

Empowering Global Citizens A World Course

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Education for Sustainable Development Goals - Rieckmann, Marco 2017-03-20

Educating Students to Improve the World - Fernando M. Reimers 2020-04-07

This open access book addresses how to help students find purpose in a rapidly changing world. In a probing and visionary analysis of the field of global education Fernando Reimers explains how to lead the transformation of schools and school systems in order to more effectively prepare students to address today's most urgent challenges and to invent a better future. Offering a comprehensive and multidimensional framework for designing and implementing a global education program that combines cultural, psychological, professional, institutional and political perspectives the book integrates an extensive body of empirical literature on the practice of global education. It discusses several global citizenship curricula that have been adopted by schools and school networks, and ties them into an approach to lead school change into the uncharted territory of the future. Given its scope, the book will help teachers, school and district leaders tackle the change management needed in order to introduce global education, and more generally increase the relevancy of education. In addition, the book offers a "bridge" for more productive collaboration and communication between those who lead the process of educational change, and those who study and theorize this important work. At a time when the urgency of our shared global challenges calls for more understanding and collaboration and when the rapid transformation of societies requires that we help students develop a clear sense of relevancy and purpose, this book offers a way to pursue deep and sustainable change in instruction and school culture, so that students learn that nothing human is foreign and that they can find meaning in lives aligned with audacious purposes to make the world better.

Twelve Lessons to Open Classrooms and Minds to the World - Kristen Shannon 2018-09-25

In this increasingly flattened world, learning to think critically about global affairs is of utmost importance. Students need to learn how local and global affairs are interdependent; they need to be able to identify shared interests and to collaborate with others across national borders. "Twelve Lessons to Open Classrooms and Minds to the World" is the result of a collaborative effort organized by the NEA Foundation to support outstanding teacher-leaders in developing 21st century global curriculum that is aligned with the United Nations (UN) Sustainable Development Goals

Empowering Global Citizens - Fernando Reimers 2016-07-20

How do we help students work effectively with others from diverse cultural backgrounds? How do we help them understand the world? How do we prepare them for work and life in an era of globalization, volatility, and uncertainty? Empowering Global Citizens offers educators and parents compelling answers to those questions. This book presents The World Course, a curriculum on global citizenship education designed to equip students with the competencies they need to thrive and contribute to sustainable development in an era of globalization. Drawing on curriculum mapping this book offers a coherent and rigorous set of instructional units to support deep learning of twenty-first-century competencies that develop agency, imagination, confidence, and the skills to navigate the complexity of our times. Drawing on a rich conceptual framework of global education, The World Course scaffolds the development of global competency drawing on project-based learning and other pedagogies that support personalization. The course expands children's horizons, helping them understand the world in which they live in all its complexity from kindergarten to high school. This is done through learning activities at the zone for proximal development for each age group,

with activities that foster student agency and a growth mindset.

100 Under \$100 - Betsy Teutsch 2015-03-06

100 Under \$100: One Hundred Tools for Empowering Global Women is a comprehensive look at effective, low-cost solutions for helping women in the Global South out of poverty. Most books on this subject focus on one problem and one solution; author Betsy Teutsch instead spreads her net wide, sharing one hundred successful, proven paths out of poverty in eleven different sectors—including tech, public health, law, finance, and more—in a visually striking book full of images of vibrant, strong women farmers, health practitioners, entrepreneurs, and humanitarian tech stars doing exciting, cutting-edge work. Eye-opening and compelling, 100 Under \$100 is an accessible entry point for globally-attuned readers excited about using a broad range of tools to empower women and help alleviate poverty in the developing world.

Value-Creating Global Citizenship Education for Sustainable Development - Namrata Sharma 2020-10-13

This volume brings together marginalized perspectives and communities into the mainstream discourse on education for sustainable development and global citizenship. Building on her earlier work, Sharma uses non-western perspectives to challenge dominant agendas and the underlying Western worldview in the UNESCO led discourse on global citizenship education. Chapters develop the theoretical framework around the three domains of learning within the global citizenship education conceptual dimensions of UNESCO--the cognitive, socio-emotional, and behavioral--and offer practical insights for educators. Value-creating global citizenship education is offered as a pedagogical approach to education for sustainable development and global citizenship in addition to and complementing other approaches mentioned within the recent UNESCO guidelines.

