

BECOMING A GLOBALLY COMPETENT TEACHER

Ariel Tichnor-Wagner
Hillary Parkhouse
Jocelyn Glazier
J. Montana Cain



Becoming a Globally Competent Teacher

Ariel Tichnor-Wagner, Hillary Parkhouse, Jocelyn Glazier and J. Montana Cain

Table of Contents

Copyrighted material

Copyrighted material

Publisher's note: This e-book has been formatted for viewing on e-reading devices.

Select "Publisher Defaults," if your device offers that option, for best viewing experience.

If you find some figures hard to read on your device, try viewing through an application for your desktop or laptop computer, such as Adobe Digital Editions (www.adobe.com/products/digitaleditions).

© ASCD 2019

Copyrighted material

Acknowledgments

The origins of what would eventually become this book began in 2012 in Jocelyn's doctoral-level course *Teacher Education in the United States* in the School of Education at the University of North Carolina at Chapel Hill. Jocelyn was part of a teacher education working group within NAFSA: Association of International Educators that had drafted standards for globally competent teaching. The group was seeking assistance in refining these standards and developing a corresponding rubric. Jocelyn included this as one of three options for the final projects in the class. Ariel, Hillary, and Montana, who were students in the class that semester, selected the option to help articulate a vision of globally competent teaching. From this class project, the first iteration of the Globally Competent Learning Continuum was created. We thank the NAFSA working group for issuing the call to operationalize what it means to teach for global competence.

Our work may have ended there if not for the generous support from the Longview Foundation, who awarded the four of us an Internationalizing Teacher Preparation grant to transform the rubric we had created into a validated interactive, self-guided professional development tool for teachers. This funding allowed us to test and refine our conceptualization of globally competent teaching and what it looks like at different developmental and grade levels, to document best practices for globally competent teaching from exemplary educators, and to disseminate this work at conferences and through free online courses. We wish to thank the global education experts and over 100 educators who provided feedback on these earlier drafts, which shaped the final version we refer to throughout this book.

Copyrighted material

We are particularly indebted to the 10 exceptional globally minded educators from across North Carolina who opened their classroom doors to us to further our understanding of global competence. They graciously allowed us to video and document their teaching practices, interview them about their global education experiences, and make these materials available to guide other teachers' development. They also willingly shared lesson plans, websites, and other instructional resources that helped them teach with a global lens. Many of the examples found throughout the book come from these observations and interviews. We want to express our deepest gratitude to these extraordinary educators: Yolanda Barnham, Matt Cramer, Marget Garner, Nicholas Gattis, Chadd McGlone, Courtney Money, Alexis Gines, Krista Pool, Mariette van der Sluijs, and Andi Webb.

We also thank the staff of World View, a not-for-profit organization based at the University of North Carolina at Chapel Hill that provides global professional development and other resources for K–12 and community college educators. World View partnered with us on the Longview Foundation grant to connect us with globally minded educators in North Carolina and to disseminate the resources we created. We also express our gratitude to ASCD for recognizing and elevating global competence as a crucial component of educating the whole child and for giving the Globally Competent Learning Continuum a new digital home (and this companion book to go with it).

Finally, we wish to thank the many educators who, over the past six years, have shared with us their experiences with globally competent teaching as they self-reflect using the Globally Competent Learning Continuum. This book would not have been possible without the insights provided by globally minded educators who added nuance, complexity, and comprehensiveness to our understanding of the elements that constitute globally competent teaching. We give special thanks to the teachers who

Copyrighted material

contributed to this book: Kelisa Wing for contributing to various sections of Chapters 1 and 8; Steve Goldberg for writing the vignette, helping to edit, and providing resources for Chapter 3; and Maddy Krautwurst for writing the vignette and sharing resources for Chapter 5. We hope this book serves as a vehicle for bringing the wisdom of these inspiring and passionate educators to a wide audience and, in doing so, transforms classrooms around the world.

Copyrighted material

All Teachers Are Global Educators

The responsibilities of the teacher have dramatically shifted over the past decade to include preparing students for a complex, interconnected world. On the one hand, teaching in an isolated classroom can feel like an especially local endeavor. Other than the occasional field trip or guest speaker, students may not be interacting with people and cultures beyond their classroom walls. On the other hand, teachers are facing increasing pressures to prepare students for today's global, knowledge-based economy. They also must effectively teach an increasingly diverse student population affected by real-world issues that have an impact on their physical and mental health and social-emotional well-being. The pushes and pulls teachers face as they seek to provide an equitable education to every student are multifaceted, and the responsibility to prepare students for a global world is rarely well defined.

State and federal education policies are increasingly pushing for high-quality standards aimed at effectively preparing students for college and careers in today's rapidly shifting, global economy. An early goal of the Common Core State Standards (CCSS)—originally adopted by 46 states—was to equip students "with the necessary knowledge and skills to be globally competitive" (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2008, p. 6). Indeed, the

Copyrighted material

mission statement of the U.S. Department of Education reads, "Our mission is to promote students' achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access" (U.S. Department of Education, 2017).

At the same time, teachers' classrooms are becoming more global with growing numbers of students born outside the United States, and school demographics are becoming increasingly diverse, requiring teachers to adapt new strategies to effectively reach students whose racial, cultural, and linguistic backgrounds may differ from their own. Approximately one in four students in the United States are first- or second-generation immigrants, 4.5 million are English language learners who speak one or more of 350 languages, and—as of 2016—a majority of children under the age of 5 are ethnoracial minorities, signaling that the diversity in our schools is a long-term trend that is here to stay. At the same time, the U.S. teaching force does not reflect these demographic changes. In the 2015–2016 school year, 80 percent of teachers identified as white (Taie & Goldring, 2018).

Students are also living in what military and business leaders have dubbed a VUCA world—one that is volatile, uncertain, complex, and ambiguous. At the macro level, this includes unpredictable government elections, the rise of new political movements, shifts in international alliances, the advent of new technologies, and more. At the micro level, students are grasping with volatility and uncertainty in immediate, personal ways: public health crises, such as the opioid epidemic and lead-contaminated water; a surge in hate crimes that target individuals' religion, race, or sexual identity; a constant barrage of school shootings; fears that parents or loved ones will get incarcerated or deported at any time.

Students cannot simply check the baggage they carry with them at the door. Research on the science of learning and development has repeatedly

Copyrighted material

shown that physical and mental stress and trauma affect students' cognitive development (Cantor, Osher, Berg, Steyer, & Rose, 2018). Unless society addresses the underlying causes that adversely affect students' physical and mental health, these undue impediments to learning will remain.

In this current landscape, what does a true vision of equitable teaching and learning look like? We argue that it is a comprehensive approach that addresses students' cognitive, social-emotional, and behavioral development. It is teaching that arms students with the knowledge and skillset to not merely survive but thrive in an ever-changing, interconnected world—one that both paves a pathway for students to pursue their passions and dreams and opens windows to opportunities students might not have known existed. It is teaching that addresses the unique background each student brings and the institutional barriers students face on account of the racial, ethnic, cultural, or linguistic group with which they identify. It is teaching that provides students with the foundation to be the change they want to see in their own communities and the wider world.

