

# ***Global Education***

## ***Overview & Objectives***



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**A Booklet for Teachers –**

***Global Education:  
Research & Writing on Global Issues***



This is a helpful Booklet for Teachers  
- outlining how to assign & teach students  
How to Research and Write  
an expository & analytical essay  
on a chosen global issue or problem  
in need of solutions.

The Booklet also outlines  
suggestions for group discussions  
and questions for critical thinking.

It includes assignment guidelines, learning objectives, class and semester ideas, question and note-taking worksheets, critical thinking questions and discussion guidelines, writing guidelines and rubric, general objectives and themes in global education, and an extensive outline of global issues for research and study.

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*a non-profit website, free of ads, with links to information websites*

## **Overall Objectives in Global Education**

- studying the common needs important for all people
- studying global/regional problems and viable solutions
- developing knowledge & skills for solving world problems
- developing skills to intelligently evaluate information and points-of-view found in the media and other sources
- developing a needed global understanding for increased competency in globalized fields of career and business
- being able to learn in an interdisciplinary approach

## **Multicultural understanding**

- studying different geographical regions and cultures
- understanding, respecting and appreciating cultural diversity and ethnic heritages
- addressing issues of diversity, difference, and freedom
- considering different perspectives, beliefs, and values
- encouraging social, economic, and educational equity
- developing a multicultural understanding, in order to responsibly participate and work in a globalized world

## ***Students learn about –***

- geographical, cultural and lifestyle diversity in the world
- people living in severe poverty, hunger, or conflict
- the interrelatedness of geography, climate, culture, economics, technology, politics, & environmental impact
- the interdependence of human needs & the environment
- global problems and issues, their causes and impacts
- the interrelatedness of many global issues and problems
- how to use critical thinking & problem-solving skills
- how to examine one's beliefs and attitudes about others
- positive values of human rights, justice, nonviolence, cooperation, sustainable economics and ecosystems
- ways to create a healthy, peaceful, cooperative, equitable, and environmentally sustainable world
- global responsibility – the importance of smart decisions and responsible actions for a positive world future
- how to participate in public debates and decision-making
- how to affect government policy to benefit the whole world, all people and the natural environment
- how to work collaboratively in groups or in organizations

## Teaching a Global Perspective

- encouraging students to think about and envision the future, along with creative solutions for global problems
- affirming each student's capacity to shape the future
- teaching how all people are interconnected in many ways
- teaching how global problems and issues are interrelated
- teaching concern for all people and the whole planet
- teaching about the difficulties of many people & regions
- teaching to see from the perspective of different people
- teaching respect for cultural diversity and ethnic heritage
- teaching how people effect the local/global environment
- teaching how people are affected by their environment
- teaching stewardship of the Earth, ecology, and land
- teaching indigenous cultural attitudes respecting nature
- teaching the principles of human rights & protective laws
- teaching about the essential needs of all people globally:
  - nutritious food & clean water
  - peace & nonviolence
  - safety & security
  - human rights & fair laws
  - freedom of expression
  - education & opportunities
  - healthy environment & sustainable living

## ***A person with a global perspective –***

- realizes oneself as a person of the whole world
- has a whole-world perspective and a global identity
- has a global awareness and holistic intelligence
- realizes an interrelatedness with everyone in the world
- realizes our interdependence with nature, land and Earth
- realizes our human impact on the natural environment
- cares about the environment, ecosystems, animals, life
- is concerned about the future and a sustainable world
- is interested in different regions, cultures, and people
- respects cultural diversity and all kinds of people
- considers different perspectives without bias or prejudice
- cares about people in need and in difficult circumstances
- realizes that all people deserve peace, safety, freedom, fairness, food, water, shelter, and a healthy environment

# Learning to be a Global Citizen

## ***A Global Citizen –***

- brings a global perspective into all decisions and actions
- is interested in learning more about the whole world
- understands about interconnections & interdependence
- values diversity in life and respects differences in others
- cares about all people and the natural environment
- realizes self-responsibility for protecting people & nature
- learns about global problems and ways to resolve them
- communicates effectively to inform others about issues
- democratically participates in shaping the global future
- investigates opportunities for responsible effective action
- learns about organizations seeking to solve global issues
- stands up for equal human rights & dignity for all people
- stands up for social justice, fairness, safety and security
- seeks an end to hunger, poverty, injustice & exploitation
- rejects aggression, assault, harmfulness, violence and war
- supports nonviolence, conflict-resolution, peacebuilding
- values cooperation, collaboration, helping and sharing