Empowering Students to Improve the World in Sixty Lessons. Version 1. 0 - Fernando Reimers 2017-05-12

This book offers three tools to assist student, teachers and school leaders in educating global citizens. The first is a protocol to design and adapt global citizenship curriculum. The second is a protocol to design a school wide strategy for global education. The third is an actual curriculum prototype, a sixty lesson global citizenship curriculum, developed following the process presented in the book.

Interdisciplinary Perspectives on Human Dignity and Human Rights - Hoda Mahmoudi 2019-11-18

This timely collection brings together a diverse array of field-leading contributors in order to offer an interdisciplinary investigation into a discourse, research, and action agenda in pursuit of the universal application of human dignity.

Schools in action, global citizens for sustainable development - UNESCO 2016-12-31

Global Citizenship Education - Abdeljalil Akkari 2020-08-18

This open access book takes a critical and international perspective to the mainstreaming of the Global Citizenship Concept and analyses the key issues regarding global citizenship education across the world. In that respect, it addresses a pressing need to provide further conceptual input and to open global citizenship agendas to diversity and indigeneity. Social and political changes brought by globalisation, migration and technological advances of the 21st century have generated a rise in the popularity of the utopian and philosophical idea of global citizenship. In response to the challenges of today's globalised and interconnected world, such as inequality, human rights violations and poverty, global citizenship education has been invoked as a means of preparing youth for an inclusive and sustainable world. In recent years, the

development of global citizenship education and the building of students' global citizenship competencies have become a focal point in global agendas for education, international educational assessments and international organisations. However, the concept of global citizenship education still remains highly contested and subject to multiple interpretations, and its operationalisation in national educational policies proves to be challenging. This volume aims to contribute to the debate, question the relevancy of global citizenship education's policy objectives and to enhance understanding of local perspectives, ideologies, conceptions and issues related to citizenship education on a local, national and global level. To this end, the book provides a comprehensive and geographically based overview of the challenges citizenship education faces in a rapidly changing global world through the lens of diversity and inclusiveness.

Educational Reform and International Baccalaureate in the Asia-Pacific - Coulson, David Gregory 2021-02-19

The need to reform secondary-level education to prepare young people for new economic realities has emerged. In an age of constant career changing, cognitive flexibility is a top-priority skill to develop in today's students. This shift requires methodological innovation that enhances children's natural abilities as well as updated, focused teacher education in order to prepare them adequately. *Educational Reform and International Baccalaureate in the Asia-Pacific* is a collection of innovative research that examines the development and implementation of IB curricula. Highlighting a wide range of topics including critical thinking, student evaluation, and teacher training, this book is ideally designed for educators, curriculum developers, instructional designers, administrative officials, policymakers, researchers, academicians, and students.

Maker-Centered Learning - Edward P. Clapp 2016-11-14

The Agency by Design guide to implementing maker-centered teaching and learning *Maker-Centered Learning* provides both a theoretical framework and practical resources for the educators, curriculum developers, librarians, administrators, and parents navigating this burgeoning field. Written by the expert team from the Agency by Design initiative at Harvard's Project Zero, this book identifies a set of educational practices and ideas that define maker-centered learning, and introduces the focal concepts of maker empowerment and sensitivity to design. Shares cutting edge research that provides evidence of the benefits of maker-centered learning for students and education as a whole. Presents a clear Project Zero-based framework for maker-centered teaching and learning Includes valuable educator resources that can be applied in a variety of design and maker-centered learning environments Describes unique thinking routines that foster the primary maker capacities of looking closely, exploring complexity, and finding opportunity. A surge of voices from government, industry, and education have argued that, in order to equip the next generation for life and work in the decades ahead, it is vital to support maker-centered learning in various educational environments. *Maker-Centered Learning* provides insight into what that means, and offers tools and knowledge that can be applied anywhere that learning takes place.

