INFORMATION CAPSULE

Research Services

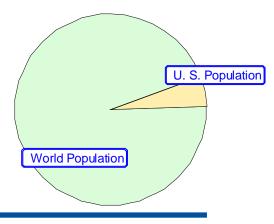## GLOBAL EDUCATION: WHAT THE RESEARCH SHOWS

At A Glance

Teaching from a global perspective is important because the lives of people around the world are increasingly interconnected through politics, economics, technology, and the environment. Global education teaches students to understand and appreciate people from different cultural backgrounds; view events from a variety of perspectives; recognize the interrelated nature of conditions, issues, and events in the world; and play a part in finding creative solutions to the world's problems. This information capsule discusses the need for global education in America's classrooms and reasons why global education has not yet become an educational priority in the United States. The goals and objectives of global education, issues for globally minded schools to address, practical resources for teaching global education, and findings from research on global education are summarized. A summary of Miami-Dade County Public Schools' global education programs and a listing of online programs and resources available to teachers and students are also included.

Global education is an interdisciplinary approach to teaching the concepts and skills necessary to function in a world that is increasingly interconnected and multicultural. The global perspective is not a separate field or subject area, but is infused into all disciplines at all grade levels. Global education teaches students to understand and appreciate those from different cultural backgrounds; view events from a variety of perspectives; recognize the interrelated nature of conditions, issues, and events in the world; and play a part in finding creative solutions to the world's problems (Uraneck, 2002; The American Forum for Global Education, 2001; Rasmussen, 1998; Lindberg, n.d.).

The Need for Global Education

Experts say, without an appreciation for the perspectives of people in other countries, American students will be unprepared to make decisions in a world characterized by global interconnectedness. Students must learn to work collaboratively with people who are different from themselves if the United States is to remain competitive in the 21st century. There are over 6 billion people in the world and 95 percent of them don't live in the United States (Manzo, 2006; Merryfield, 1995).

U. S. Population

World Population

Students must have an awareness of the world beyond their own city, state, and country. Americans live and work in a global market place of goods, services, and ideas, connected through economics, communication, transportation, and politics. One in six jobs in the United States is tied to international trade. Careers in areas such as business, government, and law enforcement require greater international knowledge than ever before (Alliance for International Education and Culture Exchange and NAFSA: Association of International Educators, 2006; McJimsey et al., 2006; Sanders & Stewart, 2003; Pickert, 1992).

In a survey conducted by NAFSA: Association of International Educators (2006), the vast majority of Americans (90 percent) said they believed it was important for future generations to have the skills and knowledge needed in an interconnected world. However, the Foreign Policy Association (2004) reported that 77 percent of the public thought high school programs in the United States were not adequately preparing students to understand international affairs. The most recent geographic-literacy survey, conducted by the National Geographic Education Foundation (National Geographic Society, 2002) suggested that public opinion may be accurate. The survey asked participants, ages 18 to 24, to locate specific countries on a map, identify key issues in current events, and describe various political and economic concerns. Results of the survey indicated that most young Americans demonstrated a limited understanding of the world beyond the United States' borders and appeared uninformed about the world's people, places, and cultures. For example, 83 percent could not locate Afghanistan on a map, 80 percent did not know India is the world's largest democracy, and 25 percent of college-bound students could not name the ocean between California and Asia.

Why Global Education is not an Educational Priority in the United States

A growing number of schools across the country have begun infusing a global perspective into the curriculum and classroom activities. Schools are adopting instructional policies that emphasize world history and culture, foreign languages, and interactions between the United States and other countries (Manzo, 2005). However, the country as a whole has not yet made the acquisition of global knowledge and skills a significant educational priority (Sanders & Stewart, 2003).

Educators and researchers have suggested that the lack of global education in United States' schools may be due in part to the influence of academic standards and accountability on curricular decisions, with schools paying more attention to the core subjects tested under federal and state school improvement initiatives (Manzo, 2005). In addition, most educators were not taught about issues of social and global responsibility in their own school experiences. Opportunities must therefore be provided for teachers to learn about international relations, as well as the history, geography, and economics of different world regions.

