

# GLOBAL LEARNING : AN INQUIRY APPROACH

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**Final Project**

# GLOBAL LEARNING IN THE 21ST CENTURY

According to Tichnor-Wagner (2018), “global learning is about facilitating educational experiences that allow students to appreciate diverse perspectives, understand the connections they have to the wider world, respectfully and effectively communicate and collaborate across cultures and countries, and use disciplinary and interdisciplinary knowledge to investigate and take action on issues that matter to them and the wider world.”

# BENEFITS TO STUDENTS AND COMMUNITIES

Student Engagement	College and Career Readiness	Social Emotional Learning	Student Empowerment
<p>-Real world experiences and tasks increase engagement, attendance and success</p>	<p>-Students with greater world perspectives in respects to culture, and diversity, will be more desirable in the workforce</p>	<p>-Develops self-awareness about personal culture and beliefs -Increases social awareness and relationship building skills</p>	<p>-Encourages student voice and leadership to promote change to their world</p>

(Tichnor-Wagner, March 2018)

# WHY THE GLOBAL LEARNING APPROACH?

Diving into global learning is not a small feat. This new alternative approach to learning is in line with the new BC curriculum. In this new curriculum, the new focus is concept based and competency driven. Learners need to have deeper understanding of concepts and the application process.

A set of Core Competencies, which are are “sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deeper learning” (BC’s Redesigned Curriculum, 2015) are also present in this model.

# GLOBAL LEARNING AND CITIZENSHIP

The curriculum also focuses on citizenship. In the *Introduction to British Columbia's Redesigned Curriculum* (August 2015) document, they refer to student success in the curriculum transformation while referring to citizenship. The document lists key traits of educated citizens.

Thoughtful individuals	Informed communicators	Cooperative	Aware of rights and responsibilities
Critical thinkers	Skilled contributors to society	Respectful of differences	Prepared to help themselves, community and the world

# HOW DO WE IMPLEMENT GLOBAL LEARNING?

What are you trying to achieve?

Visualize your global learners:

Creating a clear picture of who your learners are will help you decide the skills and attributes of a global learner.

How will you organise the learning?

Planning compelling learning activities:

Designing a learning experience that will help your learners to develop the skills and attributes they need as global learners.

How well are you achieving your aim?

Has the learning experience made a difference to learners?

Exploring different ways to evaluate your compelling learning experience to see if it made a difference to your learners.

# WHO ARE MY LEARNERS?



Knowing your learners to identify what they will need as global learners is important to properly design the learning and to evaluate the impact of change.