The Fourth Industrial Revolution - Klaus Schwab 2017-01-03

World-renowned economist Klaus Schwab, Founder and Executive Chairman of the World Economic Forum, explains that we have an opportunity to shape the fourth industrial revolution, which will fundamentally alter how we live and work. Schwab argues that this revolution is different in scale, scope and complexity from any that have come before. Characterized by a range of new technologies that are fusing the physical, digital and biological worlds, the developments are affecting all disciplines, economies, industries and governments, and even challenging ideas about what it means to be human. Artificial intelligence is already all around us, from supercomputers, drones and virtual assistants to 3D printing, DNA sequencing, smart thermostats, wearable sensors and microchips smaller than a grain of sand. But this is just the beginning: nanomaterials 200 times stronger than steel and a million times thinner than a strand of hair and the first transplant of a 3D printed liver are already in development. Imagine "smart factories" in which global systems of manufacturing are coordinated virtually, or implantable mobile phones made of biosynthetic materials. The fourth industrial revolution, says Schwab, is more significant, and its ramifications more profound, than in any prior period of human history. He outlines the key technologies driving this revolution and discusses the major impacts expected on government, business, civil society and individuals. Schwab also offers bold ideas on how to harness these changes and shape a better future—one in which technology empowers people rather than replaces them; progress serves society rather than disrupts it; and in which innovators respect moral and

ethical boundaries rather than cross them. We all have the opportunity to contribute to developing new frameworks that advance progress.

Global Citizenship Education - Aboagye Eva 2021-03-01

The idea of citizenship and conceptions of what it means to be a good citizen has evolved over time. On the one hand, good citizenship entails the ability to live with others in diverse societies, and to promote a common set of values of acceptance, human rights, and democracy. On the other hand, in order to compete in the global economy, nations require a more innovative, autonomous, inventive, and reflective workforce, meaning good citizens are also those who successfully participate in the economic development of themselves and their country. At the same time, supporting citizens to realize their responsibilities beyond the nation has become important in this rapidly changing and interconnected world. These competing citizenship purposes often compel people to either ignore or act ambivalent to democratic and human rights values. That is, profit-driven labor exploitation, for instance, contradicts human rights and democratic tenants. Thus, global citizenship education is fundamental to teaching, learning and redressing sociopolitical, economic and environmental exploitation, globally. Detailing its historical development to be recognized as a field of study, *Global Citizenship Education* provides a critical discourse on global citizenship education (GCE). Authors in this collection offer underpinnings of global citizenship education by discussing its contemporary theories and methodologies, and specific case studies that illustrate the application of GCE initiatives. Aboagye and Dlamini aim to motivate learners and educators in post-secondary institutions not only to understand the issues of social and economic inequality, political and civil unrest facing us, but also to take action that will lead to equitable change in local and global spaces.

Fifteen Letters On Education In Singapore: Reflections from a Visit to Singapore In 2015 By a Delegation of Educators from Massachusetts - Fernando M. Reimers 2016-06-02

When a group of educators from Massachusetts traveled to Singapore to visit schools and talk to teachers, teacher educators, and school and system-level leaders in the fall of 2015, they were determined to learn how Singapore had built a high-performing education system. Singapore has transitioned from an education system focused simply on universal literacy and primary education to one that aims for universal high school graduation and post-secondary success. It has gone from a developing nation in 1965 to a first-world economy today—and it has done so largely by focusing on education. In this series of letters, members of the delegation identify the educational practices and policies that have enabled Singapore to become a prosperous knowledge economy. Many of their practices and successes could be transferred to the United States and elsewhere.

Teachers Have Their Say - Education International 2021-11-22

The Sustainable Development Goals - United Nations Department of Public Information 2017-02-24

On 25 September 2015, countries adopted a set of 17 goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda to be achieved by 2030. For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and people like you. Elyx, the United Nations' digital ambassador, uses various expressions and actions to help demonstrate the meaning of each goal. Created by French artist YAK, Elyx has no race, sex or nationality and is a universal character promoting the importance of the United Nations' work.