This is not a utopic vision of teaching. Imagine a 1st grade classroom where English language learners in a semirural North Carolina community discuss the causes and effects of deforestation in the Amazon and articulate concrete actions they will take to protect the rainforest. Imagine 8th grade students in a town with a military base debate the pros and cons of the Vietnam War from the perspectives of both the Americans and the Vietnamese. Imagine 10th graders in Washington, DC and Ghana who collaborate across continents to discuss a lack of access to potable drinking water and devise STEM solutions to the problem. These are all realities. Teaching for global competence is one way that educators are already working toward this holistic vision of education.

Copyrighted material

What Is Global Competence?

Global competence is the set of knowledge, skills, mindsets, and values needed to thrive in a diverse, globalized society. In essence, global competence is the toolbox that equips students to reach their career aspirations in a globally connected economy (Asia Society & Longview Foundation, 2016) and take individual and collective responsibility as global citizens who make their local communities, their countries, and the world a more just, sustainable place for all of humankind (Banks, 2014; Zhao, 2010).

Global competence, global awareness, global citizenship, global literacy, intercultural competence, international education, and *global education* are often used interchangeably. We recognize that there are distinctions among these terms and even ambiguity within them (Kirkwood, 2001a; Oxley & Morris, 2013). However, for the purposes of this book, we are less concerned about getting hung up on terminology than we are about supporting teachers as they cultivate the underlying attributes that allow students to thrive in a world that is complex, interconnected, and filled with a diversity of landscapes, people, and perspectives. Throughout this book, we use the term *global competence* to describe these attributes, though we recognize that some schools, districts, or policy guidelines may use others.

Global competence is multidimensional in nature (Organisation for Economic Cooperation and Development [OECD], 2018a; Reimers, 2009; UNESCO, 2015), addressing social-emotional, behavioral, and cognitive domains of learning. The cognitive domain covers "knowledge and thinking skills necessary to better understand the world and its complexities," the social-emotional domain emphasizes "values, attitudes, and social skills … that enable learners to live together with others respectfully and peacefully," and the behavioral domain relates to "conduct, performance, practical application, and engagement" (UNESCO, 2015, p. 22).

Copyrighted material

Nongovernmental, governmental, and supranational organizations—such as the Asia Society, World Savvy, the U.S. Department of Education, the OECD, and UNESCO—have created frameworks that delineate specific attributes that collectively comprise global competence. Figure 0.1 provides an overview of these different frameworks. Despite differences in wording, these frameworks coalesce around the following cognitive, social-emotional, and behavioral domains:

- Knowledge of global issues, trends, and globalization processes using analytic and critical thinking (cognitive domain).
- Dispositions of empathy, valuing multiple perspectives, appreciation for diversity, and a sense of responsibility toward a common humanity (social-emotional domain).
- Skills related to effective intercultural communication and collaboration, including speaking more than one language and acting on issues of global importance (behavioral domain).

Figure 0.1. Global Competence Frameworks

Organization: Mansila & Jackson (2011): *Four Domains of Global Competence*

Global Competence Framework

- Investigate the world.
- Recognize perspectives.
- Communicate ideas.
- Take action.

* * *

Copyrighted material

Organization: OECD (2018a): *The OECD PISA Global Competence Framework*

Global Competence Framework

Dimensions of Global Competence

- Examine local, global, and intercultural issues.
- Understand and appreciate the perspectives and world views of others.
- Engage in open, appropriate, and effective interactions across cultures.
- Take collective action for well-being and sustainable development.

Knowledge, Attitudes, Skills, and Values

- Recognize global and intercultural issues.
- Value human dignity and diversity.
- Evaluate information, formulate arguments, and explain complex situations or problems.
- Identify and analyze multiple perspectives.
- Understand differences in communication.
- Evaluate actions and consequences.

* * *

Organization: UNESCO (2015): *Global Citizenship Education Key Learner Outcomes*

Global Competence Framework

- Learners acquire knowledge and understanding of local, national, and global issues and interconnectedness and interdependency of different

Copyrighted material

countries and populations.

- Learners develop skills for critical thinking and analysis.
- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights.
- Learners develop attitudes of empathy, solidarity, and respect for differences and diversity.
- Learners act effectively and responsibly at local, national, and global levels for a more peaceful and sustainable world.
- Learners develop motivation and willingness to take necessary actions.

* * *

Organization: U.S. Department of Education (2017): *Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness*

Global Competence Framework

Domains

- Collaboration and communication
- World and heritage languages
- Diverse perspectives
- Civic and global engagement

Outcomes

- Critical and creative thinkers who can apply understanding of diverse cultures, beliefs, economies, technology, and forms of government in order to work effectively in cross-cultural settings to address societal, environmental, or entrepreneurial challenges.

Copyrighted material

- Aware of differences that exist between cultures, open to diverse perspectives, and appreciative of insight gained through open cultural exchange.
- Proficient in at least two languages.
- Able to operate at a professional level in intercultural and international contexts and to continue to develop new skills and harness technology to support continued growth.

* * *

Organization: World Savvy (2018): *Global Competence Matrix*

Global Competence Framework

- *Core Concepts:* World events and global issues are complex and interdependent; one's own culture and history is key to understanding one's relationship to others; multiple conditions fundamentally affect diverse global forces, events, conditions, and issues.
- *Values and Attitudes*: Openness to new opportunities, ideas, and ways of thinking; desire to engage with others; self-awareness about identity and culture; sensitivity and respect for differences; valuing multiple perspectives; comfort with ambiguity and unfamiliar situations; reflection on context and meaning of our lives in relation to something bigger; question prevailing assumptions; adaptability and the ability to be cognitively nimble; empathy; humility.
- *Skills:* Investigates the world; recognizes, articulates, and applies an understanding of different perspectives; selects and applies appropriate tools and strategies to communicate and collaborate effectively; listens actively and engages in inclusive dialogue; is fluent in 21st century digital technology; demonstrates resiliency in new situations; applies critical, comparative, and creative thinking and problem solving.

Copyrighted material

- *Behaviors:* Seeks out and applies an understanding of different perspectives to problem solving and decision making; forms opinions based on exploration and evidence; commits to the process of continuous learning and reflection; adopts shared responsibility and takes cooperative action; shares knowledge and encourages discourse; translates ideas, concerns, and findings into individual or collaborative actions to improve conditions; approaches thinking and problem solving collaboratively.

Importantly, global competence is not about the world "out there." It is rooted in understanding ourselves and our place in the world as a foundation for understanding those around us. Developing global competence also does not mean trading in one's cultural or national identity for global citizenship or "one-world government." Rather, it embraces how "cultural, national, regional, and global identifications are interrelated, complex, and evolving" (Banks, 2008, p. 134). Indeed, one can develop global citizenship while maintaining strong cultural, national, and local affiliations.

In addition, global competence is also not a content area unto itself. It is instead rooted in disciplinary and interdisciplinary knowledge that cuts across all disciplines (Mansilla & Jackson, 2011). Therefore, it should not be treated as an "add-on"—limited to an elective course in which a handful of students enroll, a one-time international day, or a multicultural fair—but integrated into existing courses and curricula to which all students are exposed throughout the school year (Tichnor-Wagner, Parkhouse, Glazier, & Cain, 2016).

