



**INFUSING GLOBAL PERSPECTIVES
THROUGHOUT
ELEMENTARY SCHOOL TEACHER EDUCATION PROGRAMS**

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ABSTRACT

The Planet Earth globalized with millions information have reshaped our lives and nations. These contain not only integration but also conflict; positive or negative impacts. *If we are concerned about a future for the world, global education or perspectives must be a priority in schools.* We need develop new concepts, practices of worldwide, and our capacities so some ways to infuse global perspectives are needed within elementary school teacher education programs, such as (1) **Conceptualizing Global Education, (2) **Acquiring Global Content**, (3) **Experiencing Cross-Cultural Learning**, (4) **Lecturing Global Perspectives**, and (5) **Practicing Global Perspectives**. Really, **infusing global perspectives into elementary school teacher education programs is an ongoing process in which we can better prepare student for taking one step change to the future.****

Key words: global education, infusing global education



Introduction:

Millions of information and human experiences have seemed unreal life.

Global phenomena are reshaping our lives and nations every day.

The impact of world phenomena contain integration – conflict; positive and negative :

- **the ways individuals view themselves,**
- **other human being,**
- **planet earth.**



Elementary School Children should have comprehensions:

- 1. You are human being,**
- 2. Your home is planet earth,**
- 3. You are citizen of a multicultural
society, and**
- 4. You live in an interrelated world.**



Some Implications:

- 1. New concepts and practices of worldwide are demanded.**
- 2. We need develop further capacities:**
 - **to do benefit from diversity,**
 - **to communicate with others,**
 - **to recognize human beings in everywhere,**
 - **to manage conflict,**
 - **to tolerate ambiguity.**
 - **to participate in the social and economic processes,**
 - **to develop understandings and skills.**



Challenges:

- **Inevitably, educators are responsible to develop global perspectives.**
- **Global education might be an imperative within elementary school (teacher) programs:**
 - **Globalization processes,**
 - **Children's life becoming more pluralistic and globalized,**
 - **The progress of communication system and media influencing children to have a hidden curriculum.**



Problems:

Elementary School Teacher Education Students must learn global content.

How will The Elementary School Teacher Education Programs respond to the world trends or looming global problems?

1. How can the programs help its students perceive what is happening within the global problems?

2. What changes are needed in our institutions? How can the needed changes be brought about?

3. What research, what knowledge, what experiences can best serve these ends

4. What civics attitudes and skills are needed for responsible participation in an increasingly interdependent world?



Some Ways To Infuse The Global Perspectives:

- 1. Conceptualizing Global Education**
 - 2. Acquiring Global Content**
 - 3. Experiencing Cross-Cultural Learning**
 - 4. Lecturing Global Perspectives**
 - 5. Practicing Global Perspectives**
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A. Conceptualizing Glob .Ed.

Examining the global education concepts of several scholars.

How will we (educators) conceptualize global education within the elementary school teacher education programs? What will be a rational, the goals of programs, and term of references or working definition?

Definitions:

1. Global education is viewed as the name of reform movement within contemporary American education providing children and adults with the basic intellectual competencies needed to deal effectively and responsibly with a match reality of American life which interconnect with the growth of the world (Tye, 1992).
2. Global education is an approach to learning which promotes greater understanding of the world as an interconnected aggregate of human and natural system. These systems operate within a single planetary life-support system on which the destiny of all humankind depends (Iowa State Department of Education, 1989).
3. Dorothy, et. al. (1981) the goal of global education is to help students become responsible citizens in an interdependent world. Becker (1982) emphasis on citizen competencies needed in a global age. The goals on citizenship are clearly not in conflict with the goal of national citizenship (Iowa State Department of Education, 1989).

Five major assumptions (Anderson in Becker, 1982) determining the goals:

1. To develop students' understanding of themselves as individuals.
2. To develop students' understanding of themselves as members of the human species.
3. To develop students' understanding of themselves as inhabitants and dependents of planet Earth.
4. To develop students' understanding of themselves as participants in global society.
5. To develop within students the competencies required to live intelligently and responsibly as individuals, human beings, earthlings, and members of global society.

Five dimensions of global perspectives
that might be attained by students
(Hanvey, 1976)

1. Perspectives consciousness.
2. State of the planet awareness.
3. Cross-cultural awareness.
4. Knowledge of global dynamics.
5. Awareness of human choices.

Element of a Global Education (Merryfield, 1997)

1. Human beliefs and value
2. Global system
3. Global issues and problem
4. Global history
5. Cross-cultural understanding/interaction
6. Awareness of human choices
7. Development of analytical and evaluation skills
8. Strategies for participation and involvement



B. Acquiring Global Content

- How will we (educators) acquire the global content –the knowledge of the world and its people –that they need from the humanities, the social, behavioral, and physical sciences, and other disciplines? What the teachers need to know to be able to teach global perspectives within The Elementary School Teacher Education Curricula?*



C. Experiencing Cross-Cultural Learning

Students are given opportunities for cross-cultural experience during the programs: class assignment and projects.

❖ **Intercultural participant**
(working or living in ...)

❖ **Intercultural friend**
(developing one-to-one relationship ...)

❖ **Intercultural observer** (observing ...)

❖ **Intercultural student** (reading ...)

❖ **Intercultural dabbler** (beginning to learn about a culture not one's own)



D. Lecturing Global Perspectives

- Standards (Students purchase the standards and learn social studies core concepts)
- Pedagogy (Using strategies that particularly compatible with global perspectives)
- Values analysis
- Authentic learning and assessments.



Practicing Global Perspectives

- Students are incorporated in a global perspectives.



A Little Recommendation

- **Really, infusing global perspectives into elementary school teacher education programs is an ongoing process in which we can better prepare student for taking one step forward to the future.**