Conversations on Global Citizenship Education - Emiliano Bosio 2021-02-04

This volume offers a remarkable collection of theoretically and practically grounded conversations with internationally recognized scholars, who share their perspectives on Global Citizenship Education (GCE) in relation to university research, teaching, and learning. *Conversations on Global Citizenship Education* brings together the narratives of a diverse array of educators who share their unique experiences of navigating GCE in the modern university. *Conversations* focus on why and how educators' theoretical and empirical perspectives on GCE are essential for achieving an all-embracing GCE curriculum which underpins global peace. Drawing on the Freirean concept of "conscientization", GCE is presented as an educational imperative to combat growing inequality, seeping nationalism, and post-truth politics. This timely volume will be of interest to educators who are seeking to develop their theoretical understanding of GCE into teaching practice, researchers and students who are new to GCE and who seek dynamic starting points for their

research, and general audience who are interested in learning more about the history, philosophy, and practice of GCE.

Teaching and Learning for the Twenty-First Century - Fernando M. Reimers 2019-01-02

This book describes how different nations have defined the core competencies and skills that young people will need in order to thrive in the twenty-first-century, and how those nations have fashioned educational policies and curricula meant to promote those skills. The book examines six countries—Chile, China, India, Mexico, Singapore, and the United States—exploring how each one defines, supports, and cultivates those competencies that students will need in order to succeed in the current century. *Teaching and Learning for the Twenty-First Century* appears at a time of heightened attention to comparative studies of national education systems, and to international student assessments such as those that have come out of PISA (the Program for International Student Assessment), led by the Organisation for Economic Co-operation and Development. This book's crucial contribution to the burgeoning field of international education arises out of its special attention to first principles—and thus to first questions: As Reimers and Chung explain, “much can be gained by an explicit investigation of the intended purposes of education, in what they attempt to teach students, and in the related questions of why those purposes and how they are achieved.” These questions are crucial to education practice and reform at a time when educators (and the students they serve) face unique, pressing challenges. The book's detailed attention to such questions signals its indispensable value for policy makers, scholars, and education leaders today.

Preparing Globally Competent Professionals and Leaders for Innovation and Sustainability - Guo-Brennan, Linyuan 2022-04-22

The personal and organizational struggles and accomplishments revealed by the COVID-19 pandemic highlight that innovation is the defining trait of individuals and organizations that thrive in the 21st century. The global health crisis not only accelerated the global geopolitical tensions and disrupted organizations in all sectors, but confirmed the importance of preparing globally competent citizens, professionals, and learners who can effectively respond to the economic, environmental, and digital transformations in the 21st century through lifelong learning and professional development. Leaders today need to not only understand the financial, operational, sociocultural, and historical contexts of regional, national, and global systems, but also to build effective partnerships and trusting relationships with all stakeholders in effective policymaking, fostering an organizational culture that supports innovation and managing risks. *Preparing Globally Competent Professionals and Leaders for Innovation and Sustainability* is centered on international higher education's role for the global common good. It critically examines the need for globally competent citizens, professionals, and leaders in the 21st century and higher education's role in the global common good for a sustainable world. The book presents an evidence-based interdisciplinary framework and promising strategies to allow all learners to develop global citizenship and global leadership while addressing the need to prepare human capital for the global knowledge economy and digital transformation of the 21st century. Covering topics such as accessible education, international higher education, and organizational innovation, this premier reference source is an excellent resource for organizational leaders, executives, faculty and administration of higher education, government officials, human resource managers, industry professionals, researchers, academicians, and students.