## ***Whole person education***

### ***Mind – intelligence, reasoning, and knowledge***

- researching and critically evaluating sources of information
- thinking about, analyzing, and summarizing information
- applying intelligent reasoning and critical thinking
- gaining knowledge about global topics, issues, and problems
- coherently communicating (writing) about what is learned

### ***Heart – empathy, care, and concern***

- increasing qualities of empathy, caring, and concern for all
- feeling the struggles of people in challenging circumstances
- increased passion to discover solutions to global problems
- being inclusive towards people of different race and culture
- wanting the best for everyone in the world – peace, safety, comfort, freedom, opportunities, and social fairness

### ***Will – motivation and responsibility***

- motivated by a sense of global participation & responsibility
- choosing actions for the good of the Earth and humanity
- protecting the Earth, ecosystems, wildlife, habitats & people
- communicating about global problems & ways to solve them
- working towards global solutions and positive change

## ***Multiple benefits of Global Education***

### ***For students***

- Global topics and issues provide a relevant and motivating context for students to learn more about the world
- Students become aware of big ideas, such as social justice, conflict resolution, globalization, sustainable development, and environmental stewardship
- Students develop skills of inquiry, research, critical thinking, and problem solving
- Student interest in global issues and solutions will increase their engagement and passion for learning
- Global Learning can inspire responsible, positive actions

### ***For teachers***

- Concepts and issues in Global Learning provide an engaging context for teaching literacy and higher order thinking skills
- Teachers can apply cross-curricular lessons and assignments
- Teachers are rewarded with an increase in student interest and motivation to learn, and thus improved results

### ***For schools***

- Global Learning inspires ethical values & social responsibility, which extends into the school climate & into the community
- Global Learning increases school interest and participation
- Global Learning can connect schools with communities and cultures in the world, international students & organizations
- Connect and participate with other schools in Global Learning

## ***Globalization requires Global Learning***

*The world is becoming increasingly globalized*

- globalization is a process of interaction and integration among people, companies, economies and governments
- globalization is driven by an increase in international industries, trade, investment, and technology
- globalization affects economic development, wealth, political systems, local cultures and the environment
- students need to study this process, its causes & effects, as well as analyze its consequential benefits & problems
- studying the factors and issues of globalization will prepare students for future decisions and careers

*Additional aspects of globalization for students to study*

- increasing global communication, media and information
- increasing interest in global news and global problems
- increasing international travel, careers, and migration
- increasing cultural interactions, integration and blending
- increasing globalization of art, music, and popular culture
- increasing globalization of economics, industry and trade
- increasing new technologies producing global changes
- increasing impact of human activity on global ecosystems
- increasing need for international cooperation and agreements to solve globally shared problems

## **Fields of study & vocations** for global solutions

### ***Science & technology***

biology, physics, chemistry, mathematics, engineering, applied technology, agriculture, small farming, food science, plant science, botany, zoology, physiology, pathology, genetics, medicine, nursing, nutrition, food systems, biotechnology, medical technician, ecology, environmental consulting, carbon monitoring, forestry, resource management, water management, marine science, green technologies & energies, transportation, aviation, robotics, computer programming, communications technician, electronics, engine mechanic, machinist, construction & repair, various skilled trades, science education

### ***Politics & governance***

political science, government, national policy, local policy, public advocacy, lobbying, diplomacy, national security, conflict-resolution, peace-building, humanitarian work, social work, human & civil rights, ethics, law & justice, legal services, legal mediation, law enforcement, consumer protection, public health, military, economic development, trade, trade negotiator, international relations, peace corps, land-use planning, second languages

### ***Economics & business***

economics, macroeconomics, finance, banking, business management, administration, accounting, marketing, sales, data, statistics, fair trade, sustainable development, poverty reduction, social work, non-profit work, business law, international business, hospitality, tourism, second languages

### ***Information, social media, & cultural arts***

journalism, news, information, debate, social media, public relations, films, video & TV, performing arts, technical writing, teaching, hospitality, ecotourism, social work, international aid, translation, ethnic studies, religious studies, cultural anthropology, geography, history, psychology, sociology, architecture, interior design, landscape architecture, eco-design