Most teachers have been taught to avoid "political" issues that are not a part of the traditional curriculum to minimize controversy or parental objections. Furthermore, many educators and policymakers in the United States are concerned with their own problems and don't consider issues at the global level. They either don't see how global problems affect their everyday lives or they don't believe they can have an impact on issues of such magnitude. A lack of high quality textbooks, materials, and assessments that facilitate integration of international content into different curriculum areas has also contributed to the challenge of infusing a global perspective into classroom studies (Sanders & Stewart, 2003; Andrzejewski and Alessio; 1999).

The Goals and Objectives of Global Education

Global education should help students understand the issues that cut across national boundaries and develop skills in cross-cultural interaction. The goals of global education are provided below (McJimsey et al., 2006; Uraneck, 2002; Sutton & Hutton, 2001; Pike, 1998; Merryfield, 1995; Tye & Tye, 1992; Sonoma State University, n.d.):

- An understanding of the historical, geographic, economic, political, cultural, and environmental relationships among world regions.

- An awareness that activities and decisions made by individuals or nations in one part of the world can have an impact on both the local and world environments.

- An understanding of the key problems affecting the world and the nature of cultural differences and national and regional conflicts and problems.

- Knowledge of world cultures.

- The ability to view events from the perspective of the individual, local community, nation, and world community.

- A sense of responsible citizenship (acting to influence public policy, finding creative solutions to world problems, and able to consider long-term consequences).

Desired objectives of global education include (Czarra, 2002; Collins et al., 1995):

- Students are able to investigate and research a global topic or issue, interpret information, analyze issues, solve problems, and present their findings to others.

- Students study at least one other culture in depth over a sustained period of time.

- Students have a general knowledge about the major geographic and cultural areas of the world. They understand how cultures are affected by geography and history and that members of different cultures view the world in different ways.

- Students can identify and describe how they are connected with the world historically, politically, economically, technologically, socially, linguistically, and ecologically.

- Students are given the opportunity to learn about another culture through the study of a foreign language.

- Students can recognize, analyze, and evaluate how major events and trends in American and world history connect to their local communities.

- Students read newspapers, magazines, and books, and listen to radio and television programs that relate to international and intercultural topics.

- Students develop a sense of civic responsibility by identifying specific ways they can make a contribution to the resolution of a global issue.

The categories of major global issues and challenges educators recommend students study include (Collins et al., 1995):

- Conflict and control, including violence, terrorism, war, proliferation of weapons, and national security.

- Economic systems, including international trade, foreign aid, investment, and debt crisis and relief.

- Global belief systems, including ideologies, religions, and philosophies.

- Human rights and social justice, including gender and equity issues, child labor laws, chronic malnutrition and famine, and health concerns, such as infectious diseases, inadequate sanitation, drug use, illiteracy, and low standards of living.

- Planet management, including environmental degradation, alternative energy sources, conservation, global warming, toxic and nuclear wastes, erosion, deforestation, and drought.

- Political systems and ideologies, including the role of alliances, treaties, negotiations, and international law.

- Populations, including demographic growth, patterns, and trends.

- Race and ethnicity, including prejudice, stereotypes, discrimination, and immigration quotas or preferences.

- Science, technology, and communication, including innovations, networking, freedom of use, access to technology, balanced information, and censorship.

- Sustainable political, economic, and social development, including the drift to cities and urban growth, often accompanied by increased social and economic challenges.

Issues for Globally-Minded Schools to Address

Globally-minded schools are characterized by administrators' and faculty's shared vision of global education, on-going faculty development, and long-term collaboration with internationally-minded colleagues (Merryfield, 1995). Educators recommend that school districts address the following issues in order to assess their commitment to global education (McJimsey et al., 2006; Czarra, 2002; Uraneck, 2002).

- Global activities and perspectives are integrated into every subject area and the curriculum reflects a wide variety of global issues. For example, the reading program includes global literature and contributions by authors from a variety of ethnic and racial groups within the United States; the social studies program includes the study of other cultures, how they are connected to the world, and the global issues that affect their lives; the art and music programs reflect the ethnic and racial diversity of the United States.