The Moment of Lift - Melinda Gates 2019-04-23

NEW YORK TIMES BESTSELLER “In her book, Melinda tells the stories of the inspiring people she's met through her work all over the world, digs into the data, and powerfully illustrates issues that need our attention—from child marriage to gender inequity in the workplace.” — President Barack Obama “The Moment of Lift is an urgent call to courage. It changed how I think about myself, my family, my work, and what's possible in the world. Melinda weaves together vulnerable, brave storytelling and compelling data to make this one of those rare books that you carry in your heart and mind long after the last page.” — Brené Brown, Ph.D., author of the New York Times #1 bestseller *Dare to Lead* “Melinda Gates has spent many years working with women around the world. This book is an urgent manifesto for an equal society where women are valued and recognized in all spheres of life. Most of all, it is a call for unity, inclusion and connection. We need this message more than ever.” — Malala Yousafzai “Melinda Gates's book is a lesson in listening. A powerful, poignant, and ultimately humble call to arms.” — Tara Westover, author of the New York Times #1

bestseller *Educated* A debut from Melinda Gates, a timely and necessary call to action for women's empowerment. “How can we summon a moment of lift for human beings – and especially for women? Because when you lift up women, you lift up humanity.” For the last twenty years, Melinda Gates has been on a mission to find solutions for people with the most urgent needs, wherever they live. Throughout this journey, one thing has become increasingly clear to her: If you want to lift a society up, you need to stop keeping women down. In this moving and compelling book, Melinda shares lessons she's learned from the inspiring people she's met during her work and travels around the world. As she writes in the introduction, “That is why I had to write this book—to share the stories of people who have given focus and urgency to my life. I want all of us to see ways we can lift women up where we live.” Melinda's unforgettable narrative is backed by startling data as she presents the issues that most need our attention—from child marriage to lack of access to contraceptives to gender inequity in the workplace. And, for the first time, she writes about her personal life and the road to equality in her own marriage. Throughout, she shows how there has never been more opportunity to change the world—and ourselves. Writing with emotion, candor, and grace, she introduces us to remarkable women and shows the power of connecting with one another. When we lift others up, they lift us up, too.

Get Out Now - Mary Rice Hasson 2018-08-14

Should we stay or should we go? Millions of parents with children in public schools can't believe they're asking this question. But they are. And you should be asking it too. Almost overnight, America's public schools have become morally toxic. And they are especially poisonous for the hearts and minds of children from religious families of every faith—ordinary families who value traditional morality and plain old common sense. Parents' first duty is to their children—to their intellect, their character, their souls. The facts on the ground point to one conclusion: get out now.

Value-Creating Global Citizenship Education - Namrata Sharma 2018-03-27

This book fills an existing gap within the practice of global citizenship education by offering Asian perspectives. In this book, Soka or value-creating education developed by the Japanese educators, Tsunesaburo Makiguchi (1871-1944) and Daisaku Ikeda (b. 1928) is compared to the ideas of the Indian political leader Mahatma Gandhi (1869-1948). This study of their respective thoughts and movements has a significant bearing on the three domains of learning within the global citizenship education conceptual dimensions of UNESCO – the cognitive, socio-emotional, and behavioral. This book deftly combines theoretical discussions with themes and suggestions for practice and future research.

Global Citizenship Education - 2008-01-01

The essays in this edited collection argue that global citizenship education realistically must be set against the imperfections of our contemporary political realities. As a form of education it must actively engage in a critically informed way with a set of complex inherited historical issues that emerge out of a colonial past and the savage globalization which often perpetuates unequal power relations or cause new inequalities.

Research on Teaching Global Issues - John P. Myers 2020-06-01

This edited book is the first full-length volume exclusively devoted to new research on the challenges and practices of teaching global issues. It addresses the ways that schools can and do address young people's interest and activism in contemporary global issues facing the world. Many young people today are passionate about issues such as climate change, world poverty, and human rights but have few opportunities in schools to study such issues in depth. This book draws on new research to provide a deeper understanding and examples of how global issues are taught in schools. The book is organized in two sections: (1) contexts and policies in which global issues are taught and learned; and (2) case studies of teaching and learning global issues in schools. The central thesis is that global issues are an essential feature of democracy and social action in a world caught in the thrall of globalization. Schools can no longer afford to ignore teaching about issues impacting across the world if they intend to keep young people engaged in learning and want them to make their own communities—and the greater world—better places for all.