## ***Various Themes in Global Education***

- **Globalization & Interdependence** – studying interrelations between people, industry, trade, technology, and environment
- **Geographical & Cultural Diversity** – studying different places, cultures, traditions, with their unique issues and challenges
- **Human Rights & Justice** – investigating human rights abuses and social injustices, and exploring ways to solve these
- **Conflict-resolution & Peace-building** – studying conflicts and how to resolve them; also how to build peaceful relations
- **Poverty & Inequality** – addressing economic and opportunity inequalities, gender & ethnic discrimination, and labor rights
- **Food & Water** – examining global hunger, food insecurity, and lack of clean water; also studying agricultural solutions
- **Health & Environment** – the relation between health and environment, and how toxic environments produce diseases
- **Environment & Ecology** – air and water pollution, carbon and climate change, ecosystems and habitats, oceans and forests
- **Sustainable Environment & Economics**– discovering ways to build sustainable economies in a sustainable environment
- **Population & Resources** – impacts of increasing populations and consumption of limited resources; also pollution impacts
- **Science & Technology** – positive and negative consequences from new & rapid advances in science and technology
- **Global Ethics & Values** – questioning the ethics of situations and political decisions, and thinking of better values to live by
- **Communication & Media** – the power of news, internet, and social media in shaping perceptions, attitudes, and opinions

## **8 Key Concepts in Global Education \***

### **Global interconnections**

*Understanding how people, places, economies and environments are all interrelated, and that choices have global consequences*

- studying the global influence of communication medias
- studying the interconnections between economic, political, social, religious, scientific and technological factors
- studying the interconnected global links between all people, as well as the interdependence between humanity and ecologies
- studying the various global impacts of a globalized economy and the policies of governments and businesses
- considering how the decisions and actions in any one country can impact, positively or negatively, on the life of people globally

### **Global citizenship**

*Gaining knowledge and skills to become informed responsible global citizens, both locally and globally*

- developing reasoning skills to evaluate information and different points of view on global issues
- learning how to critically evaluate information from the media or from authorities, and challenging what appears false or unjust
- studying how key decisions are made which have global impact
- learning about ways to take responsible action on global issues
- learning about institutions, organizations and other groups working on global issues

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\* Edited from *8 Key Concepts in Global Education*; [GlobalDimension.org.uk](http://GlobalDimension.org.uk)

## **Diversity & differences**

*Understanding and respecting diversity and differences*

- studying differences and similarities around the world
- studying differences in places: environment, climate, resources
- studying differences in cultures and location, in relation to how societies are organized and governed
- studying the impact of environment on cultures and economies
- studying diverse social identities and perspectives on issues
- studying cultural or group prejudice against differences
- challenging prejudice and discrimination against differences

## **Values & perceptions**

*Understanding how people's values, attitudes and perceptions shape their decisions and behavior*

- studying the relationship of values, attitudes, and perceptions
- studying diverse cultural perceptions, values, and attitudes
- studying how people's perceptions & values shape their actions
- learning about the views and concerns of students and young people around the world
- developing open-mindedness, empathy, and fair consideration of different ways of perceiving situations, issues, and problems
- studying the power of news, media, and propaganda in influencing perceptions, values, attitudes, choices and lifestyles
- questioning cultural assumptions, perceptions, and attitudes
- connecting global situations & issues to student's own lives

## **Human rights**

*Understanding the meaning and importance of human rights*

- what are the basic human rights that all people deserve
- studying various meanings and definitions of human rights
- studying the UN Universal Declaration of Human Rights
- studying various issues relating to human rights & protections
- studying many situations in which human rights are assaulted
- challenging human rights violations, injustices, and inequalities
- considering our responsibilities for ensuring human rights

## **Social justice**

*Understanding the importance of social justice in economic development and for the improved welfare of all people*

- what is social justice? what is fairness?
- studying situations of injustice and unfairness in the world
- studying the impact of unequal access to necessary resources
- studying the consequences of our choices and actions
- considering the importance of global human rights
- studying ways to ensure equality, justice, and fairness for all people, within and between nations
- studying ways to improve opportunities in jobs and education
- challenging racism, discrimination, injustice, and inequality
- studying how past injustices affect global and local politics
- studying ways to contribute to social justice, globally and locally



## **Conflict resolution**

*Understanding the causes and effects of conflicts, and why there is a need for their resolution and the promotion of harmony*

- studying various conflicts and ways to resolve them
- studying conflict resolution, peacemaking & peacebuilding
- studying how conflicts impact people, places and environments
- studying racism and tribalism in conflict, and how to respond
- studying the possible choices involved in conflict situations
- studying paths of dialogue, tolerance, respect and empathy
- developing skills of communication, advocacy, negotiation, compromise, collaboration and cooperation

## **Sustainable development**

*Understanding the need to improve the quality of life now without damaging the planet for the future*

- sustainable development and sustainable economics
- studying possible negative outcomes of our global future and how to achieve a positive sustainable future
- studying the interconnections between social, economic, and environmental factors
- studying ways of economic development in poor regions
- studying the earth's finite resources and therefore realizing that these must be used responsibly
- studying sustainable, renewable and recyclable resource use