- The school system adopts policies and programs designed to begin or strengthen second-language study. Foreign language programs in elementary, middle, and senior high schools provide opportunities for all students to study a language other than English for six years. The Committee for Economic Development (2006) recommends that every high school graduate achieves proficiency in at least one foreign language.

  Researchers have discovered that studying a foreign language has many benefits (Committee for Economic Development, 2006; Curtain, 1990; Curtain & Pesola, 1988; Hamayan, 1986).

  - Studies indicate that children who are exposed to a foreign language at a young age are more flexible and creative and reach higher levels of cognitive development at an earlier age than their monolingual peers.

  - The study of foreign languages has been shown to have positive effects on memory and listening skills.

- Knowledge of one foreign language has been found to facilitate the study of a second foreign language.

- Study of a foreign language has also been shown to help students better understand English grammar and improve their overall communication skills.

- Knowledge of a foreign language enhances students' career opportunities, facilitates travel, and exposes students to different cultures.

The ability to speak foreign languages is crucial to effective international communication. For example, businesses must be adequately prepared to meet the cultural and linguistic needs of their foreign clientele. When General Motors marketed its Chevrolet Nova in Puerto Rica and Latin America, no one realized that Nova, when spoken as two words in Spanish, means "it doesn't go." Sales were low until the name was changed (Hamayan, 1986).

Foreign language enrollment is lagging in many American schools. A 2003 survey of high-minority school districts found that 23 percent of principals reported decreased instructional time for foreign languages (Von Zastrow & Janc, 2004). Branaman & Rhodes (1999) found that only one-fourth of urban public schools offered foreign language instruction and the National Center for Education Statistics (2003) reported that Black, Hispanic, and American Indian students earned fewer foreign language credits than their white peers.

In 2000, only five percent of elementary students, and one-third of students in grades 7-12 were enrolled in a foreign language course. Few students studied the less commonly taught "critical languages" vital to national security. The majority of students enrolled in Spanish and most students did not take language courses past the second year of instruction. In fact, introductory level language courses comprised 78 percent of the total foreign language enrollment nationwide (Draper & Hicks, 2002).

Increasing foreign language enrollment may not be sufficient to improve foreign language proficiency. Schools may also need to change the way languages are taught to include greater use of language immersion programs and content-based language learning, where subject matter drawn from the school curriculum is delivered in a foreign language (Committee for Economic Development, 2006).

- Students are given the time and resources to study one world region, nation, culture, or issue in-depth and over a sustained period.

- Schools introduce the global perspectives of local citizens, businesses, and service organizations from a wide variety of cultural, ethnic, and racial groups into their classrooms.

- Students are encouraged to be actively involved at the local, state, and national levels, practicing their civic duty through relationships with economic, social, and political systems.

- Telecommunications technologies, such as the World Wide Web, electronic mail, and teleconferencing, allow teachers to take global education beyond the textbook by connecting their classes with students, teachers, and other professionals from around the world.

- Textbooks and supplementary materials, across all subject areas, contain content that reflects ethnic and racial diversity.

- Books and media in school libraries provide students and teachers with a wide array of materials on cultures of the world and global world history.

- Teachers are globally and multiculturally trained. Attention is given to providing teachers with the skills and immersion experiences that will help them enhance their global teaching practices. Teachers are supported in their efforts to learn, improve, and expand their own global and multicultural knowledge at all stages of their teaching careers through ongoing professional development and global travel and study.

- School staff are provided with time for curriculum planning and professional development so they can include a global perspective in the school curriculum.

- The school system's hiring policy promotes ethnic and racial diversity in its instructional, administrative, and support staff.

- The ethnic and racial diversity of the student body is reflected in the curriculum and school activities.

- School buildings and grounds reflect global themes that connect students with what they are learning about the world.

Practical Resources for Teaching Global Education

Many practical resources are available to assist educators with the teaching of global education. Every community has links to the world through businesses, organizations, and immigration that can be explored as part of the global education curriculum. Modern technology can be used to promote contact with other cultures and nations (Merryfield, 1995).