Education for Sustainable Development - UNESCO 2020-11-07

The Global Education Guidebook - Jennifer D. Klein 2017

In *The Global Education Guidebook: Humanizing K-12 Classrooms Worldwide Through Equitable Partnerships*,

author Jennifer D. Klein asserts that teachers must give students access to meaningful partnerships with other classrooms around the world. Doing so cultivates the equitable thinking that students need to be empathic, solution-oriented global citizens. PreK-12 teachers and administrators need to foster partnerships that endorse humanity and eschew exoticizing people from other cultures. Klein takes readers through the key strategies for forming globally connected, student-driven educational relationships that benefit students and communities on both sides of the partnership. By purposefully choosing a partner, deciding on a design, employing the right technologies, and being mindful of potential pitfalls, educators around the globe can build communities that prepare all students to thrive in the 21st century.

Teaching and Learning Practices That Promote Sustainable Development and Active Citizenship - Saúde, Sandra 2020-10-30

The profound changes that we are experiencing at the political, environmental, economic, social, and cultural levels of our “postmodern” society pose immense challenges to education. In order to empower students to analyze, reflect, and take action for a sustainable world, the learning and educational process must be experienced in the context of citizenship; that is, it must be designed, planned, and implemented having global sustainability as a framework, thus developing societal awareness, values, and principles. Teaching and Learning Practices That Promote Sustainable Development and Active Citizenship is an essential research book that provides comprehensive research on education as a fundamental factor in empowering citizens to understand and act on the multiple risks and challenges to the sustainability of our society and world. Highlighting a range of critical learning strategies such as global and critical education, development education, and transformational education, among others, this book is ideal for academicians, education professionals, researchers, policymakers, and students.

Global Citizenship Education: A Critical Introduction to Key Concepts and Debates - Edda Sant 2018-02-22

Global Citizenship Education explores key ideas and issues within local, national and global dimensions. Including examples and case studies from across the world, the authors draw on ideas, experiences and histories within and beyond 'the West' to contribute to multifaceted perspectives on global citizenship education. In concise chapters, the authors set out the key concepts and debates within the field. Global citizenship education is contextualized within key educational frameworks, including citizenship education, global education, development education and peace education. Edda Sant, Ian Davies, Karen Pashby and Lynette Shultz explore the different ways in which global citizenship can be taught, learned and assessed in formal and informal contexts. Including examples from a wide range of education institutions, chapters provide overviews of policy making and international practices borne out of different approaches to global citizenship education. With each chapter including a summary of key issues, an annotated list of key resources, an exercise for students and a further reading list, Global Citizenship Education will aid understanding of this complex and debated area of study.

Educating for Civic Dialogue in an Age of Uncivil Discourse - Dennis Gunn 2020-04-13

Educating for Civic Dialogue in an Age of Uncivil Discourse addresses an urgent challenge—to help students learn the skills of civic engagement—by offering a framework for authentic cosmopolitan education. As an invitation to ongoing civil dialogue with diverse voices in the classroom, the book aims to foster the skills of democratic and global citizenship that allow students to find their voice as local, national, and global citizens outside of the classroom. It suggests practical ways that teachers can promote the skills of attentive listening, intelligent questioning, reasonable positioning, and responsible dialogue in order to encourage authentic civic discourse. It also outlines specific pedagogical strategies designed to foster students’ cosmopolitan competencies as democratic and global citizens.

Global Citizenship Education - William Gaudelli 2016-03-22

Global Citizenship Education addresses the intersection of globalization, education and programmatic efforts to prepare young people to live in a more interdependent, complex and fragile world. The book explores topics such as sustainability education, cultural diversity, and human rights education, offering critical insights into how these facets of GCE are interpreted around the world. The book also strives to give voice to student populations within historically marginalized communities, rather than focusing solely on the role of GCE in elite schools. Gaudelli blends theory and practice to provide both an overview of GCE as well as examining current efforts to develop more globally-conscious classrooms. Blending empirical research and

practical illustrations, this important volume encourages educators to take seriously their own call to prepare young people to engage global challenges with a sense of urgency and helps chart a new direction for global learning that is increasingly expansive, dialogic and inclusive.

