ISSUES IN GLOBAL EDUCATION

Global Education Checklist

for Teachers, Schools, School Systems and State Education Agencies

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The American Forum for Global Education

A private, not-for-profit organization founded in 1970. Our mission is to educate United States citizens for responsible participation in our communities, our nation and our interdependent world. We offer consultation to global education programs and to those schools planning to "internationalize" or "globalize" their curriculum. We provide global and international education materials for classroom use and professional development programs for teachers and administrators. We are a forum for the exchange of ideas and practices on content and directions of global education.

National and state educational standards contain some global and international studies components. However, many important issues related to global and international studies are missing or dealt with inadequately. Gaps in the standards lead many educators to wonder what US students should know and understand about the world. What skills and attitudes will they need to confront future global problems?

In 1998, to help elementary and secondary school educators, three prominent global education scholars, H. Thomas Collins, Frederick R. Czarra, and Andrew F. Smith published a set of guidelines or intellectual filters that could be used to validate state standards and local curriculum decisions and to assure that the international dimension receives attention.[1]

With that document as its foundation, this checklist is a practical tool that teachers, curriculum developers, school administrators, and state education agency staff can use to gauge their work within the realm of global/international education.

The premise here is that the study of the world can be divided into three main themes: global issues, global culture, and global connections. These three themes cross all academic disciplines—geography, history, world languages, health, the sciences and the arts and identify essential ideas that should be pursued through questions that relate to the daily life of students. Among the skills that students can develop are issue analysis, problem solving, interpretation, reasoned persuasion, and research/investigation. Students should be encouraged to be actively involved at the local, state, and national levels practicing their civic duty through relationships with our economic, social and political systems.

Consider this checklist a self-assessment tool. Use the scale here to measure the degree of success in the different areas in question. Create a self-assessment report that includes qualitative and quantitative evidence to support responses to the various questions. Once this needs assessment is completed, develop action plans for the development of specific goals, defining resources, time and participation required. The action plan should be continuously updated with progress being noted.

[1]"Guidelines for Global and International Studies Education: Challenges, Cultures, and Connections." H. Thomas Collins, Frederick R. Czarra and Andrew F. Smith. *Social Education*, November, 1998. pp. 311-317. Also available from the American Forum for Global Education <http://www.globaled.org/guidelines > (October 15, 2002)

Changing Perspectives on International Education. Edited by Patrick O'Meara, Howard D.Mehlinger and Roxanna Ma Newman. Indiana University Press, 2001. pp 226-243.

Respond using the scale
1 being the lowest degree and
4 being the highest degree

1 2 3 4

Questions about Student Knowledge of Global Issues, Culture and Connections

1. Global Issues—knowledge

What do your students know about global issues, and how well do they know it?

a. Are students aware that global issues exist and affect their lives? 1 2 3 4

b. Are students studying a global issue in depth over a long period of time? 1 2 3 4

c. Are students aware that global issues are interrelated, complex and challenging, and ever changing? 1 2 3 4

d. Are students aware that their information and knowledge on most global issues can be expanded, or could be deeper, and that they need to continue seeking information about how global issues are formed and influenced? 1 2 3 4

2. Global Issues—skills

How are your students going to learn about issues?

a. Do students know how to study about global issues? Do they have the skills needed to investigate and research a topic or issue, solve problems, analyze issues, interpret information, make a case for a point of view through reasoned persuasion? 1 2 3 4

b. Do students know how to look for information about an issue? Do students know how to develop criteria for discriminating, evaluating, selecting and responding to useful and relevant data? Do they know how to process the information that they have found? Do they know how to present their information to others? 1 2 3 4

c. Do students have the ability to suspend judgment when confronted with new information about an issue when that information is in conflict with their own understandings and values? 1 2 3 4

3. Global Issues—participation

How can students make a difference in resolving issues?

a. Can students approach global issues, problems and challenges objectively, with neither undue optimism nor unwarranted pessimism? 1 2 3 4

b. Can students develop some sense of efficacy and civic responsibility by identifying specific ways that they can make some contribution to the resolution of a global issue? 1 2 3 4

