GLOBAL THINKING

AN ID-GLOBAL BUNDLE TO FOSTER GLOBAL THINKING DISPOSITIONS THROUGH GLOBAL THINKING ROUTINES

DEVELOPER OF THE GLOBAL THINKING BUNDLE:

VERONICA BOIX MANSILLA

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INTRODUCTION

The Purpose of these materials

Preparing students for a time of unprecedented social, economic, environmental and digital global interdependence demands that we reconsider what matters most to teach and learn and how (Perkins, 2014). A fast-growing literature on global competence instruction and assessment sheds light on the opportunities and challenges we face when educating for global participation. New digital connectivity enables us to collaborate with classrooms around the world. Unprecedented availability of information powers our learning about the lives of people in distant places. Mass human migrations bring a cacophony of cultures, languages, and styles into our cities, classrooms and schools, setting new platforms for intercultural encounters. At the same time, stubborn cultural stereotypes and communication barriers persist. Apathy and avoidance fuel a failure to see how "here" connects with "there" and why such connections, and the issues related to them (e.g. global trade, environmental interdependences, governance, human rights) actually matter. Today's rising xenophobia in various regions of the world illuminates the complexity of our interconnectedness and the urgency and necessity of educating for the world.

How can we prepare students for our complex and interdependent world? What kinds of capacities characterize globally-minded individuals—e.g. curiosity about the world beyond their immediate environments, empathy and cultural perspective taking? How can we best nurture such capacities by rethinking what and how we teach?

The materials presented in this guide seek to support educators interested in preparing our children and youth to understand our world and participate in it. The guide introduces a framework to think about global competence, i.e. the capacity and disposition to understand and act on issues of global significance as a desirable goal for education today (Boix Mansilla & Jackson 2012). It invites you to gain clarity about various capacities associated with global competence. The materials offer a set of global thinking routines – short, stepwise micro-interventions that can support the development of global mindsets or dispositions for you to try out with your students. It also invites you to plan and document your experiences bringing global thinking routines into your classroom and to share these experiences with others.

How to use these materials

In this guide you will find a framework to describe global competence that highlights capacities such as investigating the world, taking perspective, communicating across difference and taking action as its essential components. Take a moment to familiarize yourself with the ideas introduced in the

framework and seek to make connections to your current teaching. How present are the capacities outlined here in your classroom? Are there opportunities to extend what you teach to make interesting local-global connections, such as comparing an event across cultures or selecting a book that reveals less familiar cultural perspectives? What connections can you make between the framework and the content you teach?

Interestingly, teaching for global competence invites us to embrace new approaches to both the curriculum we teach and the classroom culture that we create. For example, when teaching about a local ecosystem one could make a connection to how ecosystems work in other regions of the world. This is typically not a matter of teaching more units, countries and capitals but about re-framing or expanding the content we currently teach through meaningful global connections even if often modest ones. Teaching for global competence involves creating a *classroom culture* in which the key global competence capacities are part of daily classroom learning experience, even when the content to be taught is not, strictly speaking, global in itself. For instance, you can create classrooms where students learn to investigate, recognize the various perspectives in the class, practice multiple ways to communicate an idea, or find solutions. Students develop the target capacities through being involved in a classroom that honors them and the diversity of experiences they represent.

The second part of this guide offers several practical tools -- global thinking routines -- designed to address global thinking capacities or dispositions. As you peruse these tools, consider which ones might suit your teaching priorities best. What global thinking dispositions (e.g. cultural perspective taking, respectful and reflective dialog) do you seek to nurture? What provocations might elicit such thinking? As you familiarize yourself with the routines you may also take advantage of the planning framework included in the third part of this guide. It will support your design, implementation and documentation. Think of bringing an inquiry mindset to these routines. Try them out with different contents and in varied configurations, attending to what makes them work when they do, and what could be done differently when they do not.

What is global competence?

Global competence can be defined as *the capacity and disposition to understand and act on issues of global significance* (Boix Mansilla & Jackson 2011). Globally competent students prepare for complex societies and a global economy by learning how to *investigate the world beyond their immediate environment*, framing and making sense of significant issues. How do migrant populations adapt to their new places of work and living? What tools do governments have to promote economic development and eradicate extreme poverty? What is an ecosystem and how do different ecosystems around the world work? Globally competent students also learn to *recognize their own and others' perspectives,* articulating and explaining such perspectives thoughtfully, empathically and respectfully. Globally competent students can communicate across differences, bridging cultural, linguistic, economic and religious divides -- two additional capacities that are especially

important to today's fragmented and interconnected societies. Most importantly, in order to be prepared to participate and work in today's world students, must learn to *take responsible action*. They need to learn to identify opportunities for productive action to develop and carry out informed plans. For example, very young children may create a "wishing tree" that invites the school community to make wishes able to reach people and animals beyond their immediate environments. Older students may open an Amnesty International chapter in their school and organize a fundraising campaign seeking to re-frame their peers purchasing habits. Prepared students, this framework suggests, view themselves as informed, thoughtful, compassionate and effective citizens and workers in changing times (Boix Mansilla & Jackson 2011).