Learning to Collaborate for the Global Common Good - Fernando Reimers 2018-05-02

This book examines the current challenges to democracy and human rights, and discusses how teachers can address them by preparing students in ways which help develop the competencies and dispositions essential for effective participation in a democratic society. The book includes various curriculum resources aligned with the United Nations Sustainable Development Goals that can support active pedagogies to educate global citizens who can advance the common good.

Internationalizing Early Childhood Curriculum - Nancy Brown 2019-04-30

Internationalizing Early Childhood Curriculum empowers teachers and directors to internationalize their curriculums around the world in their own unique and culturally specific ways. Serving as a guide and catalyst for thinking about curriculum in our interconnected world, this book explores how young children learn about the world and describes how children develop intercultural understanding, including how their teachers transform to expand their own global awareness and citizenship. Stories from actual classroom curriculum projects are featured, as well as suggested strategies and stages for the process of implementation. Exploring the implications for teacher education and professional development, this book gives readers the tools they need to bring internationalization into their own programs. Designed to apply to formal and informal early childhood centers across the spectrum, Internationalizing Early Childhood Curriculum is essential reading for professional developers and trainers, as well as classroom teachers, directors, policy-makers and NGO professionals providing early childhood services in the U.S. and around the world.

Empowering students for just societies - UNESCO 2019-10-04

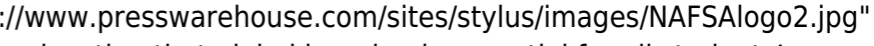
Redefining Student Success - Ken Kay 2021-07-23

Be the leader of a fresh, bold, enduring vision of education for your district or school. The future of learning has arrived, and it requires bold educational leadership and a dramatic redefinition of what it means to be a successful student today. Redefining Student Success invites you to lead this transformation with audacity. It engages leaders with the concepts and actions needed to reimagine schools, address inequities, and help today’s students develop the skills they need for personal, economic, and civic success. This vital guide supports transformative leadership with Concrete guidance on how to create a Portrait of a Graduate and Portrait of an Educator which will help ensure teachers have a unified vision for professional growth and student success. Reflection prompts that help you recognize your strengths, spark discussion among stakeholders, and identify next steps for inspired action. Compelling examples of students already engaged in creative, self-directed problem-solving around issues that matter to them and their communities, together with stories that illustrate how districts and schools have arrived at their own vision of what education must become. Companion guides to 21st century learning for parents and students available online. The time is now to reset educational outcomes, sync schools with the demands of 21st century society, and meet the needs of every learner, in every community.

Handbook of Research on Examining Global Peacemaking in the Digital Age - Cook, Bruce L. 2017-11-30

Violent behavior has become deeply integrated into modern society and it is an unavoidable aspect of human nature. Examining peacemaking strategies through a critical and academic perspective can assist in resolving violence in societies around the world. The Handbook of Research on Examining Global Peacemaking in the Digital Age is a pivotal reference source for the latest research findings on the utilization of peacemaking in media, leadership, and religion. Featuring extensive coverage on relevant areas such as human rights, spirituality, and the Summer of Peace, this publication is an ideal resource for policymakers, universities and colleges, graduate-level students, and organizations seeking current research on the application of conflict resolution and international negotiation.

Making Global Learning Universal - Hilary Landorf 2018-09-30

Co-published with NAFSA.  While there is wide consensus in higher education that global learning is essential for all students’

success, there are few models of how to achieve this goal. The authors of this book, all of whom are from one of the nation's largest and most diverse research universities, provide such a model and, in doing so, offer readers a broad definition of global learning that both encompasses a wide variety of modes and experiences—in-person, online, and in co-curricular activities at home and abroad—and engages all students on campus. They provide a replicable set of strategies that embed global learning throughout the curriculum and facilitate high quality, high-impact global learning for all students. The approach this book describes is based upon three principles: that global learning is a process to be experienced, not a thing to be produced; that it requires all students' participation—particularly the underrepresented—and cannot succeed if reserved for a select few; and that global learning involves more than mastery of a particular body of knowledge. The authors conceptualize global learning as the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders of all kinds. They demonstrate how institutions can enable all students to determine relationships among diverse perspectives on problems and develop equitable, sustainable solutions for the world's interconnected human and natural communities. What's more, they describe how a leadership process—collective impact—can enable all stakeholders across departments and disciplines to align and integrate universal global learning throughout the institution and achieve the aims of inclusive excellence. Providing examples of practice, this book:

