once all stories have been shared, engage in the flashback time. Go back to the first story and each person (other than the storyteller) shares a specific memorable part of the other's story (in 15 seconds or less). They will have 10 -15 minutes to complete this, depending on the size of your group.

Teaching-Learning activities

Debriefing and summary

Collaborate 10 minutes 10-30 Online Students Teacher present Face to face (not online)

Return to the Jamboard or similar. Ask participants to reply to each of the 6 prompts (1 per page). Allow 10-15 minutes.

- 1) What common themes did you hear in the stories?
- 2) What surprised you in what you heard?
- 3) What challenged you in the stories you heard?
- 4) What did you learn about yourself through this experience?
- 5) How did participating in the story circle
 - i) help you to practise listening for understanding,
 - ii) gain increased cultural awareness,
 - iii) develop relationships with culturally different others?
- 6) How might you use story circles in your own professional or personal contexts?

Produce 10 minutes 10-30 Online Students Teacher present Online

Review each Jamboard screen.

Challenge participants to create one statement that summarises each screen.

Produce 5 minutes 10-30 Online Students Teacher present Online

As an exit activity, redirect participants to a Menti poll and answer the following:

What key takeaway or question to explore, are you leaving with?

Learning Design 7: Communicate in multiple languages

Context

Topic: Learning a New Language.

Total learning time: 24 hours

Designed learning time: 24 hours

Size of class: Up to 20

Description: This lesson exposes students to learning a language in the target language, without any input in their native tongue. It asks students to reflect on this experience to gain a deeper understanding of those culturally different to themselves.

Mode of delivery: Blended

Aims

To have learnt the basics of a new language.

To understand what it feels like to not be able to converse with someone in their native tongue.

To have learnt about a new culture.

Outcomes

Find out/discover (Knowledge): Discover a new language.

Application: Application of the new learning in conversations with others.

Appreciate (Affective learning outcomes): To appreciate why language learning is important and how to reflect on how such an experience can transform one's views of others.

Teaching-Learning activities

Introduction

Read Watch 15 minutes 20 Students Teacher not present Online Listen

This activity is focused on learning about the benefits of learning to communicate in another language and why someone should do this. Participants should watch these two videos and read the article below: '4 reasons to learn a new language' - TEDTalk by John McWhorter:

https://www.ted.com/talks/john_mcwhorter_4_reasons_to_learn_a_new_language?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

'The benefits of the bilingual brain' - YouTube video by Mia Nacamulli: <https://youtu.be/MMmOLN5zBLY>

How does it feel to learn a new language: <https://www.7spell.com/how-does-it-feel-to-learn-a-new-language/>

Linked resources

 [4 reasons to learn a new language](#)

 [The benefits of a bilingual brain](#)

 [How does it feel to learn a new language](#)

Notes

This activity can be done individually as a preparation for the first lesson or during the first lesson if the teacher prefers. If carried out by the teacher as part of the first lesson, this activity can be extended in time by 15 to 20 minutes where teachers ask students first to give the class ideas on why learning a new language is important. Then after viewing the materials, students should share what new learning they now have. To help you think about the teaching, you might also want to look at this link: <https://www.telc.net/en/about-telc/news/detail/tips-for-teaching-a-foreign-language.html>

Teaching-Learning activities

Challenge Activity 1

Practice 30 minutes 20 Students Teacher present Face to face (not online)

This will require a native speaker whose language is not spoken by any of the students in the class.

The native speaker only speaks in their native tongue and using gesticulations and pictures (on a whiteboard or in hard copy or as objects) teaches students basic phrases such as how to introduce themselves, how to ask who someone is, how to buy a loaf of bread, cheese or some other staple item etc.)

Reflection 1

Discuss 30 minutes Up to 20 Students Teacher not present Online

Students complete a reflective activity.

For example,

- i) What did it feel like, not understanding anything to begin with?
- ii) What difficulties or challenges did you have in expressing yourself?
- iii) How did that make you feel?
- iv) How did it feel when you finally made yourself understood?
- v) Can you describe any insights you might have into the culture of the native speaker?

Notes

This activity can be done in groups, as a whole class or set as homework as the teacher sees fit.

Teaching-Learning activities

Challenge & Reflection Activity 2

Read Watch 18 minutes 20 Students Teacher not present Online Listen


Over the next 6 weeks ask students to spend half an hour a day learning the target language by:

i) listening to the radio or watching TV in that language,

ii) reading online / hard copy articles in the native language, iii) using an app or podcast

(e.g. <https://www.duolingo.com/>, <https://coffebreaklanguages.com/>, <https://www.lingq.com/en/>, <https://www.languagelizard.com/>, etc)

Linked resources

 [Duolingo](#)

 [Coffee Break Languages](#)

 [Lingq](#)

 [Language Lizard](#)

Collaborate 3 hours 20 Students Teacher not present Online

A challenge Activity extension during this 6 weeks could include students finding a virtual exchange partner