Respond using the scale
1 being the lowest degree and
4 being the highest degree

1 2 3 4

4. Culture—knowledge

What do students know about culture?

a. Have students studied at least one other culture in depth over a long period of time? 1 2 3 4

b. Do students have a general knowledge about the major geographical and cultural areas of the world and some of the issues and challenges that unite and divide them? 1 2 3 4

c. Have students been given the opportunity to learn about another culture through the study of a foreign language? 1 2 3 4

d. Do students know and understand that culture and communication are closely connected? 1 2 3 4

e. Do students have an opportunity to engage in exchanges with another culture either in a foreign nation or within the United States? 1 2 3 4

f. Do students know and understand that members of different cultures view the world in different ways? 1 2 3 4

g. Do students know and understand that culture changes? 1 2 3 4

h. Do students know and understand that there are universals connecting all cultures? 1 2 3 4

i. Do students know and understand that humans may identify with more than one culture and thus have multiple loyalties? 1 2 3 4

j. Do students know and understand that cultures cross national boundaries? 1 2 3 4

k. Do students know and understand how cultures are affected by geography and history? 1 2 3 4

l. Do students know that cultures reflect their values and beliefs in different ways through art, literature, and music? 1 2 3 4

5. Culture—skills

How can students learn about culture?

a. Do students know how to analyze and evaluate major events and trends in a culture? 1 2 3 4

b. Do students know how to examine cultures around the world and recognize some interconnections with their life in the United States? 1 2 3 4

c. Do students know how to compare and contrast diverse cultural points of view and try to understand them? 1 2 3 4

d. Do students know how to examine the common and the diverse traits of other cultures? 1 2 3 4

e. Do students know how to state a concern, position, or value from another culture without distorting it, in a way that would satisfy a member of that culture? 1 2 3 4

Respond using the scale
1 being the lowest degree and
4 being the highest degree

1 2 3 4

6. Culture—Participation

How can students improve their ability to understand others?

a. Can students appreciate the study of other cultures? 1 2 3 4

b. Can students tolerate cultural diversity? 1 2 3 4

c. Do students seek to communicate with people from other cultures? 1 2 3 4

d. Do students have an appreciation that all human cultures should experience universal rights? 1 2 3 4

e. Do students take advantage of opportunities to learn another language and its culture? 1 2 3 4

7. Global Connections—Knowledge

How is the United States connected to the world?

a. Can students identify and describe how they are connected with the world historically, politically, economically, technologically, socially, linguistically, and ecologically? 1 2 3 4

b. Do students understand that global interconnections are not necessarily benign and that they have both positive and negative consequences in the United States? 1 2 3 4

c. Do students know and understand the role of the United States in international policies and international relations since World War II? 1 2 3 4

8. Global Connections—Skills

What skills do students need in order to analyze and evaluate global connections?

a. Can students recognize, analyze, and evaluate major events and trends in American and world history and examine how these events and trends connect to their local communities and the United States? 1 2 3 4

b. Can students recognize, analyze and evaluate interconnections of local and regional issues with global challenges and issues? 1 2 3 4

c. Can students recognize, analyze, and evaluate the interconnections between their lives and global issues? 1 2 3 4

d. Can students generate alternative projections for the future and weigh potential future scenarios? 1 2 3 4

9. Global Connections—Participation

How can students explore democratic citizenship through global connections?

a. Do students value participation in the democratic process? 1 2 3 4

b. Are students able to tolerate ambiguity? 1 2 3 4

c. Do students read newspapers, magazines, and books, and listen to radio and television programs that relate to intercultural and international topics? Can they actively respond to this information from the media? 1 2 3 4