Because global competence is a multifaceted construct, it can help prepare students to thrive in a variety of ways. From a career-readiness perspective, business and industry leaders argue that global competence is

Copyrighted material

desired and required of employees and will give students a leg up in a competitive, global marketplace. From a civic perspective, global competence helps students learn to live together in communities marked by increasing diversity, and it illuminates the root causes of inequities that exist in our world and how students can combat such injustices (Tichnor-Wagner, 2016). This all points back to equity, whether it is providing students with equitable access to opportunities that will help them succeed in postsecondary education (and beyond) or giving students the tools to disrupt global injustices that play out in their local communities. Therefore, global competence is not a "nice-to-have"; it is a "must have" for all students, for both their individual betterment and the betterment of the world in which they live.

Globally Competent Teaching

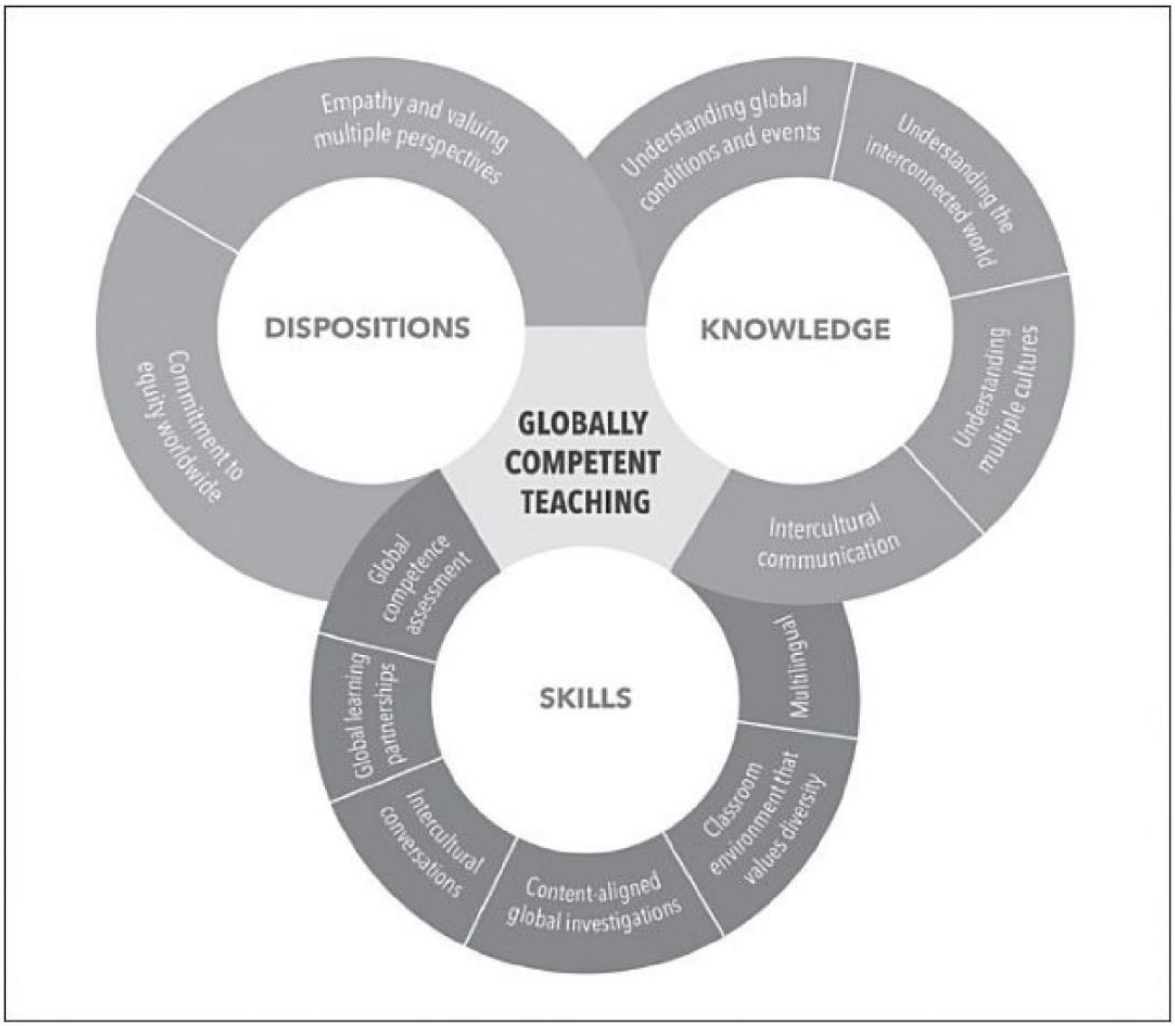
More states, districts, and schools are inserting terms such as *global awareness*, *global citizen*, *global competence*, and *international* into school names, mission and vision statements, teacher evaluations, and more (Parker, 2008; Tichnor-Wagner, 2016). School, district, and state global scholar certificate programs are on the rise, with the purpose of recognizing global competence in both students and teachers (Singmaster, Norman, & Manise, 2018), as are Seals of Biliteracy, which acknowledge students' bilingualism achievement on high school diplomas (Heineke, Davin, & Bedford, 2018). This has left educators asking, "Becoming more global sounds great, but how do we actually do it?"

When we first embarked on this work in 2013, definitions for what global competence meant for students abounded. Missing, though, was a clear delineation of the knowledge, skills, and dispositions teachers need to instill global competence in their students. This interrelated set of dispositions,

Copyrighted material

knowledge, and skills is what we refer to as *globally competent teaching* (Figure 0.2).

Figure 0.2 Elements of Globally Competent Teaching



Globally competent teaching is composed of 12 distinct yet interrelated elements. We identified these elements through a systematic review of

Copyrighted material

scholarly literature that addressed how K–12 teachers develop global competence. We also conducted a systematic literature review of publications and frameworks produced by leading education organizations that address K–12 teachers' global competence development (including the Asia Society, Global Teacher Education, the Longview Foundation, NAFSA: Association of International Educators, and World Savvy). Following state-adopted professional standards for teachers—which require educators to demonstrate professional knowledge, skills, and dispositions for licensure (e.g., National Council for the Accreditation of Teacher Education [NCATE]) —we delineated the 12 elements by dispositions, knowledge, and skills because globally competent teaching is part and parcel of what effective teachers are already doing.

Teaching dispositions encompass the "professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities" (NCATE, 2008). Globally competent teaching dispositions specifically emphasize the attitudes, values, and beliefs needed to work effectively with students and families from all backgrounds and instill a global mindset in students. Such a mindset embraces an appreciation of diversity, universal rights and commonalities across humanity, and a responsibility for the planet we inhabit and the diversity of people who live on it. They include

- Element 1: Empathy and valuing multiple perspectives.
- Element 2: Commitment to promoting equity worldwide.

Because global competence is not in itself a discipline but a way of teaching that cuts across all disciplines (Mansilla & Jackson, 2011), the "subject-matter" knowledge of global competence reflects a disciplinary and interdisciplinary understanding of the cultures, systems, structures, and

Copyrighted material

events around the world and how they are interconnected with one another and with our own lives. Globally competent teaching knowledge includes

- Element 3: Understanding of global conditions and current events.
- Element 4: Understanding of the ways that the world is interconnected.
- Element 5: Experiential understanding of multiple cultures.
- Element 6: Understanding of intercultural communication.

Globally competent teaching skills emphasize pedagogical content knowledge: "the ways of representing and formulating the subject that makes it comprehensible to others" (Shulman, 1986, p. 9). As NCATE (2008) defines it, pedagogical content knowledge is "the interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students" (p. 89).