# WHAT SKILLS AND ATTITUDES WILL MY LEARNERS NEED?

-explore and think about the world issues

-practice critical and creative thinking related to global issues

-investigate issues and apply different perspectives

-communicate with others from different cultures around the world

-develop self-awareness and a positive attitude to difference

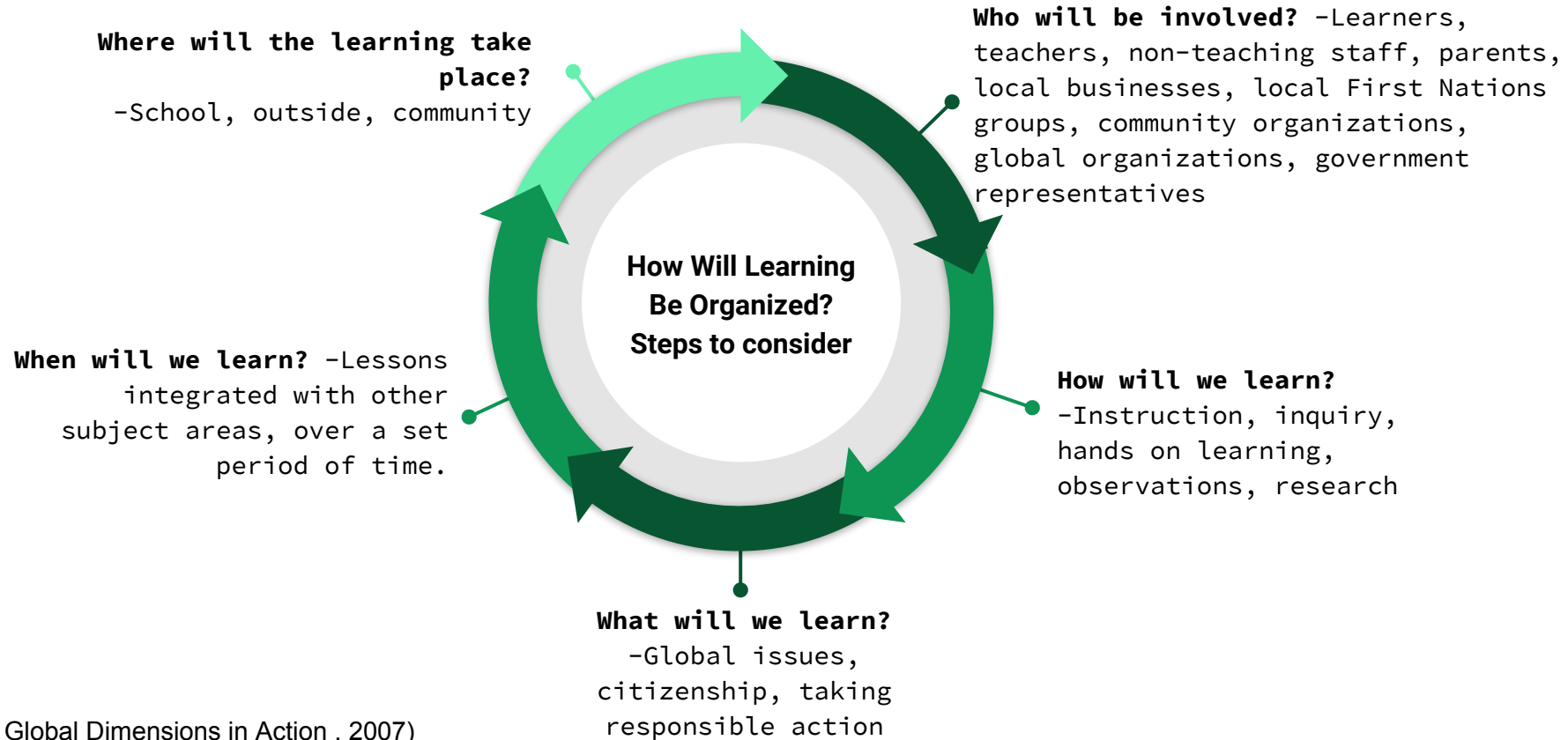
-willing to speak up for themselves and others

-reflect on their current and future choices

-learn to take responsibility with their actions

-be an active and responsible citizen

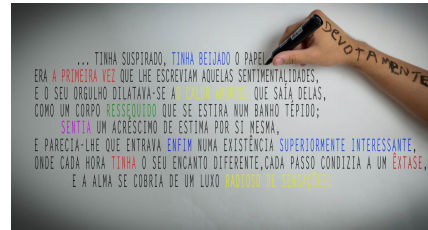




(The Global Dimensions in Action , 2007)

# WHAT DID WE LEARN?

Showing learning using videos, interviews, surveys, reflection logs, writing, pictures, art displays, are some examples of formative and summative assessments. Referring to the Core Competencies to get students to reflect on growth of skills during the process is also important.



(The Global Dimensions in Action , 2007)

# GLOBAL LEARNING : OUR INQUIRY

Big Idea: Complex global problems require international cooperation to make difficult choices for the future.

Skills:

1. Select a relevant problem.
2. Select ways to clarify problem.
3. Identify opportunities for civic participation.
4. Develop a plan.
5. Take action and reflect.

