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The Global School: Connecting Classrooms and Students Around the World

By William Kist

Study Guide

This study guide is a companion to the book *The Global School: Connecting Classrooms and Students Around the World* by William Kist. *The Global School* helps K–12 teachers prepare students for an increasingly flat world—a place where diverse people from divergent cultures learn and work together rather than in isolation.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or to focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or by an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or classroom, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a global school or classroom.

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Chapter 1

What Is Global Education?

1. Author William Kist suggests that the biologic root that our global culture sprang from has grown to encompass more. The world is open for exploration by Internet if not accessible in person. Do you agree or disagree? How has the “flattening” of the world affected instruction in your classroom?
2. New curriculum frameworks, such as the *Horizon Report* and National Education Technology Plan 2010, advocate preparing students to be global citizens. What does it mean to be a global citizen? What is your classroom doing to prepare students?
3. How is the concept of the global school emphasized in Western and Northern Canadian Protocol?
4. Kist points out that not everyone views the globalization of education positively. What barriers, if any, does your classroom face in creating a global culture? What findings does the author offer to combat opposition to a global culture?

Chapter 2

The World Within Your Classroom

1. The ideas in chapter 2 require just one computer wired with the Internet, illustrating that classrooms don't have to be exceptionally wired to access global education resources. How is the Internet a good place to start for educators who want to get a feel for the power of internationalizing a classroom?
2. What is the first step in working toward a more global curriculum? What resources does your school have to get kids in touch with international texts? What online databases are available to help teachers and students access student-oriented, international texts?
3. What is a global traveling trunk? How can the concept of traveling trunks be expanded into a low-tech assignment?
4. Media educator Frank W. Baker suggests encouraging students to read international news as a means to globalize classrooms. How can teachers incorporate this idea into their curriculum? How does Baker's recommendation support Common Core State Standards?
5. What curriculum models for internationalizing the curriculum does *The Global School* provide? Which can you adopt in your classroom?

Chapter 3

The World Across Classrooms

1. What strategies does the author offer for connecting with faraway schools? Which could you use in your classroom?
2. In chapter 3, educator Chad Everett Allan contends that foreign language plays a role in global education curriculum, stating that “Global education provides [a reason] for our students to communicate in the target language, compare their own culture with another as a process of learning, and . . . connect with real opportunities to speak and experience ‘self’ through communication” (p. 42). Do you agree? What role do foreign language and foreign language instructors play in your global classroom?
3. How does the Global Education Conference benefit teachers and students?
4. What tools will you need to create your own flat-classroom project? What resources has your school or district made available to support you?
5. What role does student blogs play in connecting classrooms around the globe? How can teachers incorporate blogging into curriculum or classroom culture?

Chapter 4

The Classroom in the World

1. What is a global diploma? What skills does it emphasize? In what ways is it more advantageous than standardized tests?
2. How can you use the THINK Global School as a template for setting up virtual field trips that are multidisciplinary in nature?
3. How is online learning blurring the line between homeschooling and traditional schooling? What ways can instructors of students who are homeschooled promote the flat-world concept?
4. What alternative schools exist to foster globalization? How do alternative schools make it possible to support globalization?

Chapter 5

Getting Started

1. Kist states that the power of physical places may have been overestimated as it pertains to education. What relevance do the four walls of classrooms have in globalization? Does online learning make it possible to “do” school anywhere at any time?
2. What are the benefits of personal learning networks (PLNs)? How can you grow yours?
3. What kind of dialogue should teachers have with their students before embarking on a global project?
4. The author cautions educators to be passionate, yet realistic, about pursuing a global classroom. Consider how much time and resources you can devote to create a global classroom. How can you prioritize steps to create a global learning space?