(some useful links on how to do this can be found here: <https://www.fluentu.com/blog/find-a-language-exchange-partner/>)

Linked resources

 [Fluentu](#)

Teaching-Learning activities

Challenge & Reflection Activity 2

Produce 1 hour 20 Students Teacher not present Online

Reflection Activity 2:

During the 6 weeks, students should complete a reflective activity. For example, ask them to consider:

- i) What difficulties did you have in undertaking the language learning?
- ii) How did that make you feel?
- iii) Can you think of what you might be able to do to keep your learning motivation on track?
- iv) What helped you to stay on track with your language learning every day?
- v) Can you describe any insights you might have into the culture/s that are associated with the language you are learning?
- vi) What have you learned about learning languages?

Notes

Students can choose a language to learn or can use a language determined by the teacher, but this activity should be student-directed.

Conclusion

Produce 1 hour 20 Students Teacher not present Online

This is a chance for the teacher to bring the learning session to a close by asking students to share their reflections and language skills or learning with others. If students have learned other languages that are different to others, they can even showcase the language and or cultural observations etc.

Learning Design 8: Create a classroom environment that values diversity and global engagement

Context

Topic: Diversity, global engagement.

Total learning time: 2 hours

Designed learning time: 2 hours

Size of class: 10-30

Description: This learning session will help participants explore an understanding of diversity and global engagement.

Mode of delivery: Wholly online

Aims

To help participants reflect on their teaching practices and any steps they need to move along the continuum. In addition, they will be given the opportunity to become aware of different cultural values and interact with teachers from various educational backgrounds to discuss activities that value diversity and global engagement.

Outcomes

Identify (Comprehension): Identify participants' intercultural awareness.

Analyse (Analysis): Analyse ways of improving teaching practices by reflecting on characteristics of their own culture.

Show awareness of (Affective learning outcomes): Show awareness of cultural differences and its influence in their teaching experiences.


Teaching-Learning activities

Introductory Activity

Read Watch **5 minutes** **10-30 Students** **Teacher present** **Face to face (not online)**
Listen

The idea of global competence articulates the knowledge and skills students need in the 21st century. Show the short video explaining what global competence is and how it works.

Linked resources

 [What is global competence](#)

Self-reflection and Discussion

Investigate **5 minutes** **10-30 Students** **Teacher present** **Online**

Use the table given below and ask participants to reflect on their teaching practices along with the element of a classroom environment that values diversity and global engagement.

Ask them i) to rate themselves accordingly and ii) think of any steps they need to make to move along the continuum.

1. Elementary: Create a classroom environment that values diversity and global engagement.
2. Nascent: I do not yet consider global issues or diverse perspectives and cultures in my classroom.
3. Beginning: I discuss global engagement and the value of diverse perspectives and cultures in my classroom.
4. Progressing: I engage students in learning about other cultures by emphasising the relevance of global issues to students' lives. I teach my students to respect diverse perspectives and cultures. My classroom contains resources that represent multiple global perspectives.
5. Proficient: I teach my students to respect and learn from diverse perspectives and cultures. I provide opportunities for students to discuss global issues collaboratively. I consistently encourage students to use resources in my classroom for global learning.
6. Advanced: I help my students develop a concern for global issues and an interest in learning more about diverse cultures and I desire to take action.

Linked resources

 [Becoming a Globally Competent Teacher, Association for Supervision & Curriculum Development](#)

Teaching-Learning activities

Introductory Activity

Produce 15 minutes 10-30 Students Teacher present Online

After letting the participants identify their level of engagement, ask them to think for a few minutes and make a list of three examples from their daily teaching practice that illustrate that level. Ask them to keep the list as we will use it in the next step.

Collaborate 20 minutes 10-30 Students Teacher present Online

Ask participants to collaborate in groups of 5 (break out sessions). Choose one example from your list and discuss with the fellow members of your group how you can improve it to become more interculturally engaging. One member of the group ‘the secretary’ undertakes the task to write down in a few words the initial teaching practice and the improved version of it after group discussion.

Discuss 20 minutes 10-30 Students Teacher present Online

The groups come together and discuss in a plenary. The ‘secretary’ of each group informs the plenary of their key points.

Teaching-Learning activities

Celebrating differences

Read Watch 5 minutes 10-30 Students Teacher present Online Listen

Participants are asked to watch a short video on celebrating differences. An elementary school teacher talks about encouraging cultural awareness and community among her students. She argues that teachers must ensure their students see positive images of people who look like them in their learning environment.

Linked resources

 [Celebrating differences](#)

Collaborate 30 minutes 10-30 Students Teacher present Online

Ask participants to collaborate in groups of 5 (break out sessions) and discuss how they celebrate differences in their classroom. Ask participants to list some effective teaching strategies that they use to value cultural awareness in their daily teaching practices. One member of the group, 'the secretary,' undertakes to note down the key points discussed in their group.