The skills section truly differentiates globally competent teaching from other models of global competence (see Figure 0.1), as it integrates global dispositions and knowledge into how teachers manage their classroom environment, plan for and implement instruction, and assess student learning. The six globally competent teaching skills cover the core components of instructional practice delineated in the InTASC Model Core Teaching Standards (2013), developed by the Interstate Teacher Assessment and Support Consortium convened by the Council for Chief State School Officers, and outline what teachers across all content areas and grade levels should know and be able to do. This includes "planning for instruction by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context" (Standard 7); using a variety of instructional strategies to understand content, make connections, and meaningfully apply knowledge

Copyrighted material

(Standard 8); and using a range of formative and summative assessments to "engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making" (Standard 6).

Globally competent teaching skills include the ability to

- Element 7: Communicate in multiple languages.
- Element 8: Create a classroom environment that values diversity and global engagement.
- Element 9: Integrate learning experiences for students that promote content-aligned explorations of the world.
- Element 10: Facilitate intercultural and international conversations that promote active listening, critical thinking, and perspective recognition.
- Element 11: Develop local, national, and international partnerships that provide real-world contexts for global learning opportunities.
- Element 12: Develop and use appropriate methods of inquiry to assess students' global competence development.

These 12 elements of globally competent teaching incorporate best teaching practices that emphasize providing real-world contexts for learning in order to develop higher-order thinking skills and validate students' unique backgrounds. As written in the InTASC standards (2013):

> Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are

Copyrighted material

> individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents, and interests. (p. 8)

Integrating learning experiences that promote content-aligned investigations of the world and assessing global competence development promote the teaching of challenging standards using authentic and inquiry-based instruction and assessment. Together, empathy and valuing multiple perspectives, understanding multiple cultures, understanding intercultural communication, and communicating in multiple languages incorporate and validate students' diverse perspectives and experiences, reflective of culturally relevant and sustaining pedagogies that best reach culturally and linguistically diverse learners (Ladson-Billings, 1995; Paris, 2012). Both facilitating intercultural conversations and developing partnerships for global learning teach students to communicate and collaborate with people from diverse backgrounds, an emphasized skill for college and career readiness. In this regard, as with the "meat" or "content" of the concept of global competence, globally competent teaching is not an add-on but a compilation of dispositions, knowledge, and skills proven to help all learners succeed academically, socially, and emotionally.

Developing Globally Competent Teaching Practices

Once we identified the 12 elements of globally competent teaching, a second question immediately emerged. How do teachers operationalize this in their daily practice? Some tools exist that measure global or cultural competence. For example the Intercultural Development Inventory—commonly used as pre-post measures in studies on the effect of cross-cultural experiences such as study abroad—measures orientation toward

Copyrighted material

cultural differences through a 50-item Likert scale questionnaire (Hammer, Bennett, & Wiseman, 2003). However, such tools do not provide insight into steps teachers should take to become more globally aware, nor do they directly translate to practical classroom applications.

Therefore, we developed the Globally Competent Learning Continuum (GCLC) as a self-reflection tool to drive professional growth by breaking down the broad—and sometimes daunting—construct of globally competent teaching into manageable steps for implementation and steady improvement. The GCLC delineates the 12 elements of globally competent teaching and breaks each down into five developmental levels: nascent, beginning, progressing, proficient, and advanced. Unlike Likert-scale assessments that place teachers at a particular level of global or cultural competence based on their responses to a cluster of questions, rubrics allow users to rate themselves based on descriptors for each level, identify clear benchmarks for success, and document progress over time (McGury, Shallenberg, & Tolliver, 2008).

As teachers progress from nascent to advanced, the continuum moves from the personal to the interpersonal, with teachers taking the work upon themselves in the early stages and gradually releasing responsibility to students in the advanced stages. At the later stages, students initiate their own intercultural and international conversations and partnerships and evaluate their own global learning. Likewise, under a commitment to equity worldwide, teachers come to recognize inequities that exist locally (and globally) before encouraging students and the school community to take action on those inequities.

The continuum also moves from the local to the global. In the early levels, teachers recognize their own perspective, culture, language, and context before extending outward to recognize the perspectives, cultures,

Copyrighted material

languages, and contexts of others. This embraces a "glocal" mindset that recognizes the intersecting cultural, regional, national, and global identities and affiliations we hold (Banks, 2008). It also reinforces a recognition that our personal, local actions are interconnected with the actions of others around the world (Robertson, 1995). Finally, as teachers move through the levels, they also move from basic awareness and exposure to the world to critically analyzing global inequities and taking actions to address them (Merryfield, 1998; O'Connor & Zeichner, 2011).

The GCLC uses self-reflection as a key driver for teacher learning. For each element, teachers first read through each developmental level and select the level that best describes them, reflecting on the professional and personal experiences that justify their choice. Second, teachers identify an element (or elements) they would like to improve and then read the description for the next highest level to understand what is required for growth. Third, teachers take actions that help them reach the next developmental level—for example, reading a series of articles and books, participating in a professional learning opportunity abroad, teaching a new unit that infuses global perspectives, or researching organizations that provide service-learning opportunities around issues of global concern. Finally, teachers reflect to see if their actions have led them to reach the next developmental level. They can continue the process for the next level or move on to a different element. Because developing global competence is a lifelong journey—and the world we live in is ever-changing—even when the advanced level is reached, there is always room for continued growth.

Research, Development, and Validation

We developed the GCLC through a two-year iterative research process consisting of four stages that developed the construct of globally competent

Copyrighted material

teaching and tested the content validity, internal consistency reliability, and internal structure of the self-reflection tool. Stage 1 identified the 12 elements of globally competent teaching through a systematic literature review (described earlier). Stage 2 broke down each globally competent teaching element into developmental levels. This initial rubric underwent extensive review by 57 practicing K–12 teachers, 7 teacher educators, and 8 global education field experts to determine the representative and relevance of the elements and their developmental levels. Based on the data, modifications to the continuum were made. Stage 3 evaluated internal consistency and overall stability of the 12 elements and their 5 developmental levels through a pilot test with 111 practicing K–12 teachers and a focus group of educators. During Stage 4, final revisions were made. We assessed participant interpretation and use along with overall content validity by conducting cognitive interviews with nine in-service teachers, representing elementary, middle, and high school, and asked a second round of global education experts to provide an expert review.

Teachers and administrators across the United States who have used the GCLC in online courses, district-based professional development, and national global learning cohorts have overwhelmingly stated in evaluations that it is a valuable resource for exploring global issues, gaining global and cultural knowledge, and self-reflecting. Comments that educators have made about the GCLC include "This has changed a lot of views I had and made me reflect about issues that I usually did not pay attention to," "It has helped me to understand my students better," "It will enable me to design more activities that incorporate global awareness," and "It has helped us see where the gaps are and provide those resources for teachers and students in curriculum and strategic plans."

Using This Book

Copyrighted material

Trends in globalization highlight that all of us are part of a wider world. Historic increases in migration have reshaped our local communities. Technology can connect us in nanoseconds to people and ideas around the globe. The clothing we wear, the food we buy, and the devices on which we rely often get into our wardrobes, refrigerators, and hands through complex global supply chains. Regardless of where you live or the student population you teach, the purpose of this book is to bring out the global educator in you.

