

The Thomas Determan

Global Perspectives Endowment

Global Literacy: In School, For Life Teacher Institute

**Monday, June 15 – Tuesday, June 16
Clarke University**

You are a global educator. This is true for several reasons. The first is your ethical responsibility to meet the State and School District expectations of you as a professional. Even more importantly, you wish to add value to your students' education. You became an educator to link students, ideas, relationships and skills. This Institute is not about adding "one more thing" to your already full plate of responsibilities. It is about the continual task of improving what we already teach. It is about expanding the boundaries of what students need to know. It is about using our teaching strategies to help students practice the skills needed for a lifetime. Participants' composition and institutional requirements

Course objectives

- Ability to explain the need for global perspectives in educators' choices on what to teach and which strategies will increase students' skills
- Modify lessons to include global perspectives concepts
- Identify and use teacher and student resources which engage all learners
- Utilize existing State and local curriculum expectations in the infusion of global perspectives into learning and teaching

The Institute is a two-day, one license renewal credit experience taught by University of Iowa Professor Greg Hamot, professor of social studies education in the Department of Teaching and Learning at The University of Iowa College of Education. He directs The University of Iowa Center for Human Rights, as well as the "We the People: The Citizen and the Constitution" Program for the state of Iowa. His work on cross-cultural citizenship education includes collaborations with Poland, the Czech Republic, Armenia, Bulgaria, Kyrgyzstan, and Latvia. Hamot taught secondary social studies for 15 years in the Chicago area before moving into the field of teacher education.

This course will cover the following aspects of a global perspective in education:

- Rationales, conceptualizations, and themes in global perspectives in education ☐
- Application of global perspectives in teaching and learning ☐

- “State of the planet” awareness, intercultural competence, knowledge of global systems, and awareness of human choices across the curriculum
- Access to knowledge across the planet
- Engagement in the world
- Citizenship in a global age
- How to address the Iowa Core 21st Century Skills on Global Literacy and Culture

Theory will be addressed as an overview of teaching for a global perspective. Demonstrations of how to infuse a global perspective into the curriculum will take place in the first day via support staff from different subject areas and grade levels.

Practice and collaboration are key elements as teachers will work in grade level groups to develop a conceptualization of global education in their specific curriculum. Practice with various globally-oriented teaching methods will take place throughout the course.

Coaching will be a key element from the instructor throughout the practice and collaboration segments of the course. Additionally, the teachers will coach each other during the content group segments.

Feedback and reflection will take place via the course evaluation (feedback for the course) and the concept paper assignment (self-reflection for improved practice). The instructor will supply detailed feedback for all assignments.

The course design and the instructor methods to accomplish this objective are...

1. an overview of global education as an educational imperative (theory)
2. group work in content areas and by grade levels to develop ideas on how to infuse a global perspective into the curriculum (collaboration in constructing conceptualizations of globalizing content; coaching via question and answer segments, as well as discussion)
3. presentations on how they presently and will in the future infuse a global perspective into the curriculum (demonstration of successful teaching strategies in practice; feedback on teaching strategies)

Participants will receive

- one recertification credit
- instruction in the theory and practice of global education
- collaboration and coaching
- feedback and reflection
- resources to add a global perspective to lessons
- continental breakfast and lunch both days

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Name: _____

School/District: _____

Content Area(s): _____

Grade Level(s): _____

Number of years in teaching: _____

Home Address: _____
Address City Zip

Phone: _____ E-mail: _____

Do you want the recertification credit? Yes _____ No _____

Please submit this completed application **by April 24** to:
teachers@tdglobal.org

For office use: Date received _____