- Volunteer organizations, businesses, and churches can show students how local communities and economies are connected to other parts of the world. Members of organizations who have engaged in international activities can be invited to speak in classrooms to share their stories (Taylor, 1995).

- The cross-cultural experiences of teachers and their colleagues are another readily accessible instructional resource. Colleagues who have studied or taught abroad, traveled internationally, and have family members living overseas or with military experience can visit classrooms to educate students about other cultures (Taylor, 1995).

- Students with cross-cultural experiences enhance the potential for teaching with a global perspective. Teachers can draw on ethnically diverse students' knowledge and experiences to offer a different perspective and

interpretation of different cultures within the community (Taylor, 1995).

- Field trips to local sites that demonstrate global connections (such as military bases, embassies, shipping ports, and ethnic shops) are also excellent instructional resources. Students can visit historic sites, host local historians, research historic archives (such as newspapers, court records, and photographs), visit local museums, and interview immigrants. When field trips are not possible, teachers should contact museums, historic societies, and other community organizations for free or inexpensive instructional materials (Taylor, 1995).

- The Internet not only provides access to a great deal of information but also enables communication between students and teachers around the world. Networks can be established with students in other countries so they can actively participate in exchanges of ideas, community service projects, and programs for social improvement (Sutton & Hutton, 2001; Sonoma State University, n.d.).

  A listing of some of the Internet resources available to teachers and students is provided at the conclusion of this report.

- Modern technology enables teachers and students to access "real-time" media coverage of many international events and activities. Television news produced in other countries is available through some cable systems. News can also be heard on short-wave radios. There are many books and articles written in English by non-United States scholars that give a different interpretation of international relations than the perspective offered by United States authors (East, 1998).

Research on Global Education

The empirical literature evaluating the impact of global education is limited. Two studies examined the effect of information technology on global learning; two studies compared global education in different countries; and one study examined civically responsible behaviors within the American population.

The use of information technology was found to contribute to increased learning of global and international content, above and beyond the learning that occurred with more traditional text-based and teacher-directed materials. Both the use of computer-aided instruction and establishing communication links with students in other countries contributed to students' knowledge and understanding of global issues (Adonri & Gittman, 1998; Decker, 1995).

A non-scientific survey was conducted to explore the status of global education in the schools of 52 countries around the world (The American Forum for Global Education, 1999). The study's conclusions should be interpreted with caution, as only one person from each country was surveyed. Although each person who completed the questionnaire was knowledgeable about global education in his or her country, no one individual can be expected to have full knowledge of every global initiative taking place throughout the country. Furthermore, survey data were gathered over several years and the status of global education may have changed in some countries during that time. Keeping these limitations in mind, key findings from the survey included:

- There was great similarity between countries as to how curriculum content was organized. Most global education concepts and issues were said to be taught in social science or social studies classes.

- The global issues identified as being emphasized in schools' curricula varied greatly from country to country. Issues identified included the environment, intercultural relations, economics, technology, and human rights.

- Respondents indicated that traditional teaching methods (lectures, assigned readings, and practice questions) were more common in the classrooms of the world than progressive teaching methods (critical learning, cooperative learning, inquiry, integration, and role playing).

- National standards and related assessments were reported to have limited teachers'

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willingness to use any but the most traditional teaching methods.

- Researchers identified a large gap between countries' access to technology for educational purposes and the gap was strongly correlated with socioeconomic status. In a number of the more advanced countries where access to computers in schools came early in the 1980s, much of the equipment was reported to have become outdated.

Pike (2000) compared the practices of global education teachers in Canada, the United Kingdom, and the United States. He concluded that American culture is used by teachers in the United States as "the yardstick by which other cultures' similarities and differences are compared. The future economic and political role of the United States in the global system provided . . . the motivation for involvement in education." In Canada and the United Kingdom, in contrast, global education was "perceived to be in the interests of all people and the planet," with "great moral responsibility" for those deemed less fortunate.

The National Conference on Citizenship (2006) concluded that the civic health of America's young people has improved, compared to their parents and grandparents. Both the Monitoring the Future study and the Census Bureau's Current Population Study reported an increase in volunteering among younger Americans (high school seniors and 16-24 year olds, respectively). Participation in political activities, expression of political views, and voting rates of young Americans have also increased.