BC's New Curriculum, 2015

**Inquiry Question :**

How can learning about Kenya's water problems help us understand and take action for our Canadian's First Nations communities water issues?



# UNIT PLAN: CLEAN WATER FOR ALL!

Students grade 4 to 6 in a small rural town in Northern British Columbia with multicultural backgrounds including First Nations communities in and the surrounding areas. We will learn about water issues of the world and connect our learning to Canada's First Nations communities' water problems. This unit will happen over a period of 3 weeks with lessons spread out throughout the year and integrated to other subject areas to encourage experiential learning.



## Day 1 to 15

### Lesson 1: What Happens When Day Zero Comes Here?

Following the MetoWe lesson plan, *What Happens When Day Zero Comes Here?*, students will:

- ▶ Develop an understanding of the global water crisis
- ▶ Recognize the consequences of a water crisis
- ▶ Identify the causes of and possible solutions to local or global water issues

(MetoWe, April 2018)

#### Essential Question:

- ▶ Why should the water crisis be considered a global issue?
- ▶ In what ways does the water crisis impact people and the planet?



# DAY 1

Explain to students that this video is of people taking action to raise awareness for local and global water issues. Watch the following video:

Autumn Peltier, “I Am Indigenous,” [www.youtube.com/ watch?v=\\_EodBINYV7A](https://www.youtube.com/watch?v=_EodBINYV7A) (2:02)

In small groups, have students discuss the questions below. Write answers on a post it. (15 minutes)

1. What are examples of water issues affecting our world today?
2. Where are these water issues taking place?

As a group: Share answers and post on a large sheet on a wall in the class. Label the area as Water : A Call to Action and post the post its papers for future reference. (15 min)

(MetoWe, April 2018)

# DAY 2 TO 10

Continue with the same approach as day 1 including alternate visuals and questions included in the lesson plan. Have many opportunities for students to share and collaborate with others. Give choice in how they show learning (charts, pictures, writing, drawings, diagrams, collage, etc).

## **Activities to consider adding:**

Map the water problem places around the world discussed in the videos and pictures to bring an awareness of the ware global problems. Continue to add to the map as more places come up.

Study a country/community where there are water issues and create a presentation, art display, song, dance, game which will educate others of the facts and possible actions to take to help solve the world's water problems.

# DAY 11 TO 15

Have locals who have travelled to or have lived in areas with water problems to come and talk to students.

Host a school/community event to showcase your presentations to share your learning and share to statistics, images, articles, letters concerning the clean water crisis in the world.

Invite your federal MLA to ask questions about Canada's action plan to fix our First Nations communities as well as other communities issues with access to clean water.

Organize a water walk for your school and community to educate others on the distances some cultures need to travel to get access to clean water. Invite local and provincial governments to the events.