Questions about Schools for Principals, Teachers and Community Leaders

Respond using the scale
1 being the lowest degree and
4 being the highest degree

1 2 3 4

1. The School Community

a. Is your school community ethnically and racially diverse? If so, what ethnic and racial groups live in your community? 1 2 3 4

b. Do any individuals or groups representing these ethnic and racial groups have a voice in planning your school community activities? 1 2 3 4

c. Do any individuals or groups representing these ethnic and racial groups make presentations in, or assist teachers and librarians in teaching and learning about other cultures, global connections, or global issues? 1 2 3 4

d. Do your school building and grounds reflect global themes and ideas that connect your students with what they are learning about the world? Are the diversity of your student body and their respective cultures reflected in your buildings and on your school grounds? 1 2 3 4

e. Is a global/international focus evident in your extracurricular activities? 1 2 3 4

f. To what extent do the interest and involvement of parents in the school enhance global/international learning? 1 2 3 4

2. The Student Body

a. Is your student body ethnically or racially diverse? If so, what ethnic and racial groups are represented? 1 2 3 4

b. How is the ethnic and racial diversity of your student body reflected in your school curriculum, school activities and the development of planned positive student relationships? 1 2 3 4

c. Are the cultural mores, global connections, and global issues of these ethnic and racial groups acknowledged in the school community and the school curriculum? 1 2 3 4

3. The Faculty

a. Does the faculty of your school reflect the ethnic and racial diversity of your community? If not, what attempts have you made create such a faculty or to encourage efforts by others to recruit teachers who reflect this diversity? 1 2 3 4

b. If you have little ethnic and racial diversity in your community, do you attempt to recruit staff that reflect the ethnic and racial diversity of your state, or the nation at large, in order to prepare students for life in a diverse national and global society? 1 2 3 4

c. Does your school have a teacher or student teacher from another nation as a member of the staff? 1 2 3 4

Respond using the scale
1 being the lowest degree and
4 being the highest degree

1 2 3 4

4. Exchanges and Exchange Students

a. Does your school actively recruit foreign students to provide diverse learning opportunities for your students, faculty and school community? 1 2 3 4

b. Do you provide the parents in your community with a variety of exchange opportunities by fostering presentations by approved international exchange groups? 1 2 3 4

c. Does your school have a "sister school" relationship with a school outside the United States? If so, is the exchange long-term and meaningful for the students and faculty? 1 2 3 4

5. International Travel Programs for Faculty and Students

a. Do you provide opportunities for your students and faculty to engage in international exchange programs? 1 2 3 4

b. Do teachers receive professional development credit or pay incentives for global travel, study or exchange opportunities with other nations? 1 2 3 4

6. Curriculum

a. Is ethnic and racial diversity reflected in your school curriculum? 1 2 3 4

b. Does your reading program reflect global literature as well as contributions by authors from ethnic and racial groups in the United States? 1 2 3 4

c. Does your social studies program for students include the learning of other cultures, how they are connected to the world, and global issues that affect their lives? 1 2 3 4

d. Are the art and music programs reflective of the ethnic and racial diversity of the United States? 1 2 3 4

e. Do you provide opportunities for learning world languages and their cultures? 1 2 3 4

f. Are global issues in health and science part of your curriculum? 1 2 3 4

g. Does the school calendar include special days and weeks with a global focus? 1 2 3 4

h. In general, does the staff have time for curriculum planning or professional development opportunities so that they can include a global perspective in the school curriculum? 1 2 3 4

i. Does your school offer programs that promote contact with other cultures and nations? 1 2 3 4

Respond using the scale
1 being the lowest degree and
4 being the highest degree

1 2 3 4

7. Textbooks and Supplementary Materials

a. Do your textbooks and supplementary materials, across all subject areas, contain content, illustrations, and activities reflecting ethnic and racial diversity? 1 2 3 4

b. Do textbooks and supplementary materials, across all subject areas, cover global issues, global connections and global cultures? 1 2 3 4

8. Library

a. Are your library books, materials and exhibits reflective of the ethnic and racial diversity of your community, your state, and the United States? 1 2 3 4

b. Do the books and media in your library provide your students and teachers with a wide array of materials on US cultural diversity, global world history and cultures of the world? 1 2 3 4

c. Do the print and non-print materials in your library provide students and teachers with up-to-date materials on global issues related to their lives and global connections between the United States and the world? 1 2 3 4