- Offers a model to make global learning universal;
- Provides a definition of global learning that incorporates diversity, collaboration, and problem solving as essential components;
- Describes effective leadership for implementation consistent with the attributes of global learning;
- Illustrates integrative, high-impact global learning strategies within the access pipeline, students' coursework, and co-curricular activities;
- Offers practical strategies for global learning professional development, student learning assessment, and program evaluation;
- Promotes inclusive excellence through universal global learning.

This book is co-published with NAFSA.

Powerful Primary Geography - Anne M. Dolan 2020-04-16

Powerful Primary Geography: A Toolkit for 21st-Century Learning explores the need for children to understand the modern world and their place in it. Dedicated to helping teachers inspire children's love of place, nature and geographical adventures through facilitating children's voice and developing their agency, this book explores the way playful opportunities can be created for children to learn how to think geographically, to solve real-life problems and to apply their learning in meaningful ways to the world around them. Based on the very latest research, *Powerful Primary Geography* helps children understand change, conflict and contemporary issues influencing their current and future lives and covers topics such as:

- Weather and climate change
- Sustainability
- Engaging in their local and global community
- Graphicacy,

map work and visual literacy

- Understanding geography through the arts. Including several case studies from primary schools in Ireland, this book will help aid teachers, student teachers and education enthusiasts in preparing children for dealing with the complex nature of our contemporary world through artistic and thoughtful geography. Facilitating children's engagement as local, national and global citizens ensures geography can be taught in a powerful and meaningful manner.

Empowering All Students at Scale - Fernando Reimers 2017-04-28

The global movement to educate all children has produced one of the most remarkable silent revolutions experienced by humanity, integrating most children and youth into institutions invented to pass on to them what each generation considers valuable, and to help them develop the competencies to improve the world. Changes in a range of domains, from technology to politics, from the ways in which we communicate and associate, to the ways in which we produce goods and services, continue to expand our aspirations for how schools should prepare the young to invent the future. There is much innovation worldwide responding to this aspiration, and the need to bring such innovations to scale so they benefit all children. The contributors to this book explain what the opportunities and challenges are to scale educational change to make schools relevant to the demands of our times. Based on a Think Tank convened by the Global Education Innovation Initiative at Harvard University, this book aims to stimulate broad social dialogue on how to support students and teachers to live fulfilling lives in the volatility and complexity of our times.

Teaching Global Citizenship - Lloyd Kornelsen 2020-12-18

Teaching Global Citizenship brings together perspectives from former and current teachers from across Canada to tackle the unique challenges surrounding educating for global awareness. The contributors discuss strategies for encouraging young people to cultivate a sense of agency and global responsibility. Reflecting on the educator's experience, each chapter engages with critical questions surrounding teaching global citizenship, such as how to help students understand and navigate the tension at the heart of global citizenship between universalism and pluralism, and how to do so without frightening, regressing, mythicizing, imposing, or colonizing. Based on narrative inquiry, the contributors convey their insights through stories from their classroom experiences, which take place in diverse educational settings: from New Brunswick to British Columbia to Nunavut, in rural and urban areas, and in public and private schools. Covering a broad range of topics surrounding the complexity of educating for global citizenship, this timely text will benefit those in education, global citizenship, curriculum development, and social studies courses across Canada. FEATURES:

- Grounded in narrative inquiry, experiential learning, and teacher-based research
- Includes study questions at the end of each chapter
- Written by teachers for teachers with the accessibility of the material, diverse voices, and a broad spectrum of classroom settings in mind