

# Guidebook: Preparing Globally Competent Teachers Through Cross-Cultural Experiential Learning

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## Introduction

As teacher educators we strive to ensure the teachers and teacher candidates with whom we work are prepared to meet the demands of the profession, but we also feel that we need to prepare teachers with more than academic and professional knowledge. Our world is changing rapidly as culture, ideas, conflicts, and issues transcend borders. Young people deserve to have globally competent teachers who are able to design engaging curriculum and prepare students to participate fully in a global society.

Developing globally competent teachers and teacher candidates can be challenging and the extant research paints a sobering picture. Education programs are among the least internationalized on U.S. campuses (Longview Foundation, 2008) and coursework for pre-service teachers in global education is limited (Kirkwood-Tucker, 2009). Global education, when taught, is infused in courses that focus on culture and diversity (Parkhouse, et al, 2015). In fact, opportunities in teacher preparation and professional development have not kept up with the demands and needs of a global society (O'Connor & Zeichner, 2011; Osler & Vincent, 2002), which leads to teacher discomfort teaching courses that cover world issues and global content (Rapoport, 2010).

Several national and international organizations recommend preparing young people for a globalized world as an imperative in education (e.g. NEA, 2010, 2013-2014; Partnership for 21<sup>st</sup> Century Skills, 2011; World Savvy, 2015; UNESCO, 2015). Unfortunately, global education receives little attention in the K-12 school curriculum (Rapoport, 2009). American students have little knowledge about the world and global issues (Merryfield, 1998) and lack cross-cultural awareness and perspective consciousness (Merryfield & Subedi, 2003). When global education is taught, curricula, teaching practices, and teacher perceptions reinforce American exceptionalism and the “us/them” binary of American citizens and the rest of the world (Gaudelli, 2003; Hong & Halvorsen, 2010; Merryfield & Subedi, 2003). Current global education practices may unintentionally increase misunderstanding and perpetuate stereotypes (Crocco, 2010; Merryfield & Wilson, 2005; Ukpokodu, 2010).

The authors of this guidebook are among those teacher educators on the frontlines in the development of globally competent teachers and teacher candidates. For the past several years we co-taught stand-alone global education courses, middle childhood social studies methods courses, and offered professional development to in-service teachers. We are fortunate to have the opportunity to review research, generate ideas for teaching, design and implement curriculum, and engage in pedagogical tinkering to refine our craft. Core to our efforts is a commitment to engage teachers and teacher candidates in cross-cultural experiential learning opportunities. In this guidebook, we

showcase different approaches we employ to enact cross-cultural experiential learning. We are also grateful for generous funding and support from the Longview Foundation in our efforts.

In our experience, we quickly learned that preparing globally competent teachers takes a village. Collaboration and the formation of partnerships are essential for creating high-quality cross-cultural experiential learning opportunities for teachers and teacher candidates. We also learned there is no prescriptive path toward the development of globally competent teachers. The development of globally competent teachers is a journey and not a destination; thus, there is some irony in creating this guidebook to share our work and are committed to ongoing cycles of refinement and development.

In this guidebook, offer the following:

- A research-based approach to developing globally competent teachers through cross-cultural experiential learning
- Links embedded in this document to the curricular resources we use or developed for courses and professional development
- Pedagogical practices and teaching resources that can be implemented by others, yet are scalable for adaptation
- References to encourage further research
- Contact information so that we may be of service to others who endeavor on their own journey toward the development of globally competent teachers

## Global Competencies

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Ultimately, the goal of our work in teacher education is the development of globally competent teachers and teacher candidates. Global competence is defined as “the capacity and disposition to understand and act on issues of global significance” (Boix-Mansilla & Chua, 2016, p. 3). To facilitate the development of globally competent citizens, we need teachers who possess “a body of knowledge about world regions, cultures, and global issues, and the skills and dispositions to engage responsibly and effectively in a global environment” (Longview Foundation, 2008, p. 7).

Global competencies of teachers include: knowledge of global issues and international subject matter; pedagogical skills to teach students analytical thinking and critical awareness of worldviews that are needed to consider multiple perspectives; and a commitment to helping students become ethically and responsible citizens globally and locally (Longview Foundation, 2008).

If global competencies are an outcome of teacher preparation and professional development, scholars recommend assessing global competence development using a variety of assessment tools (Andreotti, 2006; Boix-Mansilla & Jackson, 2011). In our work with teacher candidates and in-service teachers, we use the following assessment tools (linked to the original resources):

- [My Cultural Awareness Profile](#)
- [PISA Global Competencies](#)
- [Asia Society – Global Competence Outcomes and Rubric](#)

For the teacher preparation courses we teach, we administer each assessment tool at the beginning and end of the semester with all our teacher candidates. In addition to the assessment tools listed above, we assign critical reflection journals with framing questions that align to different global competencies. Critical reflection journals are an ongoing assignment and entries are written at the culmination of each educational experience and/or opportunity. Administering the assessment tools and assigning ongoing critical reflection journals offers a holistic approach to evaluate teacher candidates’ overall development of global competencies and as a consequence of participation in various educational experiences.