The following graphic depicts the dynamic interaction among dimensions of global competence:

Global Competence:

- Identify an issue, generate questions, and explain its significance.
- Use variety of languages, sources and media to identify and weigh relevnt evidence.
- Analyze, integrate, and synthesize evidence to construct coherent responses.
- Develop argument based on compelling evidence and draw defensible conclusions.

Investigate the World
Learners investigate the world beyond their immediate environment.

Recognize Perspectives
Learners recognize their own and others' perspectives.

- Recognize and express their own perspective and identify influences on that perspective.
- Examine others' perspectives and identify what influenced them.
- Explain the impact of cultural interactions.
- Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives .

Understand the World through Disciplinary and Interdisciplinary Study

Take Action
Learners translate their ideas into appropriate actions to improve conditions.

Communicate Ideas
learners communicate their ideas effectively with diverse audiences.

- Identify and create opportunities for personal or collaborative action to improve conditions.
- Assess options and plan actions based on evidence and potential for impact.
- Act, personally or collaboratively, in creative and ethical ways to contribute to improvement, and assess impact of actions taken.
- Reflect on capacity to advocate for and contribute to improvement.

- Recognize and express how diverse audiences perceive meaning and how that affects communication.
- Listen to and communicate effectively with diverse people.
- Select and use appropriate technology and media to communicate with diverse audiences.
- Reflect on how effective communication affects understanding and collaboration in an interdependent world.

Boix-Mansilla & Jackson 2011

THE KIND OF LEARNING WE ARE AFTER

We said earlier that global competence is *the capacity and disposition to understand and act on issues of global significance.* A close look at this view of global competence reveals a few key qualities of the kind of learning it requires. Rather than adding more rivers, capitals or information to our curriculum, this view of global competence strives for learning that is *deep*, *relevant* and *long-lasting.* Let us revisit the definition proposed:

First, global competence is cast as a capacity to understand – meaning, broadly speaking, to use disciplinary concepts, theories, ideas, methods or findings in novel situations, to solve problems, produce explanations, create products or interpret phenomena in novel ways (Boix Mansilla & Gardner 1999). With its focus on disciplinary and interdisciplinary understanding at developmentally appropriate levels, this view of global competence embodies *deep* subject matter learning. It is not a "hook" or extrinsic motivation (although learning about the world is often quite engaging!) Instead, global competence involves deep and flexible use of the disciplines we teach.

Second, as global competence focuses on issues of global significance and action to improve conditions, learning must be visibly *relevant* to students and the world. When *significance* is considered, global competence curricula becomes a call for authenticity, for carefully looking to the contemporary world for topics that matter most to examine (Perkins 2015).

Finally, and most importantly for the purposes of this guide, "global competence" as a disposition speaks of *student ownership* and *long-lasting* transformation. Thinking dispositions, Project Zero researchers have proposed, involve the *ability* to think with information, the *sensitivity* to opportunities in the real world to do that, and an *inclination* to do so over time (Perkins et al 1993, Tishman et al 1993). Dispositions are about the 'residuals' of learning beyond formal contexts (Ritchhart 2014); they are about the "kind of person" a student will become (Boix Mansilla & Gardner 2000). Broadly considered, global competence dispositions include:

* *A disposition to inquire about the world* (for example, engaging with questions of significance, exploring local-global connections, and seeking information beyond familiar environments, describing, explaining and developing a position about the world).
* *A disposition to understand multiple perspectives--others' and their own* (for example, considering cultural contexts, resisting stereotypes, and valuing our shared human dignity--especially as students interact with others whose paths differ greatly from their own).
* *A disposition toward respectful dialog* (communicating across differences listening generously, sharing courageously, openly and appropriately given their audience and context).
* *A disposition toward taking responsible action* (being inclined to see and frame opportunities to improve conditions, and collaborating with others, and mobilize themselves to act).

GLOBAL THINKING ROUTINES

How can we effectively support students to engage in the kind of deep, relevant and long-lasting learning here proposed? How can we teach for global competence in ways that nurture global thinking dispositions? What kinds of scaffolds and tools can help teachers foster this forms of long-lasting global competence among students? In this section we turn to global thinking routines as practical tools to nurture global thinking dispositions (Boix Mansilla, 2016).