Discuss 20 minutes 10-30 Students Teacher present Online

Notes

This training session offers the opportunity to evaluate the implemented methods during the sessions as it offers immediate feedback regarding the methods and techniques used from the participants' reactions. It also adds to re-evaluating, enriching and adjusting them and the problem points that might occur during the implementation.

Learning Design 9: Integrate learning experiences for students that promote content-aligned explorations of the world

Context

Topic: Teaching practices, innovative teaching methodologies.

Total learning time: 4 hours and 30 minutes

Designed learning time: 4 hours and 30 minutes

Size of class: 10-30

Description: This session introduces the importance of integrating learning experiences that promote content-aligned explorations of the world and explores methodologies that can be used to do so.

Mode of delivery: Classroom-based

Aims

To introduce the teacher's role in integrating learning experiences that promote content-aligned explorations of the world.

To explore how teachers can integrate student's experience.

Outcomes

Find out / discover (Knowledge): Discover ways of using the student's experience aligned to the course content.

Apply (Application): Apply different methods involving the student's experiences.

Demonstrate (Application): Demonstrate active listening by understanding the experience of others and others' opinions.

Teaching-Learning activities

Introduction

Read Watch 15 minutes 30 Students **Teacher present** **Face to face (not online)**
Listen

Explanation of the purpose of promoting the integration of learning experiences for students that promote content-aligned explorations of the world.

Investigate 15 minutes 30 Students **Teacher not present** **Face to face (not online)**

The class is asked to reflect on what it means to integrate learning experiences for students that promote content-aligned explorations of the world. Do they have experience with that? What happened? Discussion of experience.

Collaborate 15 minutes 30 Students **Teacher present** **Face to face (not online)**

Discussion of advantages of integrating learning experiences of students that promote content-aligned explorations of the world.
Discussion of fears and challenges.

Notes

For beginners: focus on discussion of the concept and the way to integrate learning experiences for students that promote content-aligned explorations of the world. For more advanced levels, discuss and reflect on the differences of definitions that can be found, the reviews on methodologies that can be used to increase the competence among students finding the best solution on how to do.

Teaching-Learning activities

Exploring the Global Goals through 360° videos

Read Watch 5 minutes 10-30 Students Teacher present Face to face (not online)
Listen

Explanation of the MY World 360° purpose and how it can be used.

Linked resources

 [My World 360°](#)

Produce 30 minutes 30 Students Teacher present Face to face (not online)

The class will be divided into small groups. Each group will choose videos concerning student experiences. Each group will produce a synthesis of the videos and formulate 3-5 things that they are wondering about what they have watched.

Discuss 10 minutes 30 Students Teacher present Face to face (not online)

Discussion on the usefulness of integrating learning experiences for students that promote content-aligned explorations of the world.

Teaching-Learning activities

Methodological aspects & Practice 1

Read Watch 30 minutes 30 Students Teacher present Face to face (not online)
Listen

Explanation of methodological aspects (e.g. student-centred learning, design-based learning, challenge-based learning, inquiry-based learning, problem-based learning etc.) Student-centred learning is an approach that involves an active learning style and the integration of learning programmes according to the student's own learning pace. The student must be involved and responsible for their own progress in their education.

Discuss 30 minutes 30 Students Teacher present Face to face (not online)

Definition of 'organisation'. There are two types of learning experiences organisation:

- i) vertical (learning experiences organised over time),
- ii) horizontal (learning experiences collected from one area to another).

The class is asked to reflect on how learning experiences can be managed in both ways, horizontal and vertical.

Practice 30 minutes 30 Students Teacher present Face to face (not online)

Practise the cube method as outlined here.

The cube method is a method used when you want to explore a subject or a situation from several perspectives.

Step:1. Make a cube on the sides of which are written: describe, compare, analyse, associate, apply and argue.

Step 2. Announce the topic/topic under discussion.

Step 3. Divide the group into 6 subgroups, each subgroup solving one of the requirements written on the cube faces.

Step 4. Communicate the final form of the writing to the other group (they can post / note it in a notebook or on a Padlet wall or other recording tool).

Teaching-Learning activities

Methodological aspects & Practice 2

Read Watch 30 minutes 30 Students Teacher present Face to face (not online)
Listen

Active learning means, according to the dictionary, a learning process tailored to the interests, level of understanding and level of development of the participants in the process. It includes:

- behaviours denoting participation (the learner is active, responds to questions and actively takes part in activities)
- creative thinking (the pupil gives suggestions and proposes new interpretations)
- an application to learning (the pupil becomes able to apply a strategy of learning in a specific instance of learning)
- knowledge building (instead of being passive, the learner performs tasks that will lead to understanding).

Practice 30 minutes 30 Students Teacher present Face to face (not online)

Mosaic method

Step 1: Form co-operative groups and give them the material. Within each cooperative group, members are given another piece of material to learn and present to the others (e.g. the first gets the first page, the second, the second page and so on).