On A Local Note

In total, over 175,000 Miami-Dade County Public Schools (M-DCPS) students (almost half of the district's students) studied a foreign language in 2005-06. Similar to national trends, the majority of secondary students enrolled in a foreign language class enrolled in Spanish (approximately 68 percent). Introductory level language courses comprised approximately 44 percent of secondary school foreign language enrollment. Compared to students nationwide, a higher percent of M-DCPS students are studying foreign languages at more advanced levels. As noted earlier, enrollment in introductory language courses nationwide was found to comprise a much higher percent of foreign language course enrollment (Draper & Hicks, 2002).

All M-DCPS elementary students receive 150 minutes per week of Spanish, starting in kindergarten for Spanish speakers and in grade 2 for students for whom Spanish is a second language. In addition, as can be seen in the table below, a number of other foreign languages are offered at the elementary, middle, and senior high school levels.

Foreign Languages Offered in
Miami-Dade County Public Schools, 2005-06

	Elementary	Middle	Senior High
Chinese		X	
Creole	X		
French	X	X	X
German	X	X	X
Hebrew			X
Italian	X	X	X
Japanese		X	X
Latin			X
Portuguese	X	X	X
Spanish	X	X	X

The district's Specialized Programs - Schools of Choice and Bilingual Education and World Languages offices offer a variety of global education programs, including the Dual Language, International Studies, International Education, International Baccalaureate, and University of Cambridge International Examinations programs.

- **Dual Language Program.** Students receive foreign language instruction and content area instruction in the second language from one to two hours daily, depending on the program model selected by the school. Schoolwide Dual Language Programs are offered in eight elementary schools, including two schools of choice.

The district implemented the Extended Foreign Language Program in 2004 to expand the Dual Language Program to at least one school in each feeder pattern, providing all students with access to the program at a school in their neighborhood. Ninety-three M-DCPS schools offer the Extended Foreign Language Program on their campuses.

- **International Studies Program.** The International Studies (IS) Program offers an international perspective that promotes a comprehensive understanding of other nations, cultures, and languages. Students study a second language in the context of the culture, history, and art of the country where the language is spoken. The program is operated in conjunction with governments such as Spain, France, Italy, Germany, and Brazil. These governments' foreign ministries of education provide M-DCPS with teachers, professional development, and instructional materials. The IS program provides students with three hours of content area instruction in the target language daily as part of an extended school day. The program is operated in three elementary schools, two K-8 Centers, two middle schools, and one senior high school, including four schools of choice.

- **International Education Program.** The International Education (IE) Program prepares students to live more effectively in a global society by emphasizing cultural studies and the acquisition of a second language. Students study literature, mathematics, history, and geography in their second language. Currently, the IE Program offers students the opportunity to study Creole, French, German, Japanese, and Spanish. The program is available at five elementary schools and four middle schools of choice.

- **International Baccalaureate Program.** The International Baccalaureate (IB) Program is a rigorous pre-university course of studies that offers students the opportunity to excel in academics while emphasizing the ideals of internationalism and global citizenship. Students receiving an IB Diploma in Florida qualify for a Florida Bright Futures Scholarship and may be granted up to one year of university credits. Four

M-DCPS senior high schools of choice offer the IB Program. Two elementary schools offer the IB Primary Years Program Model and four middle schools are seeking authorization from the International Baccalaureate Organization to offer the IB Middle Years Program Model.

- **The University of Cambridge International Examinations Program.** The University of Cambridge International Examinations (CIE) Program offers an international pre-university curriculum and examination system that emphasizes the value of broad and balanced study. Schools offering the CIE program provide students with the opportunity to excel in international college entry qualifications. Students receiving the Advanced International Certificate of Education Diploma in the state of Florida qualify for a Florida Bright Futures Scholarship and may be granted up to one year of university credits. The CIE Program is currently offered in one M-DCPS senior high school and three additional M-DCPS senior high schools offer selected courses from the Cambridge curriculum.

