

Solution Tree | Press

Mastering Global Literacy

By Heidi Hayes Jacobs (Series Editor)

Study Guide

This study guide is a companion to the book *Mastering Global Literacy* by series editor Heidi Hayes Jacobs. *Mastering Global Literacy* explores how educators can cultivate globally literate learners while becoming globally connected themselves.

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 healthy school culture.

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

Educating for Global Competence: Redefining Learning for an Interconnected World

Veronica Boix Mansilla and Anthony W. Jackson

1. How has globalization affected *how* and *what* educators teach 21st century learners?
2. What competencies should globally-competent students exhibit? What skills do students need to be successful today and long-term?
3. How can teachers prepare students to live and work in a world with increased cultural interaction and diversity? How can they prepare citizens who understand multiple spheres of participation—local, national, and global?
4. What steps are you taking to prepare your students for climate instability?
5. What initiatives are other countries taking to educate the 21st century student?
6. How can you recognize the presence of global competencies in student work?

Chapter 2

The Globally Connected Educator: Talking to the World—

Not Just About the World

Silvia Rosenthal Tolisano

1. What steps can locally isolated teachers take to become globally connected? What does it mean for an educator to be globally fluent?
2. What can educators do to increase their awareness of global issues? What can they do to embed global awareness in their teaching habits?
3. How can educators recognize opportunities to promote global awareness?
4. What tools can you use to build global connections?
5. How can you use Teddy Bears Around the World or the Flat Classroom Project to create global awareness?
6. What can you do to amplify your curriculum so that global learning takes place?

Chapter 3

Taking the Global and Making It Local: A Qualitative Study

William Kist

1. What is the flat world, and what implications does it have for the way people learn, work, and interact?
2. What factors have prevented some teachers from integrating social networks in their teaching practices?
3. Identify assignments that teachers can give that involve use of web 2.0 applications.
4. How can teachers begin the process of reaching out to create collaborative international projects?
5. What are the benefits and challenges of international projects? How can the challenges be overcome?

Chapter 4

Growing Up in a Global Classroom

Homa Sabet Tavangar

1. What are the elements of a global classroom? What are you doing to make these elements present in your classroom?
2. How can you make sure the school's mission, vision, and goals drive global learning?
3. What does it mean to be a global citizen? What changes in education facilitate the process of making global citizens?
4. What tips can teachers follow to generate everyday language exposure?
5. How can teachers create an inclusive social environment for learning, doing, and being?

Chapter 5

Interdisciplinary Global Issues: A Curriculum for the 21st Century Learner

Heidi Hayes Jacobs

1. How does global literacy differ from digital and media literacy? What traits does the globally-literate person possess?
2. How can the National Geography Standards be used to identify 21st century learning targets?
3. Why does adding a global perspective expand classroom discussion topics?
4. In what ways are global issues inherently interdisciplinary? How can teachers keep this interdisciplinary option present in lesson plans and units of study?