

Perspectives on “Global Competencies” from Project Zero’s First 50 Years



PROJECT ZERO
FIFTY YEARS
HARVARD GRADUATE
SCHOOL OF EDUCATION



At the beginning, PZ’s research focused on investigating cognitive processing in the arts. This seminal work led researchers to expand to broader aspects of human potential including learning, critical thinking, creativity, and intelligence. In the recent decades, PZ research built on these rich traditions by exploring further fundamental questions of human potential as they relate to contemporary issues facing an array of educational settings—schools, families, museums, and businesses. To celebrate 50 years, PZers looked across the vast body of research and developed an organizing framework that includes nine research areas representative of many facets of the five decades of work. These nine areas include: The Arts, Assessment, Character and Ethics, Civic Agency, Creativity, Developing Understanding, Global Competencies, Intelligences, and Thinking. PZ created a brief overview of each of the 9 areas as stand-alone “booklets.” Each of the four-page booklets describes PZ’s research in the area along with a set of “PZ perspectives,” notes some big questions that are launching PZ into the future, lists key PZ projects, highlights important PZ quotes, offers a sample of notable PZ publications, and visualizes the main frameworks and ideas.

The artwork and graphic elements featured on these pages was created by our collaborators, dpict, a local graphic facilitation and design firm, along with Matt Riecken, PZ’s digital learning specialist.

GLOBAL COMPETENCIES

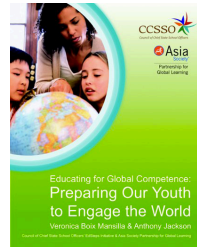
Every generation confronts the challenge of discerning what capacities and dispositions are the most important to nurture among its young people at a given moment in time. Today, given profound economic, digital, demographic, and environmental forces at work, promoting cultural and global understanding is clearly a priority at Project Zero. We see global thinking as the capacity to understand ourselves as well as people living in contexts different to our own; to make sense of the global issues of our times and take action toward societal wellbeing and sustainability; and to do so effectively and ethically in today's digital landscapes.

BIG QUESTIONS

How can we prepare our youth well for the changing demands of living in a globally connected and disconnected world?

How can we work deliberately and respectfully to expand opportunities for global and intercultural understanding for all children?

In what ways can we leverage our capacity to reach less well-served children and youth?



PZ PERSPECTIVES

Global competence involves cognitive, socio-emotional, and ethical dimensions as students investigate the world, recognize perspectives, communicate ideas, and take action.

Thoughtful cross-cultural inquiry and exchange involves examining our own perspectives, assumptions, and everyday lives as much as it does learning about those of other people.

Observing the world and listening to others carefully is a key component of cross-cultural exchange in our information-rich era of social media..

At this contentious and unstable moment, teaching for global competence and thoughtful cross-cultural inquiry is an urgent practical and moral necessity.

KEY PROJECTS

Interdisciplinary & Global Studies (2007 – current)

Future of Learning (2012 – 2016)

World In Portland (2012 – 2013)

Out of Eden Learn (2013 – current)

"In the interconnected world in which the vast majority of human beings now live, it is not enough to state what each individual or group needs to survive on its own turf. In the long run, it is not possible for parts of the world to thrive while others remain desperately poor and deeply frustrated. ... Further, the world of the future—with its ubiquitous search engines, robots, and other computational devices—will demand capacities that until now have been mere options." – Howard Gardner

"Contemporary societies are marked by new global trends—economic, cultural, technological, and environmental shifts that are part of a rapid and uneven wave of globalization. The growing global interdependence that characterizes our time calls for a generation of individuals who can engage in effective global problem solving and participate simultaneously in local, national, and global civic life. Put simply, preparing our students to participate fully in today's and tomorrow's world demands that we nurture their global competence." – Veronica Boix Mansilla

"In today's world, working collaboratively with people from different cultural backgrounds is a necessity, especially given contemporary patterns of migration, the interconnectedness of the global economy, and the complexity of collective challenges like environmental degradation and rising extremism. At the same time, public discourse is increasingly divisive and laden with stereotypes and mistrust. Now more than ever, we need to offer students opportunities to engage meaningfully with people who have different perspectives and life experiences from their own." – Liz Dawes Duraisingh



EDUCATING with the WORLD in MIND

PZ

HOW CAN WE
PREPARE
OUR **YOUTH WELL**
for the CHALLENGING
DEMANDS of LIVING
in a GLOBALLY CONNECTED
and DISCONNECTED WORLD?

IN WHAT WAYS CAN
PROJECT ZERO and
ITS COLLABORATORS
LEVERAGE THEIR
CAPACITY to **REACH**
LESS WELL-SERVED
CHILDREN
YOUTH?

HOW CAN WE WORK
DELIBERATELY
and **RESPECTFULLY**
to **EXPAND**
OPPORTUNITIES
for GLOBAL and
INTERCULTURAL
UNDERSTANDING for
all CHILDREN?