## **The Universal Declaration of Human Rights \***

1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
2. Everyone is entitled to all the rights and freedoms as agreed in government, without discrimination based on race, color, sex, language, nationality, heritage, culture, religion, lifestyle or political opinion.
3. Everyone has the right to life, safety and freedom.
4. No one shall be held in slavery or enforced servitude; slavery and the slave trade shall be prohibited in all their forms.
5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
6. The law shall recognize the rights of everyone, and anyone can make appeals to the fair courts of law.
7. All are equal before the law and entitled to equal protection by law.
8. Everyone has the right to a fair restorative justice.
9. No one shall be subjected to arbitrary arrest, detainment, imprisonment, or exile.
10. Everyone is entitled to a fair and public hearing by an impartial jury to determine the validity of any criminal charge against him.
11. Everyone should be legally presumed innocent until proved guilty by the institutions of law. No one can be found guilty of an offense not illegal at the time.
12. No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. This is protected by law.

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\* This is an abridged rendition. The original can be found at - [UN.org/en/universal-declaration-human-rights](https://www.un.org/en/universal-declaration-human-rights)

13. Everyone has the right to residence in one 's native region. Everyone has the right to travel away from one's nation. We are global citizens. Everyone has the right to leave any country, including his own, and to return to his country.

14. Everyone has the right to seek international asylum from persecution, yet this right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the principles of the United Nations.

15. Everyone has the right to a nationality. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

16. All men and women of legal age have the right to marry and to form a family of their own choice, without racial, religious, or sexual bias. Marriage must have the full consent of both spouses. All families are entitled to protection by the society and by the State.

17. Everyone has the right to own things or share them. Everyone has the right to individually own property or in shared association with others. Nobody should take away our property without a just reason.

18. Everyone has the right to freedom of thought, conscience and religion; including its diverse expressions, teachings and group activities. Everyone also has the right to change his beliefs or religion.

19. Everyone has the right to freedom of opinion and expression, including the right to seek, receive and impart information and ideas through any media.

20. Everyone has the right of peaceful assembly and association, and no one should be compelled to belong to any group or assembly.

21. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. Everyone has the right of equal access to public service in his country. The will of the people shall be the basis of any government, ensured by periodic elections held by secret and free voting.

22. Everyone has the right to an adequate social security in accordance with the resources of each State. We all have the right to affordable housing, medicine, education, and work opportunities.

23. Everyone has the right to work, to free choice of employment, to safe and fair conditions of work. Everyone has the right to equal pay for equal work, without any discrimination. All workers have the right to fair compensation. Everyone has the right to form or join trade unions for the protection of worker interests.

24. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays.

25. Everyone has the right to a standard of living adequate for the health of himself and of his family, including food, clothing, housing and medical care, and other necessary social services. Motherhood and childhood are entitled to special care, assistance, and protection.

26. Everyone has the right to education. Early education should be free and compulsory, but parents have a right to choose the kind of education given to their children. Skills and higher education should be accessible equally to all on the basis of merit. Education should be directed to the full development of the human with respect for human rights and fundamental freedoms. It should promote understanding, tolerance, peace and friendship among all nations, racial or religious groups.

27. Everyone has the right freely to participate in the cultural life of the community and to share in scientific advancements. Moral and material interests resulting from any scientific, literary or artistic production are entitled to the authors.

28. Everyone is entitled to these global rights and freedoms.

29. Each person's rights and freedoms should only be limited for the purpose of securing the rights and freedoms of others and for public order, morality, and the general welfare of everyone in society.

30. No State, group, or person has the right to engage in any activity contrary to any of the human rights and freedoms set forth herein.

# THE GLOBAL GOALS

For Sustainable Development



#GLOBALGOALS

## **United Nations Sustainable Development Goals**

- 1** End poverty in all its forms everywhere
- 2** End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- 3** Ensure healthy lives and promote well-being for all at all ages
- 4** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- 5** Achieve gender equality and empower all women and girls
- 6** Ensure availability and sustainable management of water and sanitation for all
- 7** Ensure access to affordable, reliable, sustainable and modern energy for all
- 8** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- 9** Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- 10** Reduce inequality within and among countries
- 11** Make cities and human settlements inclusive, safe, resilient and sustainable
- 12** Ensure sustainable consumption and production patterns
- 13** Take urgent action to combat climate change and its impacts
- 14** Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- 15** Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- 16** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- 17** Revitalize global partnerships for sustainable development

**For Teachers**

***Learning Objectives  
& Teaching Approaches***





# Learning Objectives

*for a Global Issues Assignment or Unit*

## General objectives

- developing a Global View and understanding of issues
- developing intelligent understanding and opinions
- able to effectively communicate beliefs, ideas & opinions
- able to challenge status quo beliefs, biases, prejudices
- relating Global issues to local issues and to responsible informed action
- becoming interested in and inspired by global issues