The kind of teaching we need

Research tells us that dispositions are developed through enculturation. Students acquire dispositions not through occasional lessons, units, or annual school events, but through ongoing participation in classroom cultures in which targeted forms of thinking are visibly valued and extensively practiced. We also know that, to create cultures of thinking, teachers must attend to multiple forces (Ritchhart et al 2011, 2015). Teachers must consider the messages that our physical environments send to students about the kind of thinking that is valued, they must allow time for thinking, they must use language that invites nuanced thinking: pondering, making connections, offering a point of view. To cultivate *global* dispositions teachers must weave in opportunities to inquire about the world, to take multiple perspectives, to engage in respectful dialog, and take responsible action as a routine and integral part of everyday life in the classroom.

For over two decades, the Visible Thinking, Artful Thinking and Cultures of Thinking initiatives at Project Zero have investigated qualities of higher order thinking and the establishment of classroom cultures that promote such forms of thinking among learners of all ages. A key contribution of this line of work has been the design and testing of *thinking routines*. Broadly adopted routines such as "See Think Wonder", or "I used to think/Now I think" involve patterns of intellectual activity that are repeated over time, shaping the fabric of a thinking classroom. Thinking routines have been designed to support students in a various essential cognitive tasks such as introducing and exploring ideas; synthesizing and organizing ideas; and digging deeper into ideas (Ritchhart et al 2011). While existing thinking routines can be applied to content of global significance, the development of global competence requires that we nurture rather specific habits of mind such as the dispositions of moving beyond the familiar to engage new ideas and experiences openly, discerning local-global significance, comparing places, contexts and cultures, taking cultural perspective and challenging stereotypes.

What are Global Thinking Routines?

Global Thinking Routines [GTRs] are thinking structures or micro-teaching tools carefully designed to nurture global dispositions. Meant to be used frequently, across content, over time, and as an

integral part of a learning environment, these routines are essential contributors to a creating a classroom culture of global competence.

A few characteristics drive global competence thinking routines:

- GTRs are cognitively elegant thinking sequences rooted in close analysis of forms of thinking embodied in global competence.

- GTRs are open ended guides, assuming no right or wrong answer but able to make learner's global thinking visible.

- GTRs are simple in design, which makes them accessible to teachers of varied levels of expertise, while also cognitively sophisticated, providing extensive room for growth and refinement.

- GTRs can be used as tools by teachers – i.e., as micro-interventions to support and assess students' global competence development.

- GTRS can be used by learners individually and in groups as structures to scaffold global thinking and self-assess.

- GTRs can be used by researchers as pre and post measures of global competence.

- GTRs contribute to a culture of global competence as they become recurrent or "routine" forms of practice, and part of "the way we do things here."

- GTRs invite teachers to inquire about their own practice as offering opportunities to elicit and examine student thinking before, during and after the process of instruction.

A Global Thinking Routines toolkit

The Three Whys [3Ys]

Step In - Step Out - Step Back

How else and why

Circles of action

The 3 Ys

NURTURING A DISPOSITION TO DISCERN THE SIGNIFICANCE OF A SITUATION, TOPIC OR ISSUE KEEPING GLOBAL, LOCAL AND PERSONAL CONNECTIONS IN MIND.

The 3 Ys

1. **Why** might this [topic, question] matter to me?

2. **Why** might it matter to people around me [family, friends, city, nation]?

3. **Why** might it matter to the world?

The 3 Ys : Q & A

Why consider the 3Ys? Intrinsic motivation is a key engine of deep learning. As humans we are motivated to learn when we come to believe that a topic or body of knowledge matters. However, gauging significance – i.e. determining whether something matters and why -- is a capacity seldom taught. Significance is not a fixed quality of objects, places or events. Rather it is attributed, constructed by learners. Assessing global and local significance requires the mind to operate at several levels at once. The 3Y's routine invites learners to move step by step across personal, local and global spheres.

What kind of thinking does this routine encourage? This routine encourages students to develop intrinsic motivation to investigate a topic by uncovering the significance of the topic in multiple contexts. The routine also helps students make local-global connections and situate themselves in local and global spheres

When and where can I use this routine? You may find this routine useful early in a unit after the initial introduction of a theme, when you want students to consider carefully why a topic might be worth investigating further. Teachers have also used the routine to expand on a given topic (e.g. local elections, goods consumption) to help students become aware of how such a topic, issue or question has far-ranging impact and consequences at the local and the global levels. In other cases, (e.g. studying poverty in Brazil) the routine is used to create a personal connection to a theme that seems initially remote.

What kinds of topics and provocations might lend themselves to this routine? The routine can be applied to a broad range of topics (from social inequality, to a mathematician's biography, balance in ecosystems, writing a story, to attending school). You may use a rich image, text, quote, video or other inviting materials as provocations to ground students' thinking. One important consideration in using this routine is to ensure that the students have clarity about the focal point of the analysis. For example you might ask "Why might understanding social inequality matter to me, my people, the world?" as opposed to "Why might this image matter?"