This book is written for teachers of all experience levels and grade levels from PreK through 12, teaching any and all subject areas. Preservice and inservice teachers can use this book as a tool to evolve their teaching practice to incorporate globally competent teaching elements. Through this book, teachers can develop a deeper understanding of what global competence means for themselves and their students, reflect on their strengths and areas for improvement across the 12 elements of globally competent teaching, and explore professional learning resources to aid their professional growth.

This book is also valuable for school administrators interested in supporting their staff's and students' global competence development. It gives insights into what you should look for in a classroom that regularly integrates global competence, along with resources you can provide to teachers as they embark on the journey of developing global competence. Since it provides a nuanced conceptualization of what global teaching and learning entails, school administrators can also use this book as a guidepost for designing professional development, instructional coaching, and curriculum that is focused on global competence.

Similarly, teacher educators who want to weave global competence into coursework and programs can use this book as a framework for planning and running both teacher preparation programs for preservice teachers and

Copyrighted material

continuing education programs for inservice teachers. Teacher educators can use the chapters in this book as guideposts to assess whether the courses or additional learning experiences their programs provide are helping preservice and inservice teachers' global competence growth for specific elements. They can also be a tool for personal introspection as teacher educators incorporate global competence into their courses.

This book is divided into three sections—Dispositions, Knowledge, and Skills—and each chapter is devoted to an element of globally competent teaching. Chapters include a description of each element, tips for implementation delineated by developmental levels on the GCLC, and links to additional resources for continuing the journey. Each chapter also invites you to rate yourself on that particular globally competent teaching element. We encourage you to use the Globally Competent Learning Continuum Self-Reflection Tool (see Appendix) as a place to document the level you rate yourself (nascent, beginning, progressing, proficient, advanced) and note the evidence from your personal and professional experiences that justify your rating.

Examples of how these elements have been operationalized by real teachers in real schools are also prominent throughout the chapters and highlighted in real-life vignettes. These examples come from interviews, observations, and surveys of practicing K–12 teachers from a cross-section of grade levels (elementary, middle, and high school), subject areas (math, science, language arts, social studies, world language, and the arts), and locales (urban, suburban, and rural). Note that all teacher names are pseudonyms to protect confidentiality. We also infuse our own personal experiences as teacher educators and elementary, middle, and high school teachers working with diverse student populations.

Copyrighted material

There is no prescribed order for developing these 12 elements of globally competent teaching—or for reading these chapters. Just as teacher beliefs (dispositions) shape practice (skills), practices can also reshape teachers' beliefs (McLaughlin, 1990). The globally competent teaching elements themselves are interconnected and can be conceived as developing simultaneously and iteratively—as opposed to consecutively and linearly. For example, research suggests that learning to communicate in another language can increase empathy (Goetz, 2003). In gaining an experiential understanding of multiple cultures, a teacher may simultaneously come to value the perspectives of others and learn intercultural communication skills that facilitate international conversations. In developing international partnerships, a teacher may learn about a global inequity that sparks a desire to take action. Because of the interconnectedness of these elements, you will find that some of the same resources will cut across them, such as the Sustainable Development Goals (SDGs), Skype in the Classroom, the Global Read Aloud, and virtual exchange tools, to name a few.

At the same time, we encourage teachers to start with dispositions because those are the foundational lenses through which we engage with our world, our students, and our content. As will be made clear throughout the following chapters, a mindset that values multiple perspectives is requisite to understanding global conditions and current events, understanding intercultural communication, creating a classroom environment that values diversity, and facilitating intercultural conversations. A commitment to equity is likewise foundational to critically analyzing how global interconnectedness contributes to inequities within and across nations, understanding power dynamics that relate to language and intercultural communication, and developing partnerships that allow students to learn with and through the world.

Copyrighted material

No matter where you fall on the Globally Competent Learning Continuum—and whether you're just thinking about this work for the first time, have recently dabbled, or have 20 years of global teaching experience—the information in this book will help you further develop as a global educator in preparing all students for academic success, social-emotional well-being, and the ability to thrive in an ever-changing world.

Copyrighted material

Section I

Dispositions

Dispositions are the attitudes, values, and commitments teachers hold and espouse that inevitably influence how they teach. All teaching follows from your dispositions: your classroom setup, classroom curriculum, pedagogy, and assessment practices. Dispositions are essentially the driver of your overall practice, whether you are conscious of it or not. In the next two chapters, we aim to make explicit the dispositions we believe are critical for globally competent teachers:

- Empathy and valuing multiple perspectives.
- Commitment to promoting equity worldwide.

As described in Chapter 1, empathy is a critical element in being a globally competent teacher. Empathy, or the ability to understand others, requires a teacher to be open to listening to others. Empathetic teachers seek out and invite multiple perspectives. Further, they are aware of the limits of their own perspectives and thus value opportunities to see the world through others' eyes. Empathetic teachers engage in regular reflection to better understand their biases and preconceptions. They seek to reframe their understandings in ways that enable them to hold and value multiple perspectives simultaneously.

Copyrighted material

Chapter 2 details how globally competent teachers reflect a commitment to promoting equity worldwide. These teachers are committed to addressing larger systemic issues in and through their teaching. For example, they are committed to promoting peace, addressing world hunger and poverty, and tackling illiteracy and gender inequity around the globe. This commitment is as much local as it is global, and it is at the heart of both *teaching about* inequity and social justice and *acting for* equity and human rights beyond the classroom.

These two dispositions are truly foundational to the personal and professional actions globally competent teachers take to gain an understanding of the world and our place in it. They also help teachers foster those same understandings among students so they are primed to succeed in a global marketplace, live peacefully with those from backgrounds different from their own, and strive to make their own communities and the wider global village more just and sustainable for their own and future generations.

Copyrighted material

Chapter 1

Empathy and Valuing Multiple Perspectives

with Kelisa Wing

. . . . . .

Open-mindedness, empathy, and perspective consciousness are the foundations for global competence. All three are also at the heart of good teaching. Part of what moves a teacher from good to great is the ability to model empathy and an appreciation for the variety of perspectives (and the many influences on those perspectives) that exist on any given topic. In modeling these dispositions, a teacher can cultivate empathy and perspective consciousness in students. This fosters not only global competence but also trusting relationships among students and between the teacher and students. Consequently, students are more willing to take risks and consider perspectives they never thought of before.

Examining multiple perspectives also means examining biases. It is important to acknowledge that we all hold biases, and we must face our own head-on. Once we have done so, we can begin to understand the limitations of our own and others' perspectives. If we approach one another with empathy, however, we can open ourselves up to challenging our perspectives. As George Bernard Shaw said, "Progress is impossible

Copyrighted material

without change, and those who cannot change their minds cannot change anything."

It is not easy to admit that our prior viewpoints may have been faulty—or that a viewpoint that contradicts our own may have merit. However, being willing to do so is necessary for truly considering the perspectives of others. This, in turn, is crucial for understanding those who seem different from ourselves at first blush. By valuing multiple perspectives, having empathy for others, and identifying our own biases, we can set the stage for deepening students' global awareness and empathy.

What Does It Mean to Express Empathy and Value Multiple Perspectives?