In September 2006 the School Board of Miami-Dade County, Florida endorsed the development of an Education Council of International Cities (ECIC) to promote the international exchange of ideas and practices. The goal of the ECIC is to "attain for Miami-Dade County students a curriculum modeled on a world-class standard, delivered by a high-quality teaching corps resulting in an internationally superior level of student achievement and international education model of excellence" (*A Proposal By Miami-Dade County Public Schools to Develop an Educational Council of International Cities to Prepare Students for a Global Workplace*, Attachment to Item A-4, Meeting of the School Board of Miami-Dade County, Florida, September 13, 2006). The ECIC will create partnerships across the globe in order to incorporate an international dimension into teaching and allow members to compare their educational systems to international benchmarks. The Council will provide a forum for the exchange of ideas, the development of international achievement standards, best practices in professional development, and pedagogical innovations.

M-DCPS will collaborate with 8 to 12 high-performing school systems from around the world to address common needs, expectations, and instructional practices. The ECIC will be an entity independent of the member school systems, with a governance structure that allows members to set the policy direction of the council. Each member city will be represented by the chief education officer, the mayor, top private sector leaders, and highly effective practitioners.

It is expected that the ECIC will be funded through supplemental dollars acquired through partnerships with foundations, corporations, and other funding sources. Membership in the ECIC will be established by May 2007. Research and development needed to identify and establish the Council's framework will be conducted in the following 12 to 18 months.

Summary

Global education provides students with knowledge of world cultures and an understanding of the historical, geographic, economic, political, cultural, and environmental relationships among world regions. Issues for globally minded schools to address include the integration of global activities and perspectives into all subject areas; the availability of second language programs; the use of telecommunications technologies to connect classes with students from around the world; racially and ethnically diverse textbooks and materials; and teachers that are globally and multiculturally trained. Practical resources for teaching global education include the local community, cross-cultural experiences of teachers and students, and technology that provides access to information and enables communication between students and teachers around the world.

As emphasized in this capsule, research on global education is limited. Two studies concluded that the use of computer-aided instruction and establishing communication links with students in other countries contributed to students' knowledge and understanding of global issues. Studies comparing global education in different countries concluded that there was great similarity between how countries organized global curriculum content, but the specific global issues emphasized varied greatly.

In M-DCPS, over 175,000 students studied a foreign language in 2005-06. The district offered instruction in 10 different languages. Compared to students nationwide, a higher percent of the district's students are studying foreign languages at more advanced levels. M-DCPS offers a variety of global education programs, including the Dual Language, International Studies, International Education, International Baccalaureate, and University of Cambridge International Examination programs.

The interested reader is referred to the following resources for additional information regarding global education.

Internet Programs and Resources

The American Forum for Global Education (http://www.globaled.org). The American Forum for Global Education is a private, non-profit organization that allows educators to exchange ideas and practices on the content and direction of global education. Professional development for teachers and administrators, educational materials, and publications are offered.

The Center for Teaching International Relations (CTIR) (http://www.du.edu/ctir). The CTIR is the outreach arm of the University of Denver Graduate School in International Studies, designed to help K-12 educators teach about global affairs. CTIR offers on-line professional development and publications and materials on international issues. CTIR oversees the International Studies Schools Association (ISSA). Membership in ISSA includes services such as tailored curriculum consulting, assistance with the design of instructional units, and an electronic newsletter.

Choices for the 21st Century (http://www.choices.edu). Choices is an educational outreach program of the Watson Institute for International Studies at Brown University. Curriculum units engage secondary students in international issues and encourage them to apply their knowledge in an authentic setting. *Teaching with the News* provides online curriculum materials and ideas to connect the content of the classroom to headlines in the news. *Capitol Forum on America's Future* is a civic education initiative that engages students in deliberation on current international issues. A range of professional development programs for teachers are also offered.