How might I prepare students to engage in this routine? Students will need initial clarity about the phenomenon to be explored, e.g. the meaning of social inequality, in order to unveil its significance. When using an image or text, you may choose to prepare students for this routine by asking them what they think the image is about and why and then focusing their attention on the theme to be explored through the 3Ys.

What are some tips about how to carry out the routine? Use the questions in the order proposed or in reverse order beginning with the more accessible entry point. For instance, students might unfold the purpose and significance of a story they are writing by first reflecting about why the story matters to them, and then moving out to the world from there. In other cases, a teacher may seek to

construct a more personal connection to a distant event (e.g. the holocaust), thus beginning with the world working inward. It is recommended that students work on one step at a time as interesting nuances and distinctions between the personal local and global may be lost if they work with the three questions in mind at once. If time allows, you may compare and group students' thoughts to find shared motivations and rationales for learning the topic under study.

What may we look for in students' thinking? There are multiple criteria against which one can assess the significance of an idea, a phenomenon or an event. In some cases, an event is significant because of its *universality* or reach, because a large number of people are affected by it (i.e. a global economic crisis). Other times we consider something significant because it is visibly *original* or new (e.g. the internet in 1992). Sometimes significance is *personal* (the topic compels us emotionally, cognitively). Other markers include *generativity* (the capacity to generate new questions, lines of inquiry, or work), explanatory power (the capacity to explain why something happens) or ethical insight (how an idea or a situation helps us discern the right course of action) that adds importance to a theme. When listening to students, you may want to highlight such variability as well as the distinctions and connections between personal, local and global. Perhaps most importantly, you may want to consider students' statements about relevance as the beginning (not the end) of meaningful conversations.

Step in - Step out - Step back

Nurturing a disposition to take social/cultural perspective responsibly

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Step-in step-out step-back

Choose	Identify a person or agent in the situation you are examining
Step In:	Given what you see and know at this time, what do you think this person might feel, believe, know, or experience?
Step out:	What else would you like or need to learn to understand this person's perspective better?
Step back	Given your exploration of this perspective so far, what do you notice about your own perspective and what it takes to take somebody else's?

STEP IN - STEP OUT - STEP BACK: Q & A

Why consider this routine? While as human beings we are typically curious about the experiences and views of others, taking social perspective is a challenging cognitive and emotional task. A respectful approach to perspective taking requires that we avoid building stereotypes of others or projecting our own values and beliefs onto others. Understanding another person's world can be exciting and revealing. Yet perspective taking is also challenging and calls for practice over time.

What kind of global thinking does this routine encourage? This routine invites learners to take other people's perspectives e.g. religious, linguistic, cultural, class, generational; recognize that understanding others is an ongoing, often uncertain process; and understand that our efforts to take perspective can reveal as much about ourselves as they can about the people we are seeking to understand. The routine helps learners to identify individuals with various perspectives in a given situation; provide evidence for thoughts, values and feelings these individuals may hold; and explain how societal or more macro-forces—particularly roles and relationships—shape their perspectives. Scaffolding for healthy skepticism and reflection invites learners to take note of the biases and preferences that shape their understanding of others.

What kinds of topics, themes and provocations might invite the use of this routine? This routine can be adapted to a broad range of topics, from examining the perspectives of agents in a story, a historical event or a contemporary news article, to considering non-human perspectives such as species in an ecosystem, or collective perspectives such as interest groups in a given conflict. The routine can also be used to examine students' own perspectives in classroom situations or as they seek, for example, to create a math expression for a given problem. You may choose an image, a video, a story, or a classroom incident as provocation on which to ground students' thinking.

How might I prepare students for this routine? It is important for students to have enough basic information about the perspectives they will examine to support an informed initial guess. It is important to help students avoid creating a "fictional character" that may confirm rather than challenge cultural stereotypes. When setting up the routine for students, you may want to highlight that understanding how others view the world can be exciting and sometimes challenging, setting expectations for complex reasoning. You may also mark a distinction between a more imaginative "step-in" and a more inquiry driven "step-out."

What are some tips for carrying out this routine? In "step-in" make sure learners understand that they are reasoning with the information that they have, which is always limited. You may point to the speculative nature of their interpretations. In "step out," invite learners to see that there is more to understanding another person than the first impression they construct. As they share their views, students may detect stereotypes in their own initial thinking and feel uneasy about "having been wrong" in their guess. It is important to normalize the fact that we all have first impressions of others and others have them of us, and point to the importance of committing to understanding other

persons' perspectives beyond initial assumptions. Under "step back," learners may explore how prior knowledge, cultural or linguistic perspectives inform or obscure their interpretation. Like other routines, this one lends itself well to small groups. Indeed, the different perspectives learners hold might become more visible through dialog. You may invite students to write their responses to each question individually on separate Post-its first and then share.