Step 2: Expert groups study and prepare their presentations. The expert groups are made up of students who have prepared the same material. The experts study the material together and find effective ways of teaching the material and checking the understanding of their peers in the cooperative group.

Produce 30 minutes 10 Students Teacher not present Face to face (not online)

The class will be divided into smaller groups each one will be asked to analyse the learned methods and to say which one is most appropriate for them and why.

Learning Design 10: Facilitate intercultural and international conversations that promote active listening, critical thinking and perspective recognition

Context

Topic: Virtual exchange project, international collaboration.

Total learning time: 7 hours

Designed learning time: 7 hours

Size of class: 20 students in two countries, 40 altogether

Description: During the process participants create a virtual small scale exchange project with two countries, utilising a multimodality and phenomenon-based approach. For this learning design, you need 2 teachers and their study groups from 2 different countries. Teacher educators also need to have access to an online learning platform (e.g. Moodle, MS Teams etc.) to collaborate with their teacher students in their own country but also with the other country.

Mode of delivery: Wholly online

Aims

The aim is to learn how to set up a small scale virtual exchange project for student teachers in 2 different countries and to learn how they can be used effectively to foster intercultural and international conversations.

Outcomes

Comprehension: Student teachers understand the concept of virtual exchanges and understand how to apply these for intercultural and international learning activities with a phenomenon-based learning approach.

Uncategorised: Student teachers can collaboratively set up a virtual exchange project in practice and reflect on their own active learning, critical thinking and perspective recognition.

Application: Student teachers are able to build virtual exchange projects for their own students and facilitate students' active learning, critical thinking and perspective recognition.

Teaching-Learning activities

Introduction to Virtual exchange (individual, preparatory work)

Read Watch 15 minutes 1 Student Teacher not present Online Listen

Student teachers are asked to explore the aims and outcomes of the learning design. They watch the introductory videos related to virtual exchange and phenomenon-based learning prior to the first online session.

Linked resources

 [Virtual exchange](#)

 [Phenomenon-based approach: video](#)

Produce 30 minutes 1 Student Teacher not present Face to face (not online)

Student teachers are asked to reflect and write down i) their individual reflections on how they feel about the outcomes, ii) ideas of what could be interesting and inspiring for them in virtual exchanges (based on the video), iii) what could be the phenomenon they are interested to explore during virtual exchange. To support the process, teachers can make a list of phenomena from which student teachers can choose. Utilising their reflections, each student teacher is asked to introduce themselves to the international group of participants in the common online learning environment (or using Padlet). They are asked to use pictures, texts and videos and mention what phenomena would interest them. Teacher educators will also present themselves.

Linked resources

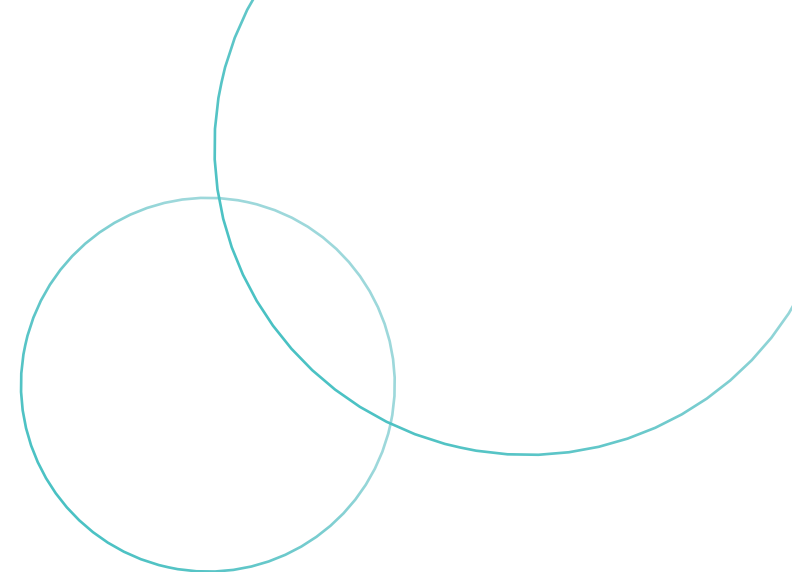
 [Padlet](#)

Investigate 15 minutes 1 Student Teacher not present Online

Student teachers are asked to explore the posts of other student teachers and comment also.

Notes

After these activities and using the posts in Padlet (or some other online platform), two teacher educators will collaborate to create small groups based on the student teachers' interests. In each group, there will be participants from both countries and the optimal size is 4-5.



Teaching-Learning activities

Building common ground for the learning process

Discuss 1 hour 40 Students Teacher present Online Listen

Teacher educators will discuss with the student teachers about the learning possibilities of virtual exchange. They present the key things in intercultural interactions such as active listening (with video), critical thinking and perspective recognition. Teachers educators encourage and organise student teachers to discuss what active listening, critical thinking and perspective recognition means in practice. They also provide concrete tools to improve them.