## **Framing Paradigm: Global Citizenship Education**

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Global competencies for students and teachers are articulated as learning outcomes in three domains: knowledge, skills, and dispositions. Together, development in these domains works to prepare learners' capacity toward the goal of becoming active and responsible global citizens. Educators now have access to a wide range of research and resources to support course design and curricula toward the development of global competencies (Asia Society, 2011; Committee for Economic Development, 2006; Hanvey, 1976; Longview Foundation, 2008; National Research Council, 2007; Osler & Vincent, 2002; Standish, 2012, 2014). These resources represent competing perspectives, multiple disciplines, and promote different approaches, which is sometimes difficult to navigate.

As we began to design our program and curriculum for teachers and teacher candidates, we evaluated different frameworks and approaches. Global Citizenship Education (GCE) is the framing paradigm we chose to conceptualize our approach to developing global competencies with teachers and teacher candidates. As a framing paradigm, GCE helps teacher educators determine the priorities for learning across three conceptual dimensions of a learning process: cognitive, socio-emotional, and behavioral (UNESCO, 2015). In our view, GCE is a coherent framework that informs our curricular development and aligns with our goal of developing global competencies and is easy to communicate with educators and students. Please refer to the Teaching Resources section for teaching ideas aligned with the GCE framework.

## Global Citizenship Education Framework

<b>Cognitive Dimension</b>	
<b>Topic 1: Local, national and global systems</b>	Goal is for students to be able to identify governance structures and decision-making processes and dimensions of citizenship.
<b>Topic 2: Issues affecting interaction and connectedness of communities at local, national and global levels</b>	Goal is for students to be able to investigate the reasons behind major common global concerns and their impact at national and local levels.
<b>Topic 3: Underlying assumptions and power dynamics</b>	Goal is for students to be able to differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives.
<b>Socio-Emotional Dimension</b>	
<b>Topic 4: Different levels of identity</b>	Goal is for students to examine different levels of identity and their implications for managing relationships with others.
<b>Topic 5: Different communities people belong to and how these are connected</b>	Goal is for students to be able to compare and contrast shared and different social, cultural and legal norms.
<b>Topic 6: Difference and respect for diversity</b>	Goal is for students to be able to cultivate good relationships with diverse individuals and groups.
<b>Behavioral / Taking Action Dimension</b>	
<b>Topic 7: Actions that can be taken individually and collectively</b>	Goal is for students to be able to discuss the importance of individual and collective action and engage in community work.
<b>Topic 8: Ethically responsible behavior</b>	Goal is for students to understand the concepts of social justice and ethical responsibility and learn how to apply them in everyday life.
<b>Topic 9: Getting engaged and taking action</b>	Goal is to work with students to identify opportunities for engagement and initiate action.

## **Perspectives of Global Citizenship Education**

There are three dominant perspectives of GCE offered in the literature: a technical-economic approach, social justice approach, and an interrogative approach (DiCicco, 2016; Dill, 2013; Kopish, 2017; Marshall, 2011; Parker & Camecia, 2009). The first, a technical-economic agenda, is a market-driven approach to prepare learners for economic competition and is found in college and career readiness discourse that emphasizes workforce preparation. The second, a social justice approach, encourages learners to investigate global issues of power and privilege in local-global contrasts from multiple perspectives and empowers people to take action and interrupt injustices. The third, an interrogative approach, critically questions dominant Western ideals and notions of progress, development, global citizenry, human rights, and neoliberal policies.

In our efforts to develop globally competent teachers through GCE, we adopt a social justice approach. This approach is issues-centered (i.e. war, refugees, food insecurity) and explores principles, such as human rights, cultural diversity, democracy, and tolerance. A social justice approach encourages teachers to engage in critical inquiry to develop an understanding of global issues and how nations are implicated at local and global levels. This approach also promotes engagement in intercultural perspectives and empowers people to take action and interrupt injustices.

## **Global Citizenship Education and Teacher Preparation Standards**

The accreditation requirements of teacher preparation coursework make for a crowded curriculum, which may make some teacher educators skeptical of adding or infusing GCE or developing global competencies with teacher candidates. Research by Kirby and Crawford (2012) indicate policymakers have already begun to incorporate global competencies in various professional standards for teachers (i.e., CAEP, 2013; CCSSO, 2013; NCATE, 2008) and Kopish (2017) argues GCE compliments existing standards for developing teacher candidate content knowledge and preparing candidates to meet the needs of diverse learners.