What may we look for in student thinking? Generally speaking, successful perspective takers are able to (a) identify perspectives of various individuals in a given situation (b) provide evidence for thoughts, values and feelings these individuals may hold and (c) explain how societal or more macro-forces— particularly roles and relationships—shape their perspectives. Importantly, experienced perspective takers approach their own interpretation of others' views with a healthy dose of skepticism. In examining students' responses, you may look for some of these qualities of thought. Often, using this routine will enable you to detect misconceptions in student's thinking. For example, you may identify biases, ethnocentric beliefs or stereotypes that will need to be transformed by nurturing perspective taking capacities that invite students to see complexity and dignity in human experiences especially that of people whose lives differ from their own.

You may consider students' responses to the routine prompts as the beginning, rather than the end, of a conversation about perspectives. As you listen carefully to students' arguments you may keep some of the following questions in mind: (1) are students acknowledging that a person or group has a perspective that is similar or different from their own? (2) can they position such perspectives—i.e. providing evidence for why a person may feel or think the way they do (e.g. taking into account the role and relationship a person has). Do they view perspectives as a matter of a person having information or lacking it? Can they imagine themselves in the roles of others? Can they see that perspectives are influenced by systems and broader social values?

How Else & Why

Cultivating a disposition to communicate across difference

HOW ELSE & WHY?

*1. **What** I want to say is…*   Student makes a statement and explains intention

*2. **How else** can I say this? & **Why?***   Student considers intention, audience and situation to reframe
                                                    (language, tone, body language)

*3. **How else** can I say this? & **Why?***   Student considers intention, audience and situation to reframe
                                                    (language, tone, body language)

4. (Repeat question)

How else and Why: Q & A

Why consider this routine? To communicate appropriately in complex cultural, social or linguistic situations we must learn to adjust the ways in which we express ourselves. For example, we must adjust our register (e.g., academic vs. informal) to the degree of formality required by the context, we may adjust our word choice (illegal alien or person with undocumented migrant status) in consideration of another person's perspective or experience, we may adjust the stance we take (emotional proximity) to the ideas we communicate. Participating respectfully and effectively in discourse communities other than our own may sometimes require using local expressions, employing different languages or symbol systems, attending to body language and cultural norms of communication and personal space.

What kind of global thinking does this routine encourage? The purpose of this routine is to develop a disposition toward appropriate communication with diverse audiences whereby students understand (a) that they have communicative choices and (b) that intention, context and audience matter in communicating appropriately, especially across cultural, religious, economic or linguistic differences. Specifically, through multiple reflective iterations of a particular claim (a comment, story, question), the routine invites students to: consider content, audience, purpose and situation for communication (what, to whom, why and where), refine the use of symbols (verbal, visual, nonverbal) to find forms of expression appropriate for the context, and reflect about communication and miscommunication

How might I prepare students for this routine? Priming students' mind for the use of this routine may involve calling their attention to the importance of *appropriate, effective and respectful* cultural interactions and the value of reflecting about how we communicate with one another, especially with people whose lives are different from our own. Students will need an initial understanding of intention, audience and situation as key to thinking about complex communication. They will also need to be aware of the variety of communicative means at their disposal (e.g., body, verbal, visual languages).

What topics and provocations may lend themselves well to this routine? The routine is broadly applicable to many communicative situations. These may include distinctly intercultural scenarios that are present in the curriculum such as in a story, a historical event, a conflict, a scientific finding. They may also include moments when students re-represent ideas or phenomena, as when producing graph in statistics, a poster design, an interpretation of a work of art. Communicative situations may also include regular classroom discussions or informal interactions in and outside of school. In selecting communicative situations for analysis you may prioritize provocations that present an opportunity to reflect about the complexities of dialog across difference and the broad repertoire of possible communicative choices. Examples of provocations include but are not limited to film excerpts, students' own writings, classroom dialog, works of art.

What are some tips for carrying out this routine? The phrase "how else can I/you say this and why?" Can be used with varying degrees of structure. In some cases, students may use the multiple iterations proposed by the routine to explore possible communicative choices in a given scenario and select the one they prefer. Alternatively, the simple question "How else can I/you say this and why?" may also stand alone and become a frequent occurrence in the classroom, one that is used by teachers and students to polish the quality of communication. This informal use of the routine typically does not require multiple iterations. In guiding students through this routine, you may consider pairing students up for feedback. Peers can help students construct a concrete sense of audience.

It is important to encourage students to consider speakers' intention, audience and context when they begin to revise the claims under study. Without doing so, the routine risks inviting students to repeat less effective forms of communication or reinforce communication misconceptions. Regardless of the topics or contexts in which the routine is used, it is important that students offer an explicit rationale for their communicative choices, as students' explanations will reveal their current understanding of communicative demands. As with all global thinking routines, students' responses are best seen as the beginning, rather than the end, of a conversation that will enable teachers and peers to offer perspectives and enrich communicative capacities.