Notes

Some of the other learning designs listed in this eBook, provide activities on active listening, critical thinking and perspective recognition.

Linked resources

 [Active listening video](#)

Collaborate 30 minutes 5 Students Teacher present Online

Teacher educators divide the student teachers into small groups (based on their shared interests, phenomena, making sure there are members from both countries in each group). They start to work with common phenomena, keeping in mind the principles of active listening, dialogue and respecting the views of others. The student teachers take different points of view from which they investigate the phenomenon. The local aspect in both countries should be taken into account.

Produce 30 minutes 5 Students Teacher present Online

The small groups will make a concrete plan for how they continue working with the group.

They determine and choose:

- a) what is the phenomenon they investigate in both countries
- b) what social media channel they use to interact, when to meet, what kind of digital and multimodal output they will create (video, Padlet etc.)
- c) where they can work together (online platform, teacher educators can also offer a platform for that).

Teaching-Learning activities

Small groups working online (teachers' online facilitation)

Collaborate 1 hour 1 Student Teacher not present Face to face (not online)

Small groups meet twice (2 x 30 minutes meetings) and share their perspectives on the phenomenon in each country. In each meeting, they document the best parts that they have discovered, similarities and differences, various perspectives, etc.

Produce 30 minutes 5 Students Teacher not present Online

In the third online meeting, student teachers finalise a presentation showcasing their outcomes and prepare to share it with the other groups.

Notes

Teacher educators offer their facilitation online at certain times (chat etc.) and generally support the student teachers. Groups are asked to contact teachers if they need help.

Presenting/discussing the outputs of small groups and evaluating own learning outcomes

Discuss 2 hours 40 Students Teacher present Online

Each small group will present their outcomes online (max. 10 minutes) and the members of one other group are asked to give feedback (each small group will have their own turn to give feedback) using the chat function in the online meeting. Breaks might be needed in between the presentations.

Collaborate 30 minutes 5 Students Teacher not present Online

In the final phase, each small group will organise a meeting to peer assess their active listening skills, critical thinking and perspective recognition. Teacher educators facilitate the process by providing rubrics. They also collect these peer assessments at the end.

Learning Design 11: Develop local, national, or international partnerships that provide real-world contexts for global learning opportunities

Context

Topic: Partnerships, collaboration.

Total learning time: 3 hours

Designed learning time: 3 hours

Size of class: 10-30

Description: This training session will support participants in exploring the value of external partnerships within the teaching of global competence. The session includes a series of theoretical and practical activities.

Mode of delivery: Classroom-based

Aims

To gain an understanding of the concept of partnership and consider the complexity of partnerships in the context of global competence and globally competent teaching. To understand the benefits of working with partners outside the school to develop global competence skills. To develop skills to be able to identify successful partnerships and how to engage with potential partners.

Outcomes

Justify (Evaluation): Justify the value and relevance of local, national and international partnerships for global learning.

Identify (Knowledge): Identify opportunities for partnership initiatives in a scale and context relevant to the learners and teachers.

Explain (Comprehension): Explain the key conditions for quality partnerships and for ensuring their educational dimension.

Demonstrate (Application): Demonstrate motivation and readiness for engaging with external partners at school and beyond, for developing global competence.

Teaching-Learning activities

Preparatory task

Read Watch 20 minutes 20 Students **Teacher present** **Face to face (not online)**
Listen

Prepare a locally relevant example of a partnership already implemented by teachers / schools. Possibly: invite a teacher (or representative of an external partner) to give a testimony on the implementation and outcomes of the partnership.

Notes

To be identified before the lesson: The context and needs of the students.

For example, students' level of global awareness/competence, students have different backgrounds, culturally and in terms of teaching experience (awareness of this can help contextualise and prepare the sessions). Also students have different learning styles which means that you might add more problem-based learning for example. This would require a bit more time but it would allow for topics to not only be explored but also be further developed. Take into account trainers'/teachers' level of knowledge ahead of session delivery in order to adapt the approach. It's also important to frame the relevance of the learning design to the students, in terms of student development of global competence (e.g. self-awareness, furthering one's own knowledge, etc.) and the improvement of their ability to in turn help their students develop and explore their own global competence.

Introduction

Collaborate 10 minutes 20 Students **Teacher present** **Face to face (not online)**

Start off the discussion on what partnerships mean and their importance in the context of global competence and globally competent teaching. Brainstorm on why it may be relevant or necessary to work with partners outside the school to develop global competence. Consider how any level / scale of partnership may be relevant for 'global concerns'.

Give a couple of inspiring examples (if arranged, give the floor for a testimony of a guest invited). Introduce the tasks to be accomplished before the next lesson.

Produce 15 minutes 20 Students **Teacher present** **Face to face (not online)**

Identify in your local context at least one existing and at least one potential idea for partnership contributing to global competence development.