9. Internet

a. Does your school engage in any international activities on the Internet? If not, are you aware of organizations such as iEARN and e-pals that set up connections between schools in nations all over the world? 1 2 3 4

b. If your school is engaged in an international Internet exchange, does the content go beyond personal exchanges of information and deal with substantive content from global issues, culture and connections? 1 2 3 4

c. Do you involve the parents of students and the school community in student activities on the Internet? 1 2 3 4

d. Are Internet activities aligned with your local and state standards, instruction and assessment? 1 2 3 4

Respond using the scale
1 being the lowest degree and
4 being the highest degree

1 2 3 4

Questions for Local School Systems

(Superintendents, Curriculum Directors, and Academic Specialists)

1. Selection of Textbooks, Supplementary Materials and Media

a. Does your school system have a policy statement for the selection of instructional materials? 1 2 3 4

b. Do your instructional materials reflect the ethnic and racial diversity of the United States and the world? 1 2 3 4

2. Curriculum and Assessment

a. Does the school system adopt policies and support programs designed to begin and strengthen second-language study in world languages, and areas of global/international education such as geography, history, literature and the sciences? 1 2 3 4

b. Do you establish with existing courses of study at the elementary and secondary level (geography, history, social sciences, second languages, mathematics, science and the arts) a worldwide perspective to assure students an international and cross-cultural perspective? 1 2 3 4

c. Are students given the time, resources and techniques to do in-depth study of one world region, nation, culture, issue or global connection? 1 2 3 4

3. Hiring of Teachers

a. Does your school system have a hiring policy to promote ethnic and racial diversity in your teaching, administrative and support staff? 1 2 3 4

b. Do your staff recruiters make plans to visit geographic areas or colleges where there are higher percentages of ethnic and racial minorities available for teaching positions? 1 2 3 4

Respond using the scale
1 being the lowest degree and
4 being the highest degree

1 2 3 4

4. Utilizing the Diversity of Your Community

a. Does your school system have a policy of encouraging ethnic and racial diversity in school activities? 1 2 3 4

b. Does your school system encourage ethnic and racial groups to participate in school activities? 1 2 3 4

c. Are ethnic and racial group members encouraged to assume leadership positions in the school system? 1 2 3 4

d. Is the community able to share in the experiences of students and teachers who have engaged in exchange programs with other nations? 1 2 3 4

5. Offering a Variety of World Languages and Their Cultures

a. Does the school system encourage exchanges of students and teachers with other nations around the world? 1 2 3 4

b. Does the school system offer and encourage the public at large to learn the languages and cultures of the ethnic and racial groups of your community? 1 2 3 4

c. Does the school system utilize the resources of higher education to provide knowledge and skills to educators and other community members regarding the ethnic and racial groups in your community as well as about cultures, global connections, and global issues? 1 2 3 4

Add A Global Dimension

1. **Global terrorism has recently changed the world.**
2. **The global economy has been changing the world for some time.**
3. **Sustainability of the earth and its inhabitants requires acute attention to the global environment and the means to development.**

These three facts alone—and there are certainly more—are reason enough to ask:

- Are the American people prepared for this new world?
- Are we learning to think globally?

We *are* beginning to realize how much more we need to know and understand—about the effects of globalization on the economies of the world and the well being of the world's peoples; about the complexities and influences of cultures and religions, and the differing if not conflicting perspectives of our enemies and even our friends. But we have a way to go.

In the aftermath of the September 11, 2001 terrorist attacks, Secretary of State Colin Powell said that Americans must be engaged with the rest of the world more than ever before. Clearly our schools and institutions of higher education must play an important role.