## Skills objectives

- *summarizing & explaining* a global problem or issue
- *summarizing & explaining* the facts, causes & effects, and proposed solutions
- *exploring & researching* multiple information sources perspectives, and contrasting arguments
- *comparing & evaluating* different perspectives, beliefs, ideas, and opinions.
- *recognizing & identifying* implicit values or concerns, including economic or cultural interests in a viewpoint
- *providing evidence & examples* to support one's summary and conclusions

# Knowledge, Values, and Skills

## Knowledge

- Global Awareness and general overview of issues
- Learning about other people and cultures in the world
- Learning about various kinds of problems in the world
- Learning how global problems are often interconnected
- Learning how global problems have multiple causes and consequences
- Learning more about physical & life sciences, social sciences, politics & economics
- Learning about particular issues, problems, and solutions
- Learning about choices needed to make the world better
- Learning how to locally work on a particular global issue

Knowledge of Global Issues, self-reflection and discussion of values, plus globally responsible decisions and actions, *should be* educational goals for high school & college students

## **Values**

- Passion for learning about the world
- Interest in world problems
- Environmental concern
- Concern for all people in the world
- Considering how to help others and solve problems
- Respect for cultural and religious diversity
- Global thinking and responsibility
- Global-based, long-term thinking
- Commitment to human rights, social justice, peace, global cooperation, and environmental responsibility

## **Skills**

- Improved literacy, reading & vocabulary
- Improved research & study skills
- Improved reasoning & evaluation skills
- Improved communication & writing skills
- Improved interest & engagement in learning

## **Reading comprehension skills**

- Improving student's level of reading and vocabulary
- Comprehension of concepts & terms used in science, social studies, economics, and politics
- Identifying different types of writing
- Identifying the author's thesis, purpose, and main ideas
- Identifying facts & opinions, cause & effect, comparison & contrast, persuasions, reasoning, & emotional appeal

## **Research skills**

- Searching for information on an issue, problem, solution
- Examining primary and secondary sources, to explore multiple perspectives on complex issues
- Recognizing what is relevant and related to one's topic
- Evaluating a website's organization of information, usefulness, scope, trustworthiness, and reasoning
- Recognizing main themes, concerns, problems, causes, related effects, and proposed solutions

**Cognitive skills** (thinking, reasoning, & evaluating)  
*(these are also learning objectives)*

- Thinking about & studying issues, values and solutions
- Identifying main themes, problems, and important facts
- Identifying causes and effects
- Identifying inferences, comparisons, and conclusions
- Identifying perspective, values, and opinions
- Identifying underlying beliefs, and any bias or prejudice
- Evaluating facts, reasoning, inferences, proposed conclusions, arguments, and solutions
- Problem-solving and creative thinking to solve problems

**Communication & writing skills**

- Exposition of information, summary, analysis, synthesis, and persuasion.
- Communication of understanding, ideas, values, and thoughtful solutions

## Teaching approaches

- show your own passion about learning about global issues and engaging in global challenges
- teach and think-aloud with a global perspective, finding connections and relationships between global issues
- encourage global inquiry, interest, and world concern
- emphasize questions, discussion, thinking and reasoning
- teach students to question and how to think with reason
- be interested in each student's questions and thinking
- be curious about student ideas, opinions, and concerns
- encourage student choices and student-led activities
- be positive, hopeful, and optimistic about the future
- show open-mindedness for learning from a diversity of sources, people, organizations, and perspectives
- show respect for cultural diversity in class & in the world
- show concern for decisions & actions affecting the world
- show respect for each student's power to make positive contributions and to be catalysts for change in the world
- encourage ethical thinking and responsible action
- encourage positive social values such as cooperation, collaboration, caring, sharing, and conflict-resolution
- provide examples of compassionate & responsible action
- provide opportunities for participating in positive change
- collaborate with other teachers, schools or organizations

## **Class ideas**

- build a class community of global inquiry and concern
- discuss current events/news relevant to a global issue
- learn from people experienced in international affairs
- learn from people directly involved in a global problem
- use interactive lessons: cultural story-telling, skits, songs
- role-play or debate different perspectives on an issue
- have students identify & critique a bias or stereotyping in a media source, a webpage, news report, video, picture
- as a class or in small groups, have students share & write their learning discoveries and ideas for positive change
- class project – create a bulletin board showing global and local groups working to solve a world problem or issue
- use tools of technology, internet, news, and social media
- integrate science, math, geography & other social studies