For each of these ideas, think about:

- i) What elements of global competence does / will it foster,
- ii) Who are / will be the beneficiaries (pupils, teachers, wider school community, etc.),
- iii) What conditions or resources are needed to make it work. Prepare a 1 minute pitch on each of these ideas, to be shared with peer learners at the next lesson.

Teaching-Learning activities

Challenge activity

Collaborate 20 minutes 5 Students Teacher present Face to face (not online)

Divide the learners into sub groups with a maximum 5 people in each sub group. Learners pitch within their sub-groups and are offered feedback / questions by their peers.

Discuss 15 minutes 20 Students Teacher present Face to face (not online)

Plenary: teacher led sharing of highlights from the sub groups.

Discuss 20 minutes 20 Students Teacher present Face to face (not online)

Plenary discussion about:

- i) What are the unique benefits of such partnerships?
- ii) What elements of global competence are best tackled through partnership projects?
- iii) How will you know that the partnership / project achieves the desired learning impact?
- iv) What are the limitations and criteria for choosing partners? v) What are the challenges / obstacles in partnership projects?

Read Watch 15 minutes 20 Students Teacher present Face to face (not online)

Listen

Overview presentation by the trainer of different partnership options (including those locally relevant and international ones).

Discuss 20 minutes 5 Students Teacher present Face to face (not online)

In sub groups, discuss what is realistic in individual contexts, with your learners, within your capacity etc.

Teaching-Learning activities

Follow-up task

Produce 30 minutes 20 Students Teacher present Face to face (not online)

For student teachers: a visioning exercise. Write a short reflective text (or show visually) about how you imagine partnerships being an explicit and integrated part of your teaching practice in the future.
For in-service teachers. Make a plan for a partnership project to implement in the upcoming school year. Formulate its educational objectives, specifying which elements of global competence it will foster.

Collaborate 15 minutes 20 Students Teacher present Face to face (not online)

In the next lesson, possibly, share the outcomes of the visioning exercise.

Notes

Learning outputs and products created through this learning design:

i) Set of partnership ideas

ii) Outcomes of discussions. It is difficult to assess the lesson outcomes and objectives but you could try rapid end feedback and seek learner views on the conclusions. Use this standard question at the end of each learning design, a reflection question “how could you implement this in your classroom?”

Learning Design 12: Develop and use appropriate methods of inquiry to assess students' global competence development

Context

Topic: Assessment methods.

Total learning time: 4 hours and 30 minutes

Designed learning time: 4 hours and 30 minutes

Size of class: 10-30

Description: During this learning design, the learners explore various cultures and compare them to their own. They reflect on their observations using a reflective learning diary which is kept regularly throughout the process.

Mode of delivery: No mode selected

Aims

To understand the benefits of reflection. To learn to use multimodality in learning. To practise keeping a reflective learning diary.

Outcomes

Identify (Knowledge): Identify cultural differences.

Investigate (Application): Investigate learning diaries as a method to reflect.

Analyse (Analysis): Analyse one's own global competence development.

Teaching-Learning activities

Exploring a different culture

Read Watch 30 minutes 2 Students Teacher not present Face to face (not online)
Listen

Read about a culture of your choice. Compare the similarities and differences with your own cultural background. Pay attention to attitude, behaviour, politeness and religion. Reflect in your learning diary with photos and text, peer and teacher feedback.

Discuss 15 minutes 4 Students Teacher not present Online

Compare the similarities and differences with your own cultural background. Pay attention to attitude, behaviour, politeness, religion etc.

Produce 10 minutes 2 Students Teacher not present Face to face (not online)

Make a video presentation on a culture of your choice.

Read Watch 30 minutes 10-30 Students Teacher not present Online
Listen

Videos are watched together in class. Peer and teacher feedback.

Practice 20 minutes 1 Student Teacher not present Online

Write your learning diary. Reflect on your learning diary with photos and text.

Teaching-Learning activities

Instructions for a guided reflective learning diary

Read Watch 20 minutes 1 Student Teacher present Online Listen

The lecturer introduces the notion of a reflective learning diary and gives the learners hand-outs including detailed information on how to write the diary and how often.

Linked resources

 [Guided Learning diary](#)

Discuss 20 minutes 1 Student Teacher not present Face to face (not online)

Think of a situation abroad or in encounters you have had with foreigners, when you did not understand their behaviour.


Produce 10 minutes 1 Student Teacher not present Online

Photo and text. Take a photo that reflects your thought about the situation where you felt like a fish out of water.

Practice 50 minutes 1 Student Teacher not present Online

Write your learning diary following the guidance given here.

Linked resources

 [Instructions for the learning diary](#)

5. Further Resources

This chapter contains a set of further resources that we have come across during our work and that have not been mentioned elsewhere in this eBook. We categorised these according to the four different dimensions of the OECD (2018) definition of global competence although some of them can be used to tackle more than one dimension. Where possible, we have added links to more information about these resources. Please note that we are not endorsing these further resources. Rather, they are resources we have simply found on our travels that might be useful to others in their specific contexts.