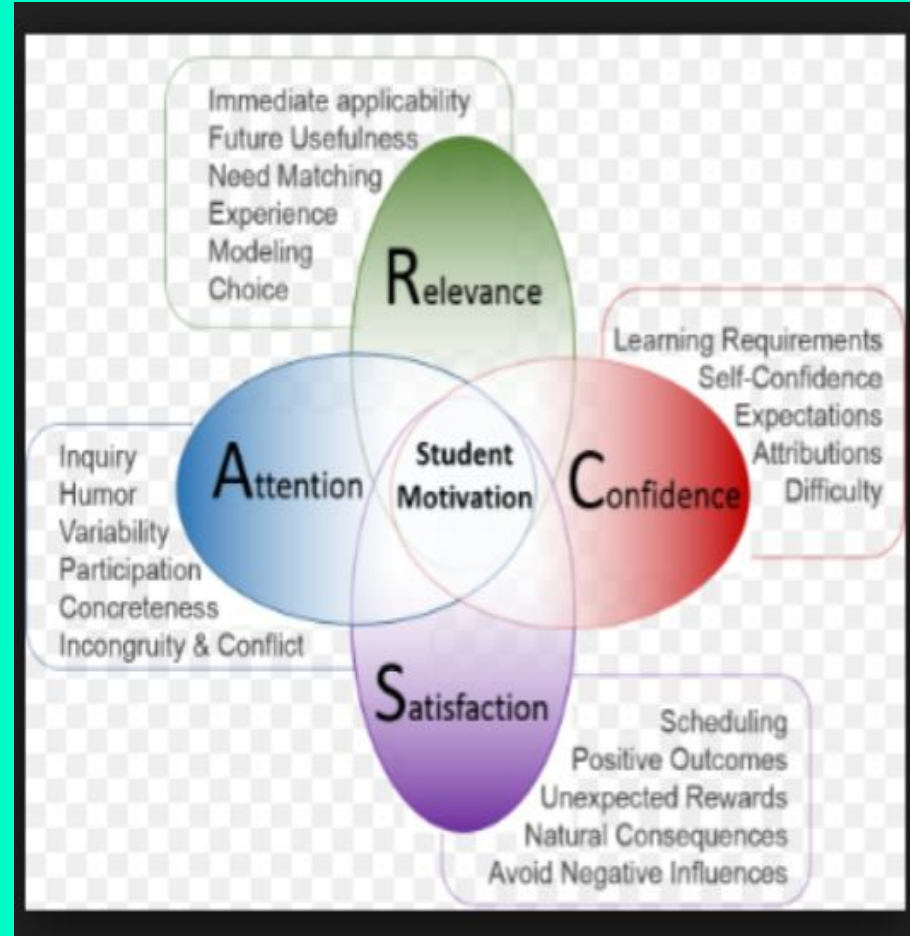
Create a group to continue efforts to solve water issues around the world.



# ARCS MODEL

A traditional approach to learning by John Keller

Image 1. Pollack, 2016



# 10 STEPS TO ARCS MODEL

1. Identify the course description and rationale/purpose, setting, and method of delivery
2. Gather necessary audience information (level of knowledge, skills, and attitudes towards material)
3. Identify what has motivated the audience to be part of the learning. What has influenced their decision to be there?
4. Preview the materials and identify both positive and negative aspects
5. List the goals, objectives, and method of assessment
6. List the possible methods of instruction
7. Select the best method of instruction
8. Integrate the selected methods of instruction with a motivational system
9. Create the necessary materials
10. Evaluate yourself based on student reaction and revise if necessary

# COMPARING: INQUIRY AND ARCS MODELS

- Enhances skills for future jobs
- Supports learning about world issues and cultural views/citizenship
- Promotes action based outcome
- Requires a certain organizations/steps to follow

- Motivating for the learner
- Hands on approach
- Supports relevant experiences
- Problem solving and critical thinking
- Flexible
- Constructivist Theory
- No restrictive template

- Based primarily on motivating learners following 4 key concepts
- Considers learners needs/interest first
- Follows 10 Steps for implementation

# CRITICAL ANALYSES OF GLOBAL LEARNING AND ARCS MODELS

In Global Learning, the teaching approach is inquiry based. It supports exploring the connections between local and global. (The Global Dimension,2007) In this model, there is consideration for worldview. Students need to learn to respect other cultures and practices which will provide a better understanding of stereotypes and cultural misinformation amongst groups. As Hart (2010) states in his article, “worldviews affect our belief systems, decision making, assumptions and modes of problem solving.” If we are to meet the BC Curriculum requirements and support students in becoming informed and well rounded citizens , we need to consider worldviews. Also, in this model assessments are not about the test but about the process and the learning that happens over time. Assessments are more reflection based, surveys, testimonials, journals, checklists with skills and attitudes. In Global Learning 2007, it states that “the global dimension encourages the learners to evaluate information, and events from a range of perspectives, to think critically about challenges facing the

global community such as migration, identity and diversity, equal opportunity and sustainability, and to explore some of the solutions to these issues.” These skills and attitudes will contribute to student engagement, college and career readiness, social emotional learning and student empowerment which will lead to student academic success and overall well-being. (Tichnor-Wagner, March 2018). This model also supports place based and active learning by integrating other subject areas to enhance learning as the topics are mostly history and languages based. These subjects cannot provide practical experiences on their own. (The Global Dimension, 2007).This model has suggested steps but does not follow a specific template. This could cause the teacher to questions the organization of the unit or lessons to follow.