What may we look for in students' thinking? Students' responses to this routine reveal key aspects of their communicative and meta-communicative capacities. You may ask: Do students understand that successful communication depends on the adaptive alignment of communicative purpose, consideration of audience's point of view, as well as the context (e.g. formal vs informal). Do students understand that each communicative expression (verbal, body, visual etc.) carries intended or unintended messages about oneself. Do students show flexibility and depth in their examination of languages (writ large) as bridges across differences?

CIRCLES OF ACTION

FOSTERING A DISPOSITION TO PARTICIPATE

Circles of Action

What can I do to contribute…

1. *In my inner circle (of friends, family, the people I know)?*
2. *In my community (my school, my neighborhood)?*
3. *In the world (beyond my immediate environment)*

Circles of action: Q & A

Why consider this routine? Globally competent students go beyond understanding the world in which we live -- they reveal a growing disposition to take responsible action to improve such world in in large and small ways. Moving from understanding to action requires that students develop an agency mindset. That they develop a sensitivity to opportunities to influence their environments, the capacity to do so in effective, informed, and responsible ways and a drive and motivation to do so over time. When students learn about the world and feel inclined to make a difference they can feel overwhelmed by the magnitude of issues like climate change, transnational consumption or human rights violations. A mismatch between calls for global citizenship and students' perceived capacity to act can stifle motivation to engage. So it becomes essential that students learn to recognize that actions can have multiple scopes (small- big) and occur in multiples spheres (personal-local-global) if they are to develop a disposition to take informed and responsible action.

What kind of global thinking does this routine encourage? This routine is designed to foster students' sensibility to opportunities to take responsible action and their concomitant motivation to doing so. It invites them to distinguish personal, local and global spheres and make local-global connections. It also prepares them for an intentional deliberation about potential courses of action and their consequences.

How might I prepare students for this routine? Priming students' mind for this routine may involve calling their attention to an issue that students can perceive as requiring solutions. Students are best prepared when they have a moderate understanding of the issue, are primed to care about it, and have as sense of urgency or need for a response. The routine is particularly effective when students sense the need but have difficulty considering viable paths for action. Preparing students may also involve foregrounding their own role as citizens empowered to influence their environment.

What topics and provocations may lend themselves well to this routine? This routine can be used with varying degrees of structure. In a curriculum context it can be used across disciplines (geography, science, literature, economics) and with a broad range of provocations (films, narratives, photographs) typically addressing a conflict, a problem, a system, or design that can be improved through participation and engagement. In addition, the routine can be used informally in daily school contexts and interactions where individual students can exhibit agency (e.g. a conflict among friends, consumption patterns, the integration of immigrant students). In both cases the routine may lead students to realize acting intentionally to learn more or to raise a topic among friends or family are in themselves viable and productive actions.

What are some tips for carrying out this routine? This routine invites students to map possibilities for action. The order of questions can be inverted and the routine can be productively followed by meaningful discussions: What are the barriers that students see to their capacity to take action at various levels? Weighing potential courses of action can deepen students' intentionality in participation. Drawing on a rich initial actions map, students may be invited to consider factors such as ethics, viability, personal interest, and potential impact as they decide what to do next.