To examine local, global and intercultural issues

Global Competence Survey

A self assessment survey that covers all the elements within global competence, from hybrid literacies to belief systems to teamwork to intercultural competence and much much more. Can be used with teacher educators as well as teachers, although it was initially designed for teachers and non-formal educators to use with the 12-21 age group. The interesting thing about this survey tool, is that it produces a dual scale report using polar maps and bar graphs and well as textual feedback, that looks at a) levels of competence and b) attitudes towards each competence. It can then be used for discussion amongst the group that undertook it as well as for personal development. It's a good way to introduce the wider topic of global competence to a group.

Available from:

<https://www.globalcompetencesurvey.org/>

Inspire Citizens' Global Impact School

An open-source guide for embedding global and intercultural competence as essential threads of enhanced student learning and a school's educational purpose, designed for school-wide reflection. It incorporates key principles of civic consciousness, intercultural consciousness, compassionate empathy, sustainable development and collective wellbeing.

Available from:

<https://inspirecitizens.org/download-the-full-global-impact-school-self-study>

Asia Society Teaching for Global Understanding

This is an online collection / library of resources, including: globally focused classroom activities; frameworks to help integrate global issues into existing curriculum in all academic subjects; project-based learning design guides to build students' global competence; learning progressions aligned with academic standards and the OECD definition of global competence; and assessment tools to provide feedback and support students as they develop global competence.

Available from:

<https://asiasociety.org/education/teaching-global-understanding>

AFS Global Competence Certificate

A blended learning certificate program that develops tangible global skills essential to live, work and make a real social impact around the world. Key skills include: collaboration, critical thinking, problem solving, cross-cultural communication, open-mindedness and flexibility. The course also includes different versions tailored to students, staff, faculty and other professionals.

Available from:

<https://www.globalup.com/>

EXPLR Classroom

A single platform for educational videos, lesson plans and professional development. EXPLR Classroom provides comprehensive curriculum-based videos and covers all core subjects for students age 9-15. Videos feature diverse, global perspectives to cultivate empathy and understanding.

Available from:

<https://explr-classroom.com/>

To understand and appreciate the perspectives and worldviews of others

Developing Intercultural Competences through E-learning (DICE)

A set of activities (to be used in person or online) focused on different aspects of active global citizenship and intercultural competence in everyday life. The DICE Action Kit asks participants to observe and question their own and others' habits and challenges them to become active global citizens. It includes 5 focal themes: identities, power, othering, media literacy and inclusion / discrimination.

Available from:

<https://sites.google.com/afs.org/dice-actionkit/home>

Our Colourful World Classroom Kit

Two free educational school activities to help children understand the importance of mutual tolerance and respect. The activities teach how easy it is to apply (and remove) labels and stereotypes. The classroom kit includes activity sheets, teaching guides and supplementary short films that illustrate the importance of open-mindedness.

Available from:

<https://cisv.org/about-us/our-partners/ciscisv-and-momondo/>

Intercultural Learning for Pupils and Teachers Toolbox

This toolbox is aimed at supporting secondary level teachers in including intercultural learning in any activity run in the school. Whatever the activity, what is most important are the intercultural competences of teachers. The toolbox promotes a method to include an intercultural dimension to the educating practices and provides examples of activities to implement these for this purpose.

Available from:

<http://intercultural-learning.eu/toolbox/>

AFS-USA's Classroom Resources

Classroom activities and lesson plans designed to help teachers integrate intercultural learning into their classrooms, regardless of subject area or grade level. These free classroom resources serve as an introduction to key intercultural concepts and help engage students in rich discussions and reflective learning opportunities.

Available from:

<https://www.afsusa.org/educators/classroom-resources/>

To engage in open, appropriate and effective interactions with people from different cultures

Manual for Developing Intercultural Competence: Story Circles

This manual presents the Story Circles methodology. A structured yet flexible methodology for developing intercultural competence in a variety of contexts, both formal and informal. The methodology has proven to be effective on a variety of different issues - from the social inclusion of migrants to the dialogue among indigenous peoples - with participants acquiring strong skills for tolerance, empathy, critical thinking and listening for understanding.

Available from:

<https://en.unesco.org/themes/intercultural-dialogue/competencies#manual>

DIALE Project Materials

Provides concrete methods for learning dialogical competence. The DIALE project concentrates on the transfer of unique and active pedagogical innovation, independent of the field of education and focusing on vocational teachers, trainers, tutors and the improvement of teacher education. Skills in dialogue can be used in teaching and guidance work in classroom and distance education, work mentoring and cooperation, independent of the field of the activities.

Available from:

<http://www3.hamk.fi/dialogi/diale/methods/>

United Nations Virtual Reality (UNVR)

A project that uses the power of immersive storytelling to inspire viewers towards increased empathy, action and positive social change. The series provides a deeper understanding for those living in the most complex development challenges, catalysing urgency for those most in danger of being left behind if the Sustainable Development Goals (SDGs) are not met.