## **Ideas for student projects**

- create a short news report on a global issue
- create a brochure or webpage – with information about a global problem with ideas for solution & citizen action
- create a display, art piece, video, skit, music, song
- research about organizations/groups that educate people about a particular global issue and their work to solve it
- share information and positive ideas on social media
- write to lawmakers, business leaders, or decision-makers

# Critical Thinking

## *in Reading, Writing & Discussion*





## **Inquiry & Discussions**

\* Group discussions on Global or Humanitarian Issues can also be regarded as *Philosophical Discussion* in a *Community of Inquiry*, involving thoughtful questions and discussion, along with critical thinking and reasoning, assisted by a teacher as the facilitator.

This involves a teaching approach sometimes called *Socratic* or *Dialogic*, emphasizing the development of critical and creative thinking through student inquiry and dialogue, questioning and thinking, rather than just supplying information or answers.

Students ask both practical and ethical questions about critical issues, and they seek rational answers to these real-life issues. Teacher and students collaboratively delve into questions with research, discussion, reasoning and critical analysis. Emphasis is on *open questions* – with open-possible answers, yet there can be rigorous questioning and discussion about answers.

In this dialogic approach, questions and thinking are just as valued as any answers, because the process itself develops reasoning skills and student-acquired understanding, along with social & verbal skills such as cooperation and peaceful dialogue, all useful for vocational purposes and democratic participation. In addition, students become thinking, reflective, critical readers. They also develop self esteem and a self concept as thinkers and learners.

### ***Students become –***

*Curious thinkers* –by asking important and interesting questions

*Collaborative thinkers* –by engaging in group-shared questions

*Caring thinkers* –by listening to the ideas and feelings of others

*Critical thinkers* –by asking for reasons and supporting evidence

*Creative thinkers* –by building upon ideas and problem-solving

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\* The Socratic-dialogic approach can be modified for indep studies or research

## **In a classroom-community of inquiry & discussion**

*students learn to –*

- collaboratively work together to understand complex issues, multiple perspectives, and together think of solutions
- ask questions and raise issues for discussion
- listen to and consider the views of others
- attempt to understand views different than their own
- explore and develop their own ideas, views, beliefs, values
- intelligently share, explain, and argue their point of view
- give reasons for what they think or believe
- share real-life examples or experiences relevant to discussion
- recognize shared experiences and values with other people
- question irrational assumptions, beliefs, and arguments
- rethink about their current beliefs or opinions
- evolve their ideas in the process of discussion and reasoning
- value the shared group rules for intelligent engagement

***This class atmosphere –***

- gives students an opportunity to self-express their thoughts, feelings and questions, and learn from a process of discussion
- develops student's abilities to question & communicate
- nurtures self-confidence as an intelligent social participant
- gives students a sense of shared goals, questions & concerns
- fosters rational reflection, discussion & self-expression
- develops critical reasoning and nurtures creative thinking

## **Controversial issues**

- Issues are controversial when there are opposing beliefs or opinions about how to deal with them
- Differing views are often based on the person's different enculturation, experiences, interests, values, and learning
- Controversial issues often have a social, political, economic, and personal impact upon people's world-view and lives
- Controversial issues often arouse an emotional response, with sensitive and strong feelings about the issue
- Problematic issues present a real and practical context for developing critical reading and thinking skills
- Studying, discussing or writing about serious or sensitive issues help develop social empathy and thoughtful caring
- Learning about problematic issues is an important part of the educational and developmental growth of students
- Controversial and problematic issues evoke student thinking, reasoning and critical evaluation of different solutions
- Students should be encouraged to reach their own conclusions, based on research, reasoning and discussion
- In a summary or discussion of controversial issues, minority views should be objectively and fairly examined
- In writing about or discussing issues, students can look into the values implicit in any information, analysis, or proposal
- Controversial issues can bring to awareness and into self-reflection one's present values, morals, and conscience
- Controversial and problematic issues can inspire students to make positive actions and work on positive solutions

## Discussion & debate

### **Ground rules**

*explain to students that the reason for agreeing to rules is to provide a safe and fair environment for all students to express their ideas*

- everyone is *respected* to express their ideas, opinions, beliefs
- each person is *allowed* to speak without being interrupted
- *time limits* – no one is allowed to dominate the discussion
- ok to ask for a person's *reasons* for having an opinion/belief
- ok to *challenge* ideas, opinions, beliefs, but *not* the person
- use *respectful language*, without put-downs or stereotyping