Exploring Global Thinking Routines in the Classroom

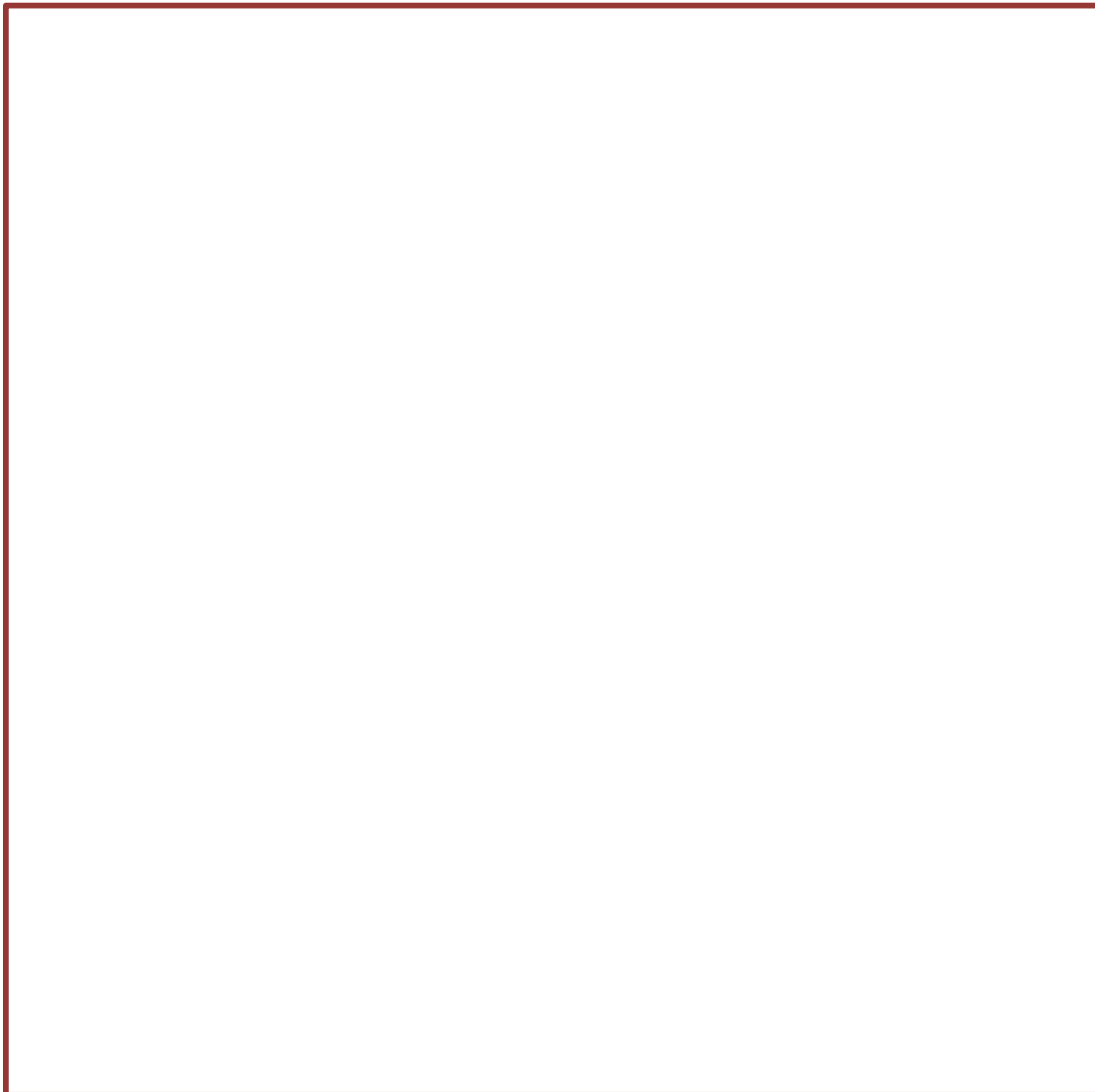## A framework for planning, documenting and reflecting

Are you ready to experiment with Global Thinking Routines in your classroom? If you are, in what follows, you will find a planning tool to begin to reflect about the role that global thinking routines may play in your classroom. You will also find a series of prompts that will support your planning, your documentation and your reflection about the use of global thinking routines in your classroom.

Please allow yourself to be inspired and challenged by these questions and consider locating a partner in your school with whom you can share and reflect about your work.

I wish you all the best and do not hesitate to contact me at veronica_boix-mansilla@harvard.edu and share your discoveries.

Selecting and framing Global Thinking Routines ...

