

# Solution Tree | Press

## **The Global Education Guidebook: Humanizing K–12 Classrooms Worldwide Through Equitable Partnerships**

*By Jennifer D. Klein*

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### **Study Guide**

This study guide is a companion to the book *The Global Education Guidebook: Humanizing K–12 Classrooms Worldwide Through Equitable Partnerships* by Jennifer D. Klein. *The Global Education Guidebook* provides a step-by-step framework for creating lasting global partnerships with educators.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or to focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or by an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a global perspective.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

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## **Chapter 1**

### **Building Global Competencies via Global Partnerships**

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1. How does your education team prepare students for the VUCA world?
2. On page 13, the author lists examples students have given of skills, knowledge, values, dispositions, and behaviors they think all students need to thrive in the VUCA world.  
  
Does your school set goals to help students thrive? How can you enhance these goals to include global competencies?
3. In your own words, describe the competencies of global literacy. How can you, as an educator, incorporate these building blocks into current curricular goals?
4. Why is it crucial for students and teachers to become educated on global literacy?

## **Chapter 2**

### **Preparing for Global Collaboration**

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1. Describe how interdisciplinary global partnerships might benefit the classroom.
2. The author mentions that students only see 10 percent of a given culture when we rely on studying the Fs of global education. How can you dive deeper to explore a culture's beliefs, values, thought patterns?
3. How does your education team decide which country or region to bring into the classroom?
4. Consider the four design strategies for engaging global counterparts. Why is it important to consider these strategies when planning student engagement in global learning?

## **Chapter 3**

### **Getting a Feel for What’s Possible**

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1. What is the most common form of partnership? What form of partnership does your school most frequently participate in?
2. How do educators develop partnerships with global experts? How can you get global guest speakers to inspire new thinking within your classroom?
3. Why is it important to connect students with various experts? How can these connections be valuable for their future?
4. The author mentions a story about students who spoke with a young Palestinian who helped them understand the economics involved in the conflict between Israel and Palestine. This provided them with a deeper, more humanized side of economics. What must educators do to provide this type of learning within their schools?

## **Chapter 4**

### **Finding Existing Partnership Programs That Work**

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1. As an educator, how do you find the perfect global partnership program for your classroom?
2. In your own words, describe what iEARN projects are and how they benefit students.
3. The author mentions that iEARN's project database offers a myriad of creative ideas for teachers who want to develop their own projects. Have you or your education team ever considered developing your own projects? If you have, what projects did you develop or consider developing, and how could they help teach and inspire your students?
4. Of all the partnership programs available, which program (if any) has influenced your students the most?

## **Chapter 5**

### **Finding a Global Partner on Your Own**

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1. What tips can you use to more easily find the right potential partner teachers?
2. Name and briefly describe the conferences the author mentions in this chapter. How could these conferences be useful for finding global project ideas for your classroom?
3. Name and briefly describe the six personal and professional travel programs the author mentions in this chapter.
4. Why do you think that developing global partnerships on your own requires more work than developing them with others?

## **Chapter 6**

### **Choosing Strategies for Successful Communication**

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1. Why is the relationship between teacher partners considered the most important element within global partnerships?
2. As an educator, what can you do to lean into language differences? How can you encourage your students to do the same?
3. Once you establish a partnership, how can you keep it from fizzling out?
4. How can you express your goals and courses to your partner teacher without making it seem as if your priorities matter most?

## **Chapter 7**

### **Avoiding Equity Pitfalls**

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1. Oftentimes, partnerships get built on the assumption that one group can help or save the other. How can you avoid this inequity and ensure that both groups walk together?
2. Why is it important for not only yourself but also your students not to exoticize your global partners?
3. Describe why you might and how you can avoid falling into the common pitfall of misperceiving academic capacities.
4. Why do you think the author lists *helping* as the most dangerous pitfall impeding equitable relationships? Do you agree? Why or why not?



## **Chapter 8**

### **Exploring Social Justice Challenges Through Partnerships**

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1. Why do you think it's important to know your local community before you explore controversial topics in your educational environment?
2. What does the author mean by *getting administrative buy-in*?
3. Why do you think denying one's own bias leads to poor judgment and behavior? How can you avoid fearing personal bias and explore deeper conversations within your classroom?
4. How can teachers successfully integrate controversial topics into the classroom?

## **Chapter 9**

### **Assessing Global Competencies, Partnerships, and Programs**

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1. How can you measure a seemingly immeasurable competency?
2. Why do you think it's important for teachers to include student perspectives when evaluating a partnership's success?
3. List the four evaluation programs the author mentions that schools for gaining an outside assessment of their community's global competencies, strengths, and challenges.
4. In your own words, describe why growth is one of the most important goals in global partnerships.

## **Chapter 10**

### **Building a Culture of Global Engagement Across the Community**

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1. Describe the four steps or strategies that can help expand a school's global programming.
2. The author mentions that travel is one of the most powerful ways to develop global fluency and citizenship. How can you help your school create opportunities for both teacher and student travel?
3. If students or teachers at your school receive the opportunity to travel, how can you create a well-rounded trip to ensure they have a deep, humanizing experience?
4. Why is it important to understand the impact of global partnerships and their communities?