## Alignment of Global Citizenship Education Dimensions and Teacher Preparation Standards

Conceptual Dimensions of GCE	Example Teacher Preparation Standards
<p><b>Cognitive</b> – To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations (UNESCO, 2015, p. 15).</p>	<p><b>CAEP Standard 1: Content and Pedagogy</b> The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p> <p><b>InTASC Standard 5 – Application of Content:</b> “The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues” (CCSSO, 2013, p. 8).</p>
<p><b>Socio-emotional</b> – To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity (UNESCO, 2015, p. 15).</p>	<p><b>NCATE Diversity Standard:</b> Requires teacher candidates “reflect multicultural and global perspectives that draw on the histories, experiences, and representations of students and families from diverse populations” (NCATE, 2008, p.36).</p>

Recent student data indicate that the majority of United States students are culturally and linguistically diverse (NCES, 2013) and one in five students are children of immigrants (Rong & Preissle, 2009). To support a growing population of culturally and linguistically diverse learners and engage respectfully with families whose citizenship transcends nation-state boundaries requires globally competent teachers.

## Research-Based Practices to Develop Globally Competent Teachers

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An analysis of relevant review of research on practices to develop globally competent teachers yielded three core practices: 1) international and cross-cultural experiences, 2) teaching diverse content, multiple perspectives, and engage in critical inquiry, and 3) design authentic opportunities to take action.

### International and Cross-Cultural Experiences

International immersion experiences, such as student teaching and study abroad, continue to be the gold standard for developing global competencies in teachers (Cushner & Mahon, 2002; Merryfield & Kasai, 2010; Pence & Macgillivray, 2008). Unfortunately, education programs are among the least internationalized on campuses in the United States (Longview Foundation, 2008), thus the benefits of such international experiences reach far too few teacher candidates. In lieu of international experiences, we recommend teacher educators leverage the global assets on their campuses and communities to engage teacher candidates and in-service teachers in cross-cultural experiential learning to develop global knowledge and skills for communicating with and learning from different cultures (Merryfield & Wilson, 2005). Cross-cultural experiential learning allows teachers to practice learning from multiple perspectives and worldviews (Merryfield & Kasai, 2010; Ukpokodu, 2010). In addition, engaging in intercultural dialogue helps to develop cross-cultural awareness, relationships, and communication skills (Braskamp & Engberg, 2011; Crose, 2011).

### Diverse Content, Multiple Perspectives, and Critical Inquiry

Previous research demonstrates American K-12 students have little knowledge of world and global issues (Myers, 2006; Rapoport, 2009; 2010). As teacher educators, we should infuse global content in our courses and teach diverse content about countries and regions outside the United States including understudied regions outside the Western world (i.e., Africa, Asia, Latin America, and the Middle East) and design rich curriculum that includes multiple perspectives, voices, and experiences of the world's people (Carano, 2013; Merryfield & Subedi, 2003; Poole & Russell, 2015). Opportunities for teachers to learn from different perspectives and points of view facilitate the development of perspective consciousness and encourage reflexivity (Andreotti, 2006). Finally, teacher educators should model pedagogy of

comparisons through cross-case analysis of global issues (Boix Mansilla & Chua, 2016) and promote critical inquiry so that teachers can practice investigating root causes of global issues, such as legacies of power and inequality (O'Connor & Zeichner, 2011).

### **Authentic Opportunities to Take Action**

A social justice approach to GCE requires an overt commitment among educators to develop the capacity for responsible engagement as global citizens both in and outside the classroom (Andreotti, 2006; DiCecco, 2016; Ibrahim, 2005; UNESCO, 2015). Curriculum that engages teachers and teacher candidates through international and cross-culture experiences, includes diverse content, promotes learning about local/global issues from multiple perspectives and teaches skills associated with critical inquiry fosters greater awareness of personal and social responsibility and the impact of one's choices on others. Thoughtfully designed global experiences and support from globally competent teachers can motivate students and help to cultivate individual agency that is necessary for people to take action and affect change.

## Examples of Pedagogical Practices in the Development of Globally Competent Teachers

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Before sharing examples of the pedagogical practices we employ, we offer a gentle reminder this is not prescriptive. Rather, this is a showcase of different practices that were enacted with teacher candidates in courses and with teachers during a professional development workshop.

### 1. Diversity Presentations

Teacher candidates enter into teacher preparation programs from K-12 experiences that emphasize American exceptionalism and contributions from the dominant culture (Agresto et. al, 2003; Leming, Ellington, & Porter, 2003). Exclusion of diverse content, voices, and perspectives contributes to limited knowledge about the world and global issues (Merryfield, 1998), a lack of cross-cultural awareness and perspective consciousness (Merryfield & Subedi, 2003), and perpetuates misunderstanding and stereotypes (Crocco, 2010; Merryfield & Wilson, 2005; Ukpokodu, 2010). As educators, we can interrupt this type of learning by teaching diverse content about countries and regions outside the United States and the Western world. It is imperative for teacher educators to involve teacher candidates to explore multiple perspectives and worldviews of the world's people (Carano, 2013; Merryfield & Subedi, 2003; Poole & Russell, 2015).

One strategy is to invite diverse people and perspectives into our classrooms provided it is done with intentionality and purpose. By intentionality and purpose, we mean that the presentation should align to one or more of the topics in the Global Citizenship Education framework. For example, an educator could invite people to speak on topics that directly work to interrupt misunderstanding and stereotypes. Below are some