Explain which GTRs you will use and for what learning purpose (i.e., what kind of global thinking are you aiming for and why?). Describe how you will introduce the GTR, what materials you will use, and how you will frame the exploration.
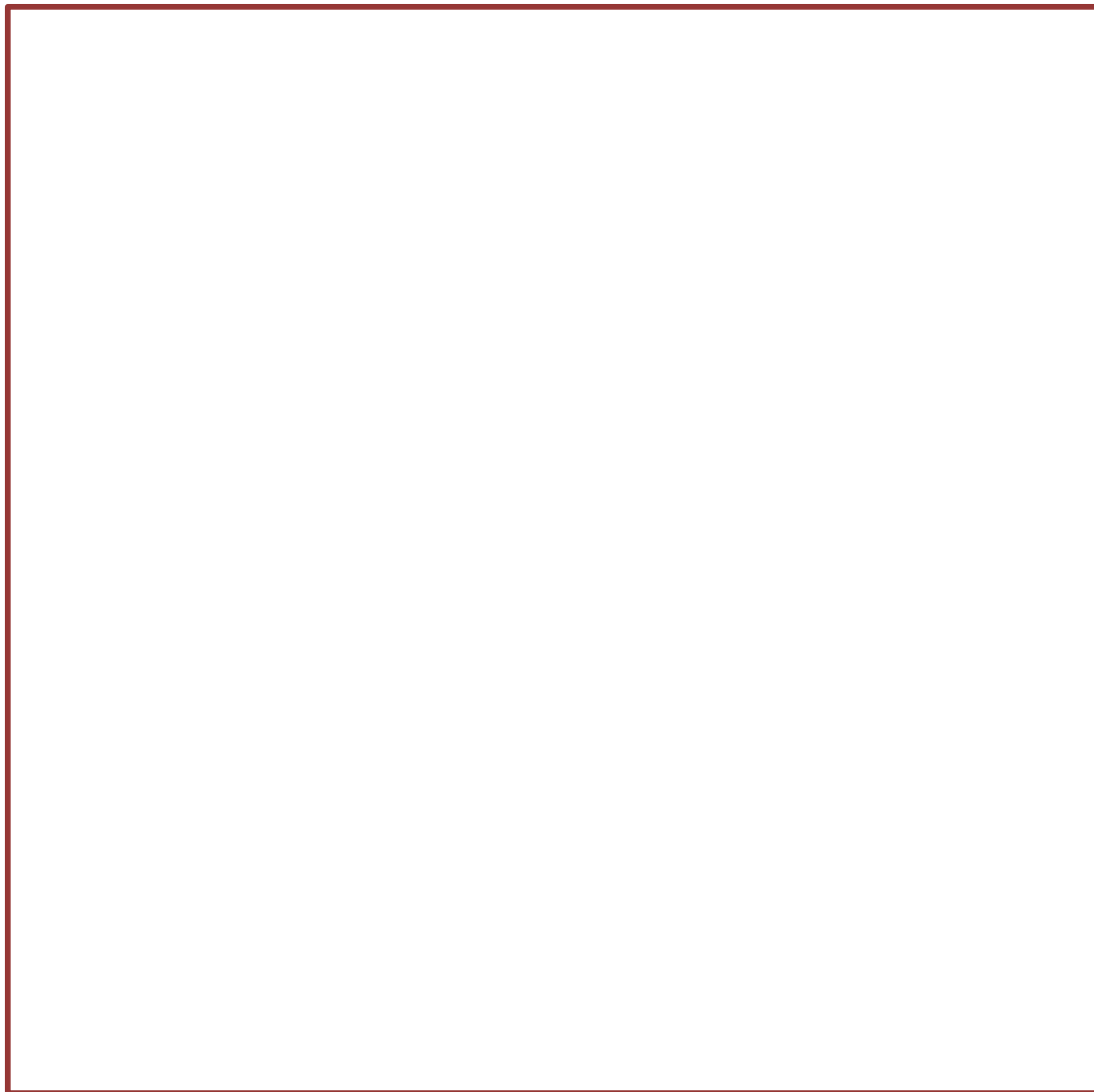
Documenting Global learning ...

Listen carefully to learners' thinking as they utilize the routine and engage with content—audio-record, videotape, take notes, take pictures. What strikes you about their thinking and engagement when using the routine? What is the range of responses you get from learners, what do they reveal about their developing global competence? Attach any documentation of learning when using routines, and beyond.

Reflecting on the exploration ...

What worked about your exploration, what could be different next time? What was striking about the nature of the discussion, the students' thinking and engagement, as well as your own engagement with the content when using thinking routines to educate for global competence? How would you adjust the lesson(s) and use of the routine in the future? What are you learning about your students, your teaching and yourself?

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Acknowledgements & Further Resources

Acknowledging Generous Support

Four Visible Thinking Bundles

The four bundles include:

- *Exploring Complexity*, which offers thinking routines for investigating complex objects, systems, perspectives, controversies and more, across the disciplines.
- *Pathways to Understanding: Developing Students' Memory & Note Taking Skills*, which leverages contemporary understandings of how memory works to advance both memory for and understanding of content.
- *Portable Knowledge,* which helps learners transfer what they learn in particular subjects to other contexts and studies far and wide.
- *Global Thinking*, this bundle.

Visible Thinking in Global Context

This bundle of thinking routines reflects the general approach of Visible Thinking. Visible Thinking provides a research-based method to integrate the teaching of thinking flexibly into content learning, a method that both deepens content learning and fosters the development of thinking skills and dispositions. The approach has been developed over a number of years at Project Zero of the Harvard Graduate School of Education by several researchers including the present authors, with the participation of several schools and funding from multiple sources. More recently, The approach has been extended intentionally to address the demands of preparing our youth to participate in globally competent ways in our unevenly interconnected world.

Besides the bundles referred to here, Visible Thinking offers many other thinking routines and ideas addressing various aspects of thinking and learning. There are two websites:

http://www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html

and http://pzartfulthinking.org/.

Two books by Ron Ritchhart and colleagues present a version of Visible Thinking that emphasizes cultures of thinking: *Making Thinking Visible* and *Creating Cultures of Thinking*.

Online courses from the Harvard Graduate School of Education offer an introduction: *Visible Thinking* and *Creating Cultures of Thinking* – see https://www.gse.harvard.edu/ppe/programs/online.

Independent Schools Victoria from time to time offers a three session general online introduction to Visible Thinking, called *Visible Thinking.*

For an accessible introduction to Global Thinking Routines see Boix Mansilla (2016) How to be a Global Thinker: Using global thinking Routines to create classroom cultures that nurture global competence. *Education Leadership 74* 4 10-16

For additional case studies and examples of global competence education see idglobal.gse.harvard.edu