Empathy is the ability to step into another person's shoes and understand that person's thoughts and feelings from his or her point of view, rather than your own. If we are in someone else's shoes, then we are standing where they are standing, seeing what they are seeing, and feeling what they are feeling. Thus, to truly empathize with another person or group, we need to be able to understand their perspective, which is difficult to do because our minds, personalities, and life experiences are all so unique. That is why the closest we may get to seeing from another's eyes is to learn everything we can about *their* experiences and understand how those experiences shape their worldviews. This takes commitment, since a considerable amount of work and time is required for such introspection.

Perspective consciousness is "the recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views

Copyrighted material

of the world that are profoundly different from one's own" (Hanvey, 1982, p. 162). The first step to being able to understand someone else's perspective is to understand your own. This requires identifying your personal beliefs and experiences and recognizing how they shape your view of the world. It requires recognizing that we each hold certain stereotypes and that our biases limit our ability to understand an issue from all angles. Once we recognize that our perspectives are inherently incomplete, we can understand the importance of seeking out alternative perspectives and even trying them on, so to speak. Genuinely valuing multiple perspectives means being willing to consider viewpoints that directly challenge our own and being open to change our minds. When we can honor someone else's perspective to that degree, then we come much closer to knowing what it's like to stand in that person's shoes.

As educators, we also must be able to reflect on how our own worldviews and subconscious biases shape our decisions in the classroom and the effect those decisions have on students. For example, when Ariel gave her 5th grade students math assignments, she required students to show their work. That was how she was taught math in school, and it was how she was taught to teach math. By having students show their work on a long division problem, for example, she could identify areas where their understanding of the process broke down. However, her students' parents—who went to school in Mexico—considered that process messy, and when their children turned in homework assignments, they only submitted their final answers. Ariel would constantly reiterate to those students the need to show their work. However, in doing so, Ariel unintentionally put her students in an uncomfortable situation, one where they didn't know whether to listen to their teacher or their parents.

The stereotypes we may consciously or subconsciously hold about specific racial, ethnic, gender, socioeconomic, or cultural groups also have

Copyrighted material

negative ramifications for students' scholastic achievement. Stereotype threat, a phenomenon widely studied in social psychology, puts students at risk of underperforming when the group with which they identify is negatively stereotyped to be inferior intellectually or academically (Steele & Aronson, 1995). For example, researchers found that African American students perform worse than white students on the Graduate Record Exam (GRE) when placed in a stereotype-threat condition, but they perform equally well when in a nonthreatening setting (Steele & Aronson, 1995). Likewise, female students perform worse than men when told that a test shows gender differences (Spencer, Steele, & Quinn, 1999).

We also need to consider how our students may have views that differ from our own. For instance, we need to attend to moments where we may be intentionally or unintentionally advocating for particular positions with which not all students agree. These might include positions about tax cuts, gender roles, religion, free speech, welfare programs, environmental protection, and universal health care, just to name a few. We may unconsciously express a rejection of the view that is counter to our own, which could leave some students feeling alienated or defensive. We do not mean to suggest that teachers should never share their positions. Pretending to be neutral denies students the opportunity to learn the important democratic citizenship skills of deliberation and rational debate (Journell, 2016). However, teachers need to take care that they foster a classroom in which multiple, potentially opposing, perspectives are encouraged. If teachers share their opinions, they should invite others to share counterpoints so democratic deliberation can be practiced and students' diverse perspectives are validated.

Self-Reflection and Implementation Tips for Developing Empathy and Multiple Perspectives

Copyrighted material

Look at Figure 1.1 and rate yourself along the GCLC for the element "Empathy and valuing multiple perspectives."

1. Where do you rate yourself and why?
2. What steps do you need to take to move along the continuum?

Figure 1.1. Empathy and Valuing Multiple Perspectives

Element: *Empathy and Valuing Multiple Perspectives*

Nascent →

I have not yet explored how my personal beliefs have shaped my worldview.

Beginning →

- I can identify my personal beliefs and experiences and recognize how they shape my view of the world.
- I recognize that I might hold stereotypes.

Progressing →

- I understand that my beliefs and experiences are not universally shared.
- I can identify the influences that shape how others and I view the world.
- I am willing to explore the experiences and perspectives of people who challenge my beliefs.

Proficient →

- I recognize biases and limitations of my own perspective and those of

Copyrighted material

others' perspectives.

- I recognize how my personal beliefs influence my decisions as a teacher.
- I empathize by seeking to understand the perspectives of others.

Advanced

- I challenge my personal assumptions to understand viewpoints that differ from my own.
- I value diverse perspectives, including those that challenge my own.

The following implementation tips will help you think through the next steps you can take to develop empathy and value multiple perspectives, regardless of what grade levels and subject areas you teach.

Stepping outside our own minds to examine our beliefs and where they come from does not come naturally or easily to most people. Psychology researchers have used the term *motivated reasoning* to describe how humans tend to seek out evidence that aligns with their prior views and dismiss evidence that contradicts those views (Kunda, 1990). In other words, we are psychologically predisposed to confirm, rather than question or revise, our beliefs. As a result, moving along the continuum from nascent to advanced may be quite challenging because it requires us to seek viewpoints that challenge our own. It may be helpful to pause frequently and ask ourselves, "Is motivated reasoning shaping my opinion on this issue?" More to the point, we should ask, "*How* is motivated reasoning shaping my opinion on this issue?"

The following are implementation tips on empathy and valuing multiple perspectives specific to your developmental level along the GCLC.

Copyrighted material

Nascent

A first step you can take to develop empathy and seek multiple perspectives is to list your personal beliefs and values and try to identify the experiences throughout your life that have shaped these beliefs. For example, you may believe that more farming should be organic or that more state funding should go to public schools. What led you to these beliefs? Were they formed through messages transmitted by your parents, interactions with others, scientific articles you read, documentaries you watched, newsfeeds you clicked on, or other experiences?

Try to list some of the stereotypes you hold. We don't generally like to think of ourselves as having biases, but we all do. Stereotyping is part of being human; it results from our brain's propensity to notice patterns and make generalizations (Payne, Niemi, & Doris, 2018). Since stereotypes and biases are often unconscious, it can be hard to identify them in ourselves. Try to pay attention to any assumptions you make when you meet new people. For example, when you meet someone who has a different political ideology than you, do you assume he or she will have certain personality characteristics or background experiences? When you meet someone from your hometown, do you assume anything about that person? How about people from certain religious, racial, ethnic, or sexuality groups? By paying attention to your internal thoughts when you meet new people, you may get a small window into your unconscious.

Think back upon previous interactions you have had with individuals from various backgrounds. Howard (2003) suggests the following reflection questions to uncover and unpack the prejudices you may harbor:

1. How frequently and what types of interactions did I have with individuals different from my own growing up?

Copyrighted material

2. Who were the primary persons that helped to shape my perspectives of individuals from different groups? How were their opinions formed?
3. Do I currently, or have I ever harbored prejudiced thoughts toward people from different backgrounds?
4. If I do harbor prejudiced thoughts, what effects do such thoughts have on students who come from those backgrounds?
5. Do I create negative profiles of individuals who come from different racial backgrounds? (p. 198)

You may feel some guilt or shame when you realize assumptions you've been making, but remember that we *all* have biases, and in recognizing your own, you are taking steps toward dismantling them. Try not to let any feelings of guilt discourage you from continuing to uncover additional stereotypes and develop greater empathy and perspective recognition.