Available from:

<http://unvr.sdgactioncampaign.org/>

Empatico

A free online platform that connects classrooms around the globe to foster a more empathetic world. It offers a 21st century pen-pal experience through a classroom pairing and virtual connection platform that is free for educators.

Available from:
<https://empatico.org/>

Journeys in Film

A set of cost-free educational resources for teachers to accompany carefully chosen feature films and documentaries. These educational media materials aim to broaden perspectives, teach for global competency, encourage empathy and build new paradigms for best practices in education.

Available from:
<https://journeysinfilm.org/>

SOSTRA

The SOSTRA project introduces new ways to recognize prior soft skills and knowledge, as well as a unique opportunity to gain new skills and knowledge. It is aimed at adult learning. It forms a series of self-reflection tests and self paced learning materials to help you develop a range of soft / transferable skills, including: respect for others, openness for diversity, empathy, motivating to development, creativity, critical thinking, passion and self-motivation, ethics, inclusiveness, self-awareness, positive attitudes, integrity, active listening, adaptability, art of listening. All materials are in English, Italian, Polish, Finnish, Romanian, Spanish.

Available from:
<https://sites.google.com/view/sostraen/main>

To act for collective well-being and sustainable development

Be the Change Initiative Toolkit

This UN toolkit provides an opportunity for all of us to better 'walk the talk' when it comes to the SDGs. It encourages us to live more sustainably at work and at home by changing our consumption patterns, using active transport such as cycling and buying local foods.

Available from:

<https://www.un.org/sustainabledevelopment/be-the-change/>

The Climate Action Project

A free 6 week project allowing teachers and students ages 3-21 to collaborate on environmental topics. Over the course of the project, classrooms explore causes and effects of climate change and have the opportunity to develop solutions and take action.

Available from:

<https://www.climate-action.info/>

Ashoka's Dream It. Do It Challenge Guide

A hands-on, experiential process that guides young people through the journey of being a changemaker as they launch and lead their own socially-minded ventures. It gives young people the experience they need to gain the confidence and support to be successful in not only leading their own clubs, businesses or civic groups, but also in developing the skills they need to be powerful changemakers now and throughout their lives.

Available from:

www.ashoka.org/en-jp/files/dreamitdoitchallengepdf

AFS Effect+ for the Classroom: Toolkit for Educators

A new resource, recognised by UNESCO-APCEIU, for teaching Active Global Citizenship and the UN Sustainable Development Goals for high school students. This educator toolkit offers a modular and flexible curriculum that can be delivered in-person or online by secondary level educators.

Available from:

<https://afs.org/effect-plus/#afs-nav-toolkit-for-educators>

6. Summary

This eBook has been designed as part of the Global Competence in Teacher Education project, an EU-funded Erasmus+ KA2 collaboration between 7 partner organisations, both formal (universities) and non-formal (intercultural education providers). Our project has directly sought to develop future cohorts of teachers who are both globally competent themselves and have the skills to develop global competence in their students. This eBook forms part of our project and is aimed at teacher educators, trainee teachers and non-formal educators across the world with the purpose of helping these audiences become more globally competent themselves and foster this in those they teach.

However, the eBook also acts as a support for a range of other education professionals who are interested in global competence as the contents herein help one to recognise that each of us, in our own way has an important role in fostering global competence in our teaching.

Using the OECD (2018) definition of global competence, we've outlined 12 practical and customisable learning designs created using the Learning Designer tool, that touch on essential global competence, grouped in the areas of teacher disposition, teacher knowledge and teacher skills as linked to the

ASCD framework. They have been designed so that teacher educators, trainee teachers and non-formal educators can integrate global competence into their practice whether they teach in the classrooms or in non-formal educational settings. Each learning design can be adjusted to accommodate learners at different levels of expertise related to each topic. Indeed, the learning designs can easily be edited to personal needs and contexts and extended in depth via the Learning Designer tool.

We conclude the book with a set of further resources that we have located on our three-year project journey and share them here, not as an endorsement, but as a stepping stone towards further exploration. They may or may not be useful to you in your context.

In addition to this book, our project has developed other products, outputs and items directly concerned with global competence in teacher education and these can be found on our project website here: [Global Competence in Teacher Education](#).

We have also set up an active and live LinkedIn Network called [The Global Education Network](#), in conjunction with the Association for Teacher Education in Europe (ATEE) Research and Development Community on Global Education.

The network is free to join and we welcome new members from any professional education context, who are interested in collaboration and networking in the larger field of global education.

Finally, we are continuing our work on global competence in teacher education and welcome direct contact from anyone wishing to learn more or engage with us. You can do this either by joining the LinkedIn Network [The Global Education Network](#) or by emailing the Project Leader:

Dr Sarah-Louise Jones from the University of Hull (UK) at sarah-louise.jones@hull.ac.uk

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