Creative Connections (http://www.creativeconnections.org). Creative connections is a non-profit international cultural exchange organization that sets up class-to-class exchanges between American schools and their counterparts in many countries. Cultural exchange programs for 3rd-12th grade classes include *Classroom Connection* (pairing social studies, English, and foreign language classes from the United States with similar classes in schools around the world); *Dual Language Connection* (a class-to-class international partnership program for foreign language classes in Spanish, French, and Russian); and *ArtLink* (exchanging art work with partners in different countries).

ePALS Classroom Exchange (http://www.epals.com). ePALS Classroom Exchange maintains a community of collaborative classrooms engaged in cross-cultural exchanges, project sharing, and language learning. The ePALS global network connects over 115,000 registered classrooms and 6.5 million students and educators in 191 countries for classroom-to-classroom pen pal exchanges and cross-cultural learning projects. ePALS offers School Mail, providing student e-mail in a protected environment; School Blog, promoting collaboration and participation among teachers, students, and parents; and eMentoring, connecting students to businesses and organizations in their communities.

Global Learning and Observations to Benefit the Environment (GLOBE) Program (http://www.globe.gov). GLOBE is an interagency program funded by the National Aeronautics and Space Administration and the National Science Foundation. The program provides students with the opportunity to learn by creating maps and graphs and taking measurements in the fields of atmosphere, hydrology, soils, or land cover. Teachers receive training at professional development workshops and continued support through online guides, videos, and contact with other teachers and scientists worldwide.

Global SchoolNet (http://www.globalschoolnet.org). Global SchoolNet is a non-profit education organization that combines global teaching ideas with web publishing, video conferencing, and other online tools that allow students from all over the world to learn together. Over 90,000 online educators engage in project-based learning activities. Projects include an online newspaper published by students, based on stories submitted by global correspondents; online expeditions that allow students to follow explorers in an interactive real-time environment as they explore the world; and the Global Schoolhouse, a virtual meeting place where educators, students, parents, and community members can collaborate, interact, and access global learning resources.

Global TeachNet (http://www.rpcv.org/pages/globalteachnet.cfm). Global TeachNet is a professional development network for global educators, sponsored by the National Peace Corps Association. The network provides teaching resources, professional development workshops, annual travel programs, announcements of global education opportunities in the United States and abroad, links to global education organizations, and publications, such as newsletters and magazines.

Inside USA Today (http://www.usatoday.com/educate/substituteteachers/M6-01.htm). *Inside USA today* is a daily three-page teaching guide delivered with *USA Today* newspapers used in the classroom and is available online free of charge. The teaching guide includes news headlines; discussion questions and activities based on the newspaper's articles; critical thinking questions on topics such

as technology, leadership, and diversity; and activities designed to encourage students to talk about news with their families. Activities can be integrated into all curriculum areas.

Intercultural E-Mail Classroom Connections (IECC) (http://www.iecc.org). IECC is a free service to help teachers link with partners in other cultures and countries for e-mail classroom pen pals and other project exchanges. Currently, more than 7,650 teachers in 82 countries are participating in IECC.

International Education and Resource Network (iEARN) (http://www.iearn.org). iEARN is a non-profit organization made up of over 20,000 schools in more than 115 countries. iEARN allows teachers and students to work together online using the Internet and other communication technologies. Over one million students each day are engaged in collaborative projects worldwide. There are over 150 iEARN projects, all designed and facilitated by teachers and students to fit their curriculum and classroom needs and schedules. To join, participants select an online project and decide how they can integrate it into their classroom. iEARN also offers online professional development courses for teachers.

KidLink (http://www.kidlink.org). KidLink is a non-profit organization that encourages youth (through age 15) to engage in global dialogue through collaboration with other students from around the world. KidLink offers public mailing lists, a private network for real-time interactions, and an online art exhibit site. Educational programs, practical hints, and discussion areas for teachers are also provided. All KidLink educational programs are offered free of charge.

The Library of Congress' National Digital Library (http://memory.loc.gov/ammem/ndlpedu/ index.html). The library houses over eight million digitized documents, letters, voice recordings, and other primary sources relating to American history and culture online. The Learning Page web site is a pathway to the digital collections and provides sample lesson plans and activities, contextual material, and special presentations.

National Association of Independent Schools (NAIS) (http://www.nais.org). The NAIS Global Initiative was created to help students become global citizens and global learners. *Challenge 20/20* is an annual NAIS global initiative that provides an opportunity for public and private schools to develop international partnerships and work toward solutions to global problems. The program pairs two schools, one from the United States and one from outside of the United States, to work together to arrive at a solution to a global problem. The association sponsors global education summits and conferences, as well as professional development for educators.