### **Facilitation**

- be encouraging of student ideas, thoughts, opinions & feelings
- encourage open-mindedness but also rational thinking
- be impartial, fair-minded, and respectful of diverse viewpoints
- protect the climate of respect, fairness, and non-prejudice
- try to be a role-model of intelligent & unbiased objectiveness
- stimulate the discussion with probing and inquiring questions
- keep the discussion focused on one question or issue at a time
- periodically summarize, restate, & write down ideas discussed
- periodically make connections between related ideas
- periodically mention questions or issues still unresolved
- periodically bring forth different or opposing viewpoints
- a facilitator can present information relevant to the discussion
- a facilitator can challenge any beliefs, assumptions or opinions

## **Facts, conclusions, and reasoning** (see *Critical Thinking Worksheet*)

In articles, news, or in other media communications the author will often state a number of conclusions, or inferences, which can appear to be facts, but these statements are only the author's opinion, or what they believe is true, as based upon certain facts or evidence. So in critical thinking the reader needs to distinguish between facts and the author's conclusions (or their opinions about what is true). The reader needs to identify each stated fact and also identify each stated conclusion that the author believes is 'true' (or is telling you 'this is true'). Then, once the reader has separated facts and conclusions, the next step is to critically examine the reasoning of each conclusion (ie., 'this is true'), to see if the stated facts reasonably lead to the author's conclusion, or see if the author's conclusion is truly based on the stated facts. (though, a stated 'fact' may need to be verified as true).

Thus, the reader is asked to identify and distinguish *three basic parts* in any article or webpage of information:

1. facts/evidence (*note – 'stated facts' may need to be verified as true*)
2. conclusions/beliefs (*as either stated or implied by the author*)
3. reasoning/logic (*which connects these facts with these conclusions*)

Also, the reader must remember that the connective-reasoning (between facts and conclusions) is often hidden or unstated, and this is sometimes because there is no connective reasoning or the conclusion is deceptive. The critical reader needs to think about whether a certain conclusion is reasonable (and based on the facts) or not, and this is the most difficult part of critical thinking.

The critical reader will need to decide (or judge) whether a stated conclusion (or implication, or prediction, or inference) is either:

- (a) reasonable and sufficiently supported by the facts,
- (b) unreasonable (not sufficiently supported by the facts),
- (c) partially plausible (or possible) but not very probable, or
- (d) not necessarily true; because an alternative conclusion is equally plausible or more plausible. (In critical thinking, it is useful to think of 'plausible alternative conclusions' based on the stated facts, for these alternatives will prove that a conclusion is not *necessarily* true).

supplemental with the Lesson on  
Facts, Conclusions, and Reasoning

**Critical Thinking Worksheet**

(Facts, Conclusions, and Reasoning)

IMPORTANT – Students must First Read the Lesson on Facts, Conclusions, and Reasoning.

**Assignment** – from an article or website, write down one of their conclusions and related fact(s), then make an attempt to explain their reasoning. Do this as best you can, because the author may not have explicitly stated their connective reasoning. Then, think of and write down a different possible conclusion – based on these same facts. In the narrow columns, write down your 'rating' [a, b, c, or d] (see the Lesson for what a 'rating' is)

<b>Conclusion</b> <i>(or implication, prediction)</i> -----	<b>Fact (or facts)</b> <i>(to support the conclusion)</i> -----	<b>Connective Reasoning</b> <i>how does this conclusion follow from the facts? OR explain how it does not follow from the given facts</i> -----	<b>Alternative Conclusion</b> <i>give a different possible conclusion – based on these same facts</i> -----	

# Elements of critical thinking \*

## Clarity

*understandable, the meaning can be grasped*

- ✓ Could you elaborate further?
- ✓ Could you give me an example?
- ✓ Could you illustrate what you mean?

## Accuracy

*free from errors or distortions, true*

- ✓ How could we check on that?
- ✓ How could we find out if that is true?
- ✓ How could we verify or test that?

## Precision

*exact to the necessary level of detail*

- ✓ Could you be more specific?
- ✓ Could you give me more details?
- ✓ Could you be more exact?

## Relevance

*relating to the matter at hand*

- ✓ How does that relate to the problem?
- ✓ How does that bear on the question?
- ✓ How does that help us with the issue?

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\* Richard Paul; [criticalthinking.org](http://criticalthinking.org)

## **Depth**

*containing complexities and multiple interrelationships*

- ✓ What factors make this a difficult problem?
- ✓ What are some of the complexities of this question?
- ✓ What are some of the difficulties we need to deal with?

## **Breadth**

*encompassing multiple viewpoints*

- ✓ Do we need to look at this from another perspective?
- ✓ Do we need to consider another point of view?
- ✓ Do we need to look at this in other ways?