COGNITIVE

ETHICAL

SOCIAL-
EMOTIONAL

- **INQUIRING INTO**
and **UNDERSTANDING**
the WORLD and ITS LOCAL and
GLOBAL CONNECTIONS
- **TAKING and VALUING**
MULTIPLE PERSPECTIVES,
INCLUDING ONE'S OWN
- **COMMUNICATING**
RESPECTFULLY ACROSS DIFFERENCE
- **TAKING ACTION to PROMOTE**
**SOCIAL ENVIRONMENTAL WELL-
BEING**

YOUNG PEOPLE TODAY ARE GROWING UP in a TIME of TRANSFORMATION - a PERIOD THAT IS CHARACTERIZED by TECHNOLOGICAL ADVANCEMENT, UNPRECEDENTED MIGRATION FLOWS, ENVIRONMENTAL DEGRADATION, and ECONOMIC and POLITICAL POLARIZATION. UNEVEN GLOBAL DYNAMICS ARE GIVING RISE to UNPRECEDENTED OPPORTUNITIES to LEARN and GROW; THEY ARE ALSO DEEPENING EXPERIENCES of EXCLUSION and CULTURAL DISCONNECTION. AGAINST THIS BACKDROP, **SUPPORTING ALL YOUNG PEOPLE** to BECOME GLOBALLY & INTERCULTURALLY COMPETENT BECOMES an **URGENT EDUCATIONAL RESPONSIBILITY**.

-Veronica Boix Mansilla & Liz Dawes Duraisingh

NOTABLE PZ PROJECTS

TEACHING FOR UNDERSTANDING
ID GLOBAL
CULTURES OF THINKING
FUTURE OF LEARNING
GOOD WORK
OUT OF EDEN LEARN
WORLD IN PORTLAND
CREATING COMMUNITIES OF INNOVATION

KEY

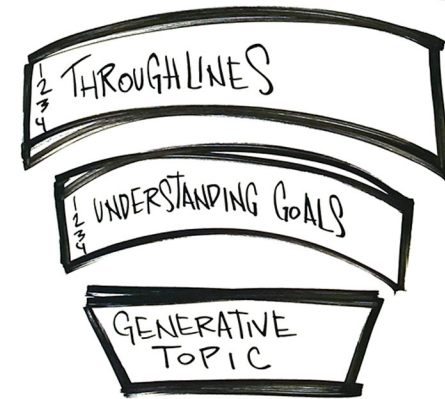
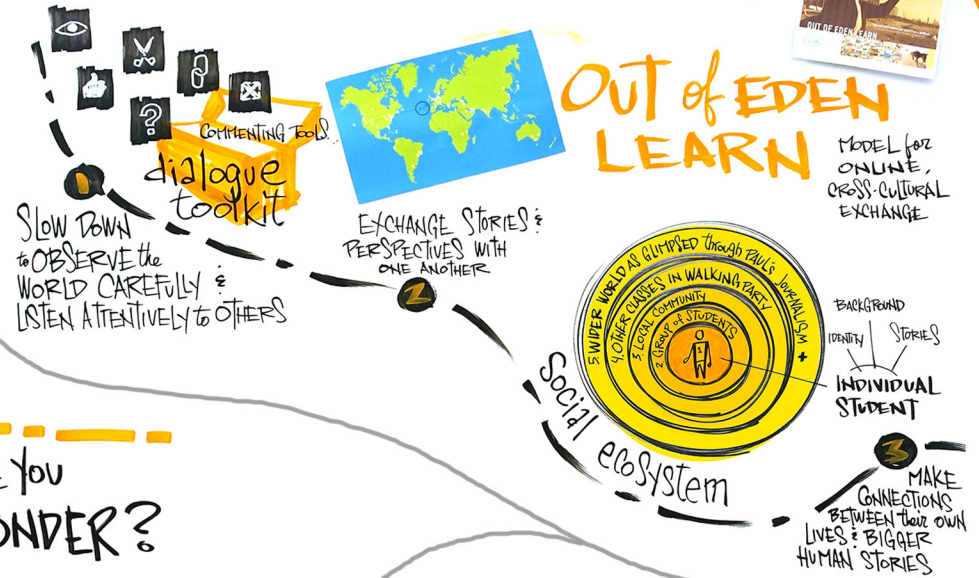
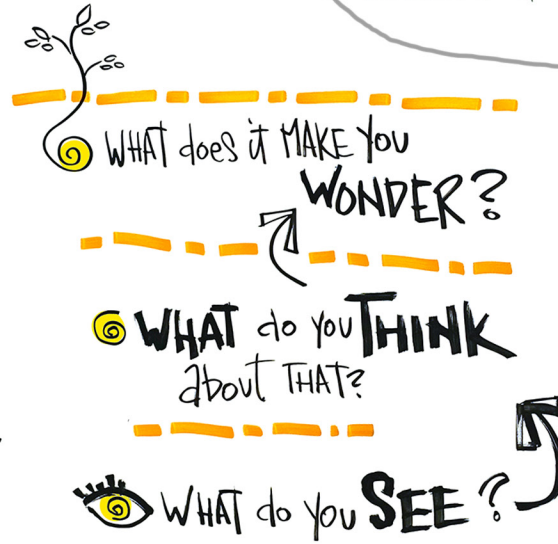
FRAMEWORKS

GLOBAL THINKING ROUTINES

focused
deep
CHARACTERISTICS of GLOBAL THINKING ROUTINES
visible
structured

3 flexible
Y S: WHY MIGHT THIS MATTER TO ME?
WHY MIGHT IT MATTER TO PEOPLE AROUND ME?
WHY MIGHT IT MATTER TO THE WORLD?

GLOBAL COMPETENCE



#	UNDERSTANDING PERFORMANCES	ONGOING ASSESSMENTS

TEACHING for UNDERSTANDING