Beginning/Progressing

Once you have identified your beliefs and listed your biases, you are now ready to trace the origins of your biases. Asking yourself questions such as "Why do I feel this way about this particular situation?" is a great way to recognize what influenced your biases and help you break them down. For example, Lisa declared at the age of 10 that she would never get married. As she grew older, she held on to this declaration, believing that all marriages ended in divorce. But what exactly led her to that assumption? She had to reflect on her youth and identify that watching the dissolution of her parents' marriage made her develop a bias against marriage in general. By tracing back to that time in her life, she was able to examine her deeply held beliefs, and, at the same time, recall other successful marriages to which she was exposed and recognize that her assumption that all

Copyrighted material

marriages ended in divorce was not true. Rather, the trauma of her personal experience caused her to believe every marriage was bad.

As a second example, Hillary noticed that, while teaching high school social studies, she paid more attention to her outspoken and gregarious students than to her quieter students. When funny students would call out, she would often unintentionally reward the behavior by laughing or smiling. Hillary actually could relate better to her quiet students—having been a shy, rule-following student herself. However, as she reflected on her preference for the outgoing students, she realized that it was *because* she was introverted that she was more intrigued by extroverted students. Perhaps she even admired them to some extent for having the ability to entertain the group and provide a lively atmosphere. Nevertheless, she realized this was problematic not only because it unevenly distributed her attention among the students but also because it usually meant she attended more to male students. Once she identified the source of her bias, she found greater motivation for constantly reflecting on whether she was paying sufficient attention to shy students like her former self.

As the examples of Lisa and Hillary show, an important part of facing our biases is getting to the root cause analysis of why we feel or believe the way we do. Once we have identified our biases and traced their origins, the next step is to reduce those biases for a clearer view of reality.

Proficient/Advanced

Expand the number of viewpoints you can see at one time. Notice when you are using motivated reasoning when you are trusting sources that confirm your prior opinions and dismissing sources that contradict your views. Try to step into the shoes of someone with the opposite view. If you support organic farming, for example, ask yourself what the arguments might

Copyrighted material

be against the expansion of organic farming (e.g., issues of scale in feeding a growing global population). Can you imagine how these positions could be justified? Perhaps you might seek out readings that reflect these alternative perspectives to better understand them. Even if you are not convinced by these arguments, can you empathize with someone who is?

Another way to recognize multiple perspectives on a particular topic—be it gun control, immigration, or teacher salaries—is to seek out alternative perspectives. For example, if you come across an opinion article with which you disagree, see if you can "try on" the author's perspective. This may help you more deeply consider the author's points, rather than dismiss them without weighing the arguments and evidence he or she provides. Try to notice how your own perspective impedes you from being able to see through someone else's eyes, thus preventing you from truly empathizing with that person. What biases cause you to have knee-jerk reactions to certain viewpoints, and how can you work to overcome those? By seeking to truly understand—and not just tolerate—perspectives that oppose your own, you are demonstrating a foundational element of living and working in a diverse, interconnected world.

Taking on opposing perspectives can be quite difficult, especially in the current polarized world. By self-selecting the news channels we watch, the radio shows and podcasts we listen to, and the people and organizations we follow on social media, we can literally tune out any viewpoint that doesn't jive with our own and live in an echo chamber of agreement. Understanding human psychology can help us trace the confluence of biological and social influences on our beliefs about morally correct behavior. In his book *The Righteous Mind: Why Good People Are Divided by Politics and Religion*, psychologist Jonathan Haidt (2012) describes how people on different ends of the political spectrum tend to prioritize different values within their morality frameworks.

Copyrighted material

Whereas people on the political right tend to prioritize fairness, authority, loyalty, and sanctity, people on the political left tend to prioritize care. Both groups believe their framework is the most righteous one and have a hard time seeing the other group as having an equally valid morality framework. Haidt also points out that most societies consist of both groups, suggesting that a balance of the two may contribute to a society's stability. Perhaps we can better empathize with and understand one another if we register that it could be beneficial to society to have some variety of moral foundations.

It's also important to understand how your personal beliefs influence your professional actions and decisions as a teacher. Pay careful attention to how you respond to different students depending on how similar they are to you in terms of personality, background, ideology, or other characteristics. Film a lesson, and then watch it with an eye open for any biases you show toward your students—whom you call on, how you respond to their questions, and how they are seated.

In addition, examine how your beliefs shape the content you include, exclude, emphasize, or fail to even consider in your curriculum. For instance, high school social studies teacher Tina realized that the traditional curriculum made almost no mention of LGBTQ individuals throughout history, which could leave many of her LGBTQ students feeling invisible. Therefore, she intentionally supplemented her U.S. history textbook with content such as the Lavender Scare (which resulted when President Eisenhower banned federal employment of gay and lesbian individuals).

Go as far as to challenge, critique, reconsider, and even change your own beliefs. American culture tends to value "sticking to your guns" and not being "wishy-washy," but this can lead people to cling to misconceptions or prejudices about the world, other people, or places and not take others'

Copyrighted material

perspectives into account when making decisions. Understanding other people's viewpoints can help us confront our own deeply held beliefs that may be problematic and oppressive.

Another way to demonstrate valuing multiple perspectives is to overcome your desire to pick a side. We often feel uneasy when we have not made up our minds about which side is "right" in a conflict, but quickly choosing a side may not always be the most productive decision. Some conflicts, particularly on the global scale, are so deep, complicated, and fraught that the best option might be to maintain an ability to see all opposing positions as legitimate, even if you tend to favor one position over another. For instance, when teaching the history of the Israeli-Palestinian conflict, the Cold War, or the Syrian Civil War, present students with the diverse perspectives of individuals on different sides of the conflict and model that well-informed adults do not always have to choose one side. In fact, the best chance of peace in war-torn regions depends on diplomats and leaders who can understand and truly empathize with all sides of a conflict in order to reach consensus on a solution.

Special Considerations for Elementary School Teachers (PK–5)

- Connect students with other classrooms from different geographical locations to learn about other students who have different life and cultural experiences than they might. (See Chapter 11 for a list of tools and programs that can help students forge these connections.) Learning about others in this interactive way allows students to learn more about themselves in the process—and you to learn along with them. Young students are especially impressionable, so starting early in the building of empathy promotes a strong foundation that students can carry into their lives as they get older.

Copyrighted material

- Learn about new perspectives and worldviews from your own classroom community. For example, Adrian begins each school year with a heritage project for his elementary students. Rather than have students present an "All About Me" project, he pairs students together to learn about each other's backgrounds, which they then present to the class. Adrian finds that students get excited to learn about and present their peers' backgrounds (e.g., the languages they speak, the holidays they celebrate, their favorite foods, their hobbies), and the project builds a strong sense of community and models how to embrace differences while also showing similarities across students.
- Become cognizant of "teachable" moments that show students to be more aware and tolerant of differences. For example, when 1st grade teacher Shauna shared a slide show of foods around the world, a number of students responded to unfamiliar foods and instinctively said, "Ew!" Instead of ignoring the comments, Shauna paused the lesson and explained that just because a food is different from what you are used to, it doesn't make it gross. She then asked students to think about their favorite foods and what another kid might think about that food if they had never seen it before.