## **Logic**

*the parts make sense together, no contradictions*

- ✓ Does all this make sense together?
- ✓ Does your first paragraph fit in with your last?
- ✓ Does what you say follow from the evidence?

## **Significance**

*focusing on the important, not trivial*

- ✓ Is this the most important problem to consider?
- ✓ Is this the central idea to focus on?
- ✓ Which of these facts are most important?

## **Fairness**

*justifiable, not self-serving or one-sided*

- ✓ Do I have any vested interest in this issue?
- ✓ Am I sympathetically representing the viewpoints of others?



## **Critical questions** – *in reading, thinking, and writing*

### **Questions about inferences or conclusions**

- Is this supported by facts, observations or actual experiences?
- Is this absolutely certain, probable, or at least plausible?
- How does this compare with alternative inferences/conclusions?
- If this is a proposed solution, is it useful, feasible, and practical?

### **As a simple guideline, the following should be differentiated**

- actual facts or objective evidence
- reasoned conclusions, inferences or implications
- implicit assumptions (the pre-assumed and unstated beliefs)
- implicit values (in any proposed solution or should-statement)
- the purpose of the inquiry (or what is the problem to be solved)

**Examine the basis of your reasoning, conclusions, or opinions**

- facts, evidences, examples, observations, or experiences
- your pre-existing beliefs, or unquestioned assumptions
- your values and ethical concerns
- the definitions you have for any key words in an argument
- the generalizations you use in an argument

**The kind of question depends on the kind of answer being sought**

- questions about the facts or scientific evidence
- questions about someone's experiences or observations
- questions about the reasoning, inferences, or implications
- questions about opinions, proposed solutions or needed action
- questions about the meaning of a key term in a statement
- questions about unstated assumptions implicit in the reasoning
- questions about the values implicit in an argument or reasoning  
*(assumptions & values are implicit in any perspective or in any bias)*

## **Global Education resources & lesson plans**

[GlobalEducation.edu.au/verve/\\_resources/GPS\\_web.pdf](http://GlobalEducation.edu.au/verve/_resources/GPS_web.pdf)

[Oxfam.org.uk/global-citizenship-guides](http://Oxfam.org.uk/global-citizenship-guides)

[GlobalGoals.org/goals](http://GlobalGoals.org/goals)

[WorldsLargestLesson.GlobalGoals.org](http://WorldsLargestLesson.GlobalGoals.org)

[GlobalDimension.org.uk/resources](http://GlobalDimension.org.uk/resources)

[Cedar.wvu.edu/ftfcurriculum](http://Cedar.wvu.edu/ftfcurriculum)

[Ednc.org/global-education-and-competency-in-the-classroom](http://Ednc.org/global-education-and-competency-in-the-classroom)

[USIP.org/public-education-new/peacebuilding-toolkit-educators](http://USIP.org/public-education-new/peacebuilding-toolkit-educators)

[Resources4rethinking.ca/en/search](http://Resources4rethinking.ca/en/search)

[Schools.ConcernUSA.org/resources](http://Schools.ConcernUSA.org/resources)

[FootPrintNetwork.org/resources/educational-resources](http://FootPrintNetwork.org/resources/educational-resources)

[BBC.co.uk/teach](http://BBC.co.uk/teach)

[EducationForWorldSolutions.org/Global-Issues\\_assignment.pdf](http://EducationForWorldSolutions.org/Global-Issues_assignment.pdf)

## **Websites focusing on Global Issues**

[\*\*https://sdgs.un.org/topics\*\*](https://sdgs.un.org/topics)

[\*\*UN.org/en/global-issues\*\*](https://un.org/en/global-issues)

[\*\*USIP.org/issue-areas\*\*](https://usip.org/issue-areas)

[\*\*Gloaleducation.edu.au/global-issues/global-issues.html\*\*](https://gloaleducation.edu.au/global-issues/global-issues.html)

[\*\*Choices.edu/curriculum-series/current-issues\*\*](https://choices.edu/curriculum-series/current-issues)

[\*\*Borgenproject.org/tag/global-issues\*\*](https://borgenproject.org/tag/global-issues)

[\*\*Weforum.org/connectedworld/initiatives\*\*](https://weforum.org/connectedworld/initiatives)

[\*\*BBC.co.uk/bitesize/topics/z6ykjxs\*\*](https://bbc.co.uk/bitesize/topics/z6ykjxs)

[\*\*Globalissues.org/issue\*\*](https://globalissues.org/issue)

[\*\*PewResearch.org/topics\*\*](https://pewresearch.org/topics)

[\*\*EducationForWorldSolutions.org\*\*](https://educationforworldsolutions.org)