Respond using the scale
1 being the lowest degree and
4 being the highest degree

1 2 3 4

Questions for State Education Agencies
(Superintendents, Standards and Assessment Directors, Academic Specialists)

1. State Education Policy and Administration

a. Has a policy statement on global/international education been established? If a policy already exists, is it reviewed every few years? 1 2 3 4

b. Has an individual in your agency been designated who has a primary and full time responsibility for global/international education? 1 2 3 4

2. Teacher Preparation and Certification of Teachers

a. Does your state have a policy of promoting global literacy among the teacher training institutions that you certify, i.e., learning about other cultures and languages, world history and geography, global connections and global issues? 1 2 3 4

b. Are teachers of world geography, world history, world cultures and world languages certified to teach these subjects? 1 2 3 4

c. Are colleges, universities and educational organizations in your state consulted in the review of geography, history, literature, science and second-language entrance and graduation requirements; the availability of courses in infrequently taught languages; and standards for teacher preparation and certification related to geography, history, literature, science, and second languages? 1 2 3 4

3. Exchange Programs and Opportunities to Study Abroad

a. Does your state encourage local school systems to engage in study-abroad exchange programs for students and teachers? 1 2 3 4

b. Does your state encourage local school systems to collaborate with higher education in training teachers about the world, and encourage teachers to participate in international exchange programs sponsored by colleges and universities? 1 2 3 4

c. Do you organize and solicit support for exchange programs for state education agency staff and state board members so that they can establish international contacts and access materials, personnel and data on a cross-national basis? 1 2 3 4

Respond using the scale
1 being the lowest degree and
4 being the highest degree

1 2 3 4

4. State Standards, Curriculum, and Assessment

a. Do your state standards contain global concepts, connections, ideas, and issues? For example, in science: Are global issues in science and the historical contributions of people from all over the world to the advancement of scientific knowledge considered? In art and music, are the contributions of ethnic and racial groups in the United States included as well as a representation of music and art from around the world? Do your foreign language standards reflect the ethnic and racial diversity of your state? In reading and literature, are there works that reflect the diversity in the United States as well as literary perspectives from other cultures around the world? In geography and history, is a global perspective considered to give students an overview of the world as well an opportunity to study other nations and cultures indepth? 1 2 3 4

b. Do you establish continuing communication with international assessment organizations such as the International Association for Evaluation (IEA) and the National Assessment of Educational Progress (NAEP), and international cross-cultural comparisons such as the TIMMS science and mathematics study? 1 2 3 4

c. Do you attempt to find out about good teaching and learning practices in other nations? 1 2 3 4

d. Do you join with federal or international agencies to establish cooperative assessment and evaluation programs of state and local global/international educational and second-language programs? 1 2 3 4

e. Do you establish expectations and proficiency in second languages for students completing high school? 1 2 3 4

f. Do you work with various levels of the educational system (elementary, secondary, community college, technical schools, colleges and universities) to integrate instruction so that global/international education and second-language study is well connected among levels so that each student's learning is continuous? 1 2 3 4

5. Selection of Textbooks, Supplementary Material and Media

If you are a textbook adoption state or recommend textbooks and supplementary materials and media for local school systems:

a. Does your state have an instructional materials policy available for local school systems? 1 2 3 4

b. Does your instructional materials policy raise questions about materials that reflect the ethnic and racial diversity of your state? 1 2 3 4

c. Do you consider ethnic and racial diversity of illustrations, content and student activities in selecting textbooks and other instructional materials? 1 2 3 4

d. Do you work with publishers and civic and professional educational associations to ensure international issues and concerns are included in textbooks and other instructional materials? 1 2 3 4

Respond using the scale
1 being the lowest degree and
4 being the highest degree

1 2 3 4

6. State and International Organizations and Institutions

a. Do you identify talent and resources in your state by arranging connections with your Department of Commerce and civic, business, and professional groups with international ties to support curriculum development, teacher training, public information, and evaluation of projects? 1 2 3 4

b. Do you establish regular communication with counterpart organizations in other countries and regions of the world to provide information about global/international education and cross-national studies and activities? 1 2 3 4

c. Do you establish communication with international organizations that have education and cultural divisions, such as the UNICEF and UNESCO; the US Department of State and USAID; and the World Bank? 1 2 3 4

d. Do you create a state forum with professional educational organizations involved in global/international education and second-language study to further program collaboration and information dissemination? 1 2 3 4

e. Do you work with other international organizations and higher education institutions in your state to sponsor regular conferences for educational staff in your state on geographic regions of the world? 1 2 3 4

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