Special Considerations for Secondary School Teachers (6–12)

- Even if you can't set aside time for explicit lessons on empathy and multiple perspectives within the confines of content-area standards and curriculum, you can still intentionally address these dispositions by infusing them into your everyday lessons. For example, before starting a collaborative learning activity, spend 5–10 minutes discussing how to engage in perspective-taking and how to communicate this with one's peers. Post several sentence starters or frames, such as "What I hear you saying is"; "You have a perspective on this that I hadn't thought of before"; and "I like how when you said, you were raising a new viewpoint." Use these sentence frames as a reminder for you to model

Copyrighted material

this language as well!

- Instead of reactively addressing respect and empathy after students fight, be proactive by beginning the school year with ample opportunities for students to learn and practice expressing empathy, inviting opposing perspectives, and considering changing their own minds on a topic. This could include lessons on being a bystander versus an upstander (i.e., witnessing versus taking action to defend someone), using respectful language to disagree or question, and practicing active listening and rephrasing another student's views in their own words. Such lessons can establish an atmosphere of trust, open-mindedness, and respectful disagreement that will reduce the likelihood of conflict and hurt feelings throughout the year. (See Chapter 8 for additional ideas on creating a classroom environment that values multiple perspectives and global engagement.)

Element 1 in Action: Teaching War from Multiple Perspectives

Simone Jackson teaches 8th grade social studies in a public middle school in rural North Carolina with a population that is about 73 percent white, 20 percent black, and 6 percent Latinx. One of Simone's primary goals is to develop students' empathy and ability to view an issue from multiple perspectives, maybe even challenging or changing their own opinions in the process. She works toward these goals in her unit on the Vietnam War.

Simone explains that her students tend to be familiar with the pro- and anti-war stances within the United States, but they are less familiar with the opposing stances within Vietnam. She wants her students to realize that the people living in these two countries had quite different understandings of the war. Prior to teaching this unit, Simone, like her students, had little familiarity

Copyrighted material

with what the Vietnamese population thought of the war, and she used the unit as an opportunity to seek to understand the perspectives of others.

She tells her 8th graders that the Vietnamese called the conflict "the American War," and the class views a video showing how, in Vietnamese schools today, children are taught that the conflict was not a civil war between the North and South but a revolution to expel the American colonial power from the region.

To help students understand the war from the perspective of the North and South Vietnamese, Simone created an activity in which groups analyze four sets of primary source documents and fill out a chart in which they describe "what the documents said" and "how this will make people feel." The sets of documents include

- North Vietnamese sources: Declaration of Independence, Ho Chi Minh appeal
- South Vietnamese sources: protest songs
- Pro-war U.S. sources: U.S. Department of State letter, pro-war song lyrics
- Anti-war U.S. sources: John Kerry's speech, protest song lyrics

Students discuss how both the North and South Vietnamese might have felt about the French colonization and American intervention in the region. Throughout the conversation, Simone encourages students to put themselves in the shoes of the Vietnamese. She says, "I know you all are taught basically to hate communism, but if you're in this situation, you can see where that might sound appealing." Students' comments in class reflect an understanding of the motive to support communism as a means of obtaining national independence.

Copyrighted material

For homework, students answer the questions "Would you have been pro- or anti-war if you lived in the United States at that time? Do you think something could have caused you to change sides? If so, what?" Simone tells students that the pivotal moment need not be realistic. For example, it could be meeting a member of the North Vietnamese army. By asking students to consider how their minds could be changed, Simone encourages students to think of a perspective as something that is open to revision rather than as a stance that must be adhered to no matter what evidence one encounters. She models this by giving each student the opportunity to develop and share his or her own perspective on the Vietnam War without imposing her own view. By doing so, some of her students' perspectives challenge Simone to think differently about her own stance.

Further Developing This Disposition

- Begin with a "personal inward journey" by self-reflecting on the following questions:
  - Who am I?
  - What do I value?
  - What stereotypes do I hold?
  - Why?
- These are difficult to detect in ourselves, so ask someone close to you to help you on this journey of discovery. It should be someone who will be forthright with you and whose feedback you will be able to accept without pushback, defensiveness, or hurt feelings.
- Then move to an "outward journey" and seek perspectives that differ from your own. Don't start with issues you feel most passionately about; you're less likely to change your mind or understand the counterpoints on those issues. Instead, start with an issue on which you have an opinion but are willing to explore further. Consider

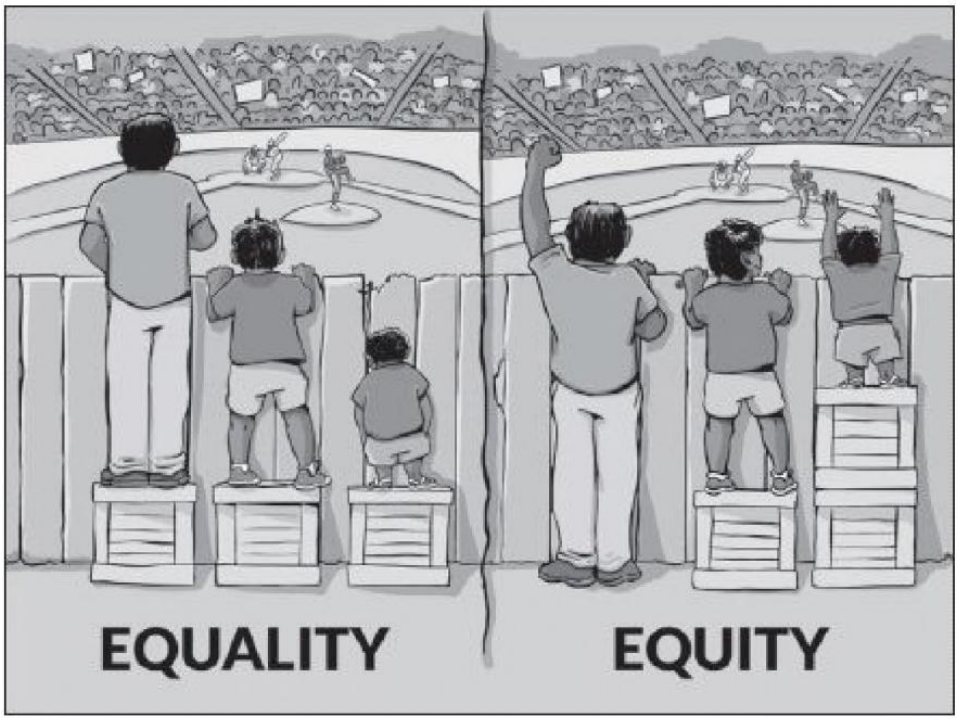
Copyrighted material

→ ***The Righteous Mind: Why Good People Are Divided by Politics and Religion***: This book by Jonathan Haidt draws on research from psychology to show how humans have developed different moral frameworks that shape our sometimes conflicting understandings of justice.

Copyrighted material

The image in Figure 2.1 is how Angus Maguire, commissioned by the Interaction Institute for Social Change, visually distinguishes between equity and equality. The goal of equity is justice, which questions why the fence is there in the first place and what we can do to dismantle it. Justice seeks to provide a world where everyone has the opportunity to thrive, and a commitment to equity is a foundational building block toward a just world.

Figure 2.1. Illustrating Equality Versus Equity



Source: From Interaction Institute for Social Change, artist: Angus Maguire.

To cultivate global citizens who seek to shape a more just and sustainable world, it is important for teachers and students to acknowledge

Copyrighted material