# CRITICAL ANALYSES OF GLOBAL LEARNING AND ARCS MODELS

In the ARCS model, the main focus is learner motivation. It is to engage the learner and get their attention and interest from the beginning. This model is also flexible with learning steps. It provides opportunities for the learners to choose who and what to learn according to a topic or question. It supports choice and control which can motivate the learning. This model gets their attention, needs to be relevant, helps the learner feel confidence and success as well as leave the learner with a sense of accomplishment. (Keller, 2010). It does not necessarily consider worldviews but could influence the learners motivation, since these include problem solving and critical thinking strategies and skills. One of the problems that could arise is if the learners shows no motivation or interest towards this type of learning or topic. The teacher is left to try and motivate the learner and change their teaching style to increase the learners motivation. (Keller, 2010).

ARCS model supports inquiry, problem solving and hands on learning. These skills and attitudes can be related to the Global Learning model as well. The ARCS model is relevant over time. It was developed in the 1970s but applies to every teacher today as we strive to get students motivated and interested in learning. It could easily be embedded and considered in the Global Learning model to ensure motivation. This model requires lots of work from the instructor as everything has to be considered in order for the learner to be motivated. It considers 10 Steps to motivational design but accepts that "There is too much variability among the attitudes, values, and expectancies of learners." for it to ensure motivation is taking place. (Keller, 2000). In both models, the instructors need to know their audience. Both models can be applied to education for K to 12 or to other agencies including educating adults. Both models do not follow a template which could help in guiding the instructor during the planning process.

# CRITICAL ANALYSES OF GLOBAL LEARNING AND ARCS MODELS

In reflecting on curriculum, Eisner (1967) states, “that the need for clarity and specificity in stating educational objectives...because they provide the goals towards which the curriculum is aimed...because once clearly stated they facilitate the selection and organization of content;...because when specified in both behavioral and content terms they make it possible to evaluate the outcomes of the curriculum”. Looking at both models, I see both the Global Learning and the ARCS models with more flow. They are not as restrictive and follow more of a constructivist approach to learning. This approach promotes higher level thinking that promotes personal meaning and is situated in contextual learning.

Yes, the teacher considers outcomes but focuses more on current, motivating content and skills which will support the learner beyond the objectives. There needs to be a balance of objectives and social responsibility. In Jackson (1990), he comments that “school are basically evaluative settings”. In order to consider 21st century learning, we need to follow models like Global Learning and ARCS to meet the needs of students and to help them become global citizens with critical thinking and problem solving skills, not test takers.

I believe these 2 models are how we need to be teaching kids in the 21st century.

# CONTENT AND CONTEXT THAT WORK WITH GLOBAL LEARNING AND ARCS

Both models support the learner by providing motivating learning experiences. The Global Learning model addresses real world problem. Students are part of solving problems and being active participants in world issues. The ARCS model starts with student motivation and provides activities and to support learning focussing on the motivation. In this model, students participate and feel good about learning because their interests are being considered. Both models keep students motivated because they both focus on inquiry and hands on experiences. They can be applied to different age groups and to different subject areas including integration of subjects.

# RESOURCES THAT WORK WITH GLOBAL LEARNING AND ARCS

Both models support 21st century learning. Using authentic resources that are current, motivating and engaging will support learners in both models. Learners will participate actively in activities such as problem solving, critical thinking and citizenship.