National Geographic (http://www.nationalgeographic.com). The National Geographic web site includes international daily news; an online atlas; a World Fact book where students can search by country or city and get facts, photographs, and videos; and the People and Places Supersite that contains photographs, maps, and information on every country in the world. For teachers, featured lesson plans and curriculum modules for students in grades K-12 are available.

New America Media (http://www.newamericamedia.org). New America Media links the top news of the day from news organizations worldwide. Founded by the non-profit Pacific News Service, New America Media streams the work of its own writers, its youth media publications and broadcasts, and aggregated content from more than 700 ethnic media partners into one subscription-based service.

News Voyager (http://www.newspaperlinks.com/home.cfm?mid=us1). News Voyager is a gateway to domestic and international daily and weekly newspaper web sites.

Resource Center of the Americas (http://www.americas.org). The Resource Center of the Americas was established to inform and educate individuals about human rights, democratic participation, economic justice, and cross-cultural understanding in the context of globalization in the Americas. The non-profit center's web site provides the latest news and commentary, by country and topic.

Stanford Program on International and Cross-Cultural Education (SPICE) (http://spice.stanford.edu). SPICE is a non-profit education program of the Freeman Spogli Institute for International Studies at Stanford University. The program supports efforts to internationalize elementary and secondary school curricula. Available lesson units include An Examination of War Crimes Tribunals, Democracy Building in Afghanistan, and Japanese Art in the Edo Period.

United Nations Cyberschoolbus (http://cyberschoolbus.un.org). The United Nations Cyberschoolbus provides information and resources about international affairs and brings together diverse communities of students and educators from around the world. Over 200,000 high school and university students from around the world participate in a Model United Nations, an authentic simulation of the United Nation's General Assembly. The Cyberschoolbus web site facilitates the creation of schoolsite Model United Nations and includes interactive forums to connect with Model United Nations participants from around the world. The monthly feature, *Ask an Ambassador*, allows students to ask questions about foreign policy and global issues. Publications on international issues for primary and secondary teachers are also available.

United Nations Educational, Scientific, and Cultural Organization (UNESCO) (http://www.uis.unesco.org/template/pdf/ged/2005/ged2005_en.pdf. UNESCO's Institute for Statistics publishes a downloadable annual report, the *Global Education Digest 2005,* that compares a wide range of education statistics for countries around the world. The indicators can be used to assess progress and compare the performance of one's own educational system to those in other countries.

United States Department of Education (http://www.ed.gov/teachers/how/tech/international/index.html). The Teacher's Guide to International Collaboration was developed to help elementary, middle, and senior high school teachers use the Internet to teach globally. Materials were prepared as part of the Department of Education's International Education Initiative. The web site includes resources for cross-cultural interaction and project work; examples of projects for use in language arts, science, math, social studies, music, and art; tutorials and guides; tips for online collaboration; and helpful suggestions from K-12 teachers.

World Affairs Council (http://www.itsyourworld.org/schools). The World Affairs Council's Schools Program in Northern California maintains an online global resource library, containing thousands of books, CD ROMS, tapes, and other media; global resources that provide background knowledge, lesson plans, free streaming on-demand video, and electronic assessments; and an online repository of standards-based lesson plans.

World Pen Pals (http://www.world-pen-pals.com/request.htm). World Pen Pals is a service that provides students with pen pals from Africa, Asia, Europe, and South America. All correspondence is in English unless use of the pen pal's language is preferred.

World Wise Schools (http://www.peacecorps.gov/wws). The Peace Corps' Paul D. Coverdell Schools Program offers cross-cultural classroom materials, literature, videos, and lesson plans about cultures and countries worldwide. The Correspondence Match program connects classes with Peace Corps volunteers and allows students to visit other cultures through volunteers' letters and stories. Through Speaker Match, teachers can request a Peace Corps volunteer to speak in their classrooms. Lesson plans, activities, and readings, searchable by region, country, subject, or grade level, are available online free of charge.

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