Using statistics, food, news, human rights and environmental issues, and games are a few examples. (King. 2012)

Technology tools and online resources can also help with motivation and creative ways to show learning.



# RESOURCES (CONTINUE)

Organizations such as MeToWe, and NEA (National Education Association) which work with the STEM approach, offer current and engaging activities for students of all ages.



# MY EXPERIENCE

“Act as if  
what you do  
makes a  
difference.  
It does.”

-William James-



# GLOBAL LEARNING...JUST THE BEGINNING

Last year, our class studies the Nechako river in our town. We learned that since the local dam had been built in the 50s, our salmon and sturgeon had suffered. Our whole intermediate group, approximately 120 students from grade 4 to 6 as well as support staff and community members started a learning journey to get answers to many questions. The teachers met during pro-d days, after school and on weekends to plan for a year of active learning. We visited local sites, learned about Leave No Trace and educated ourselves around the history of the area and gained greater knowledge of our local First Nations history and communities.

We brought the students on a day trip to the dam to observe, wonder and inquire. We walked on the old river bed as we had learned that the river's flow had been reversed, from east to west to provide enough water to supply an aluminum plant west of us. Since that drastic change, many small First Nations communities on the original river bank suffers still to this day. Many of them flood during the spring months as water levels get too high. Many conversations around who's rights and responsibilities it was to make and fix these changes were asked. We also visited a local trail which connected past First Nations communities in our area who used them for trading, hunting and trapping. Students ate dried berries and salmon on the trail which were prepared in class prior to the trip considering what the locals would do as they travelled on those trails.

This project, river study and local First Nations culture went on all year. Grade 4s looked at the salmon/sturgeon recovery initiatives that we have in our area in considering all the information gathered over the year. They created posters and taught other students about their learning. The grades 5s and 6s chose areas to showcase. One class made travois to show and explain the travel customs of First Nations. One class made a book that told the story of the local First Nations and their Residential School experiences. My class chose to focus on educating others by creating a class play about the Riparian zone around the river to ensure its integrity. We have many farms in the area and with wildlife, they can damage that very sensitive zone. All the students were very engaged in these activities and attached to the learning.

# CHALLENGES AND CONSTRAINTS FROM EXPERIENCE

**Funding** to include place based learning as described in last years experience. (cost of buses, substitutes, material, community services/speakers)

**Time** to educate teachers about the curriculum/area explored (most of our groups are not from the area so we had to research and find information)

**Flexibility** (we had to prove our goals and objectives to our admin and school district)

**Local knowledge support** (because many of our local First Nations people have a connection to residential schools, it was difficult to get people in to talk and teach our students about their culture)

**Grade Appropriate Resources** (this was a challenge because our local FN communities don't have many printed materials as their traditional way of teaching is oral stories.

All these factors can be considered in both models and can affect the sustainability and outcome.

# THIS YEAR AND BEYOND...

In the current year, things were different as staff changed and our plan of continuing the river study quickly came to a halt. In spite of this change, I was determined to continue to support educated citizenship to my students. I believe I attempted to include parts of both models, Global Learning and the ARCS, in my teaching. My whole class was involved in the MetoWe club. We learned about First Nations water issues in Canada by looking at stats, and reading articles. We wrote letters to our local federal MLA, Mr. Todd Doherty and he came to our school. My class had also been learning about government and their responsibilities so they had prepared questions for Mr. Doherty.

We continued our action by completing a few fundraisers to raise money for Kenya, as that was our MetoWe goal for the year. Students got very passionate about having a voice and decided to write more letters to Mr. Doherty and to check if he had brought our concerns to Ottawa. They want to invite him in the fall to answer our questions. We are also planning to attend the MetoWe event in the fall in Vancouver.

My plans for the fall are to continue with global learning as well as encourage other classrooms to join. By looking outward to help others, we will hopefully have a better understanding of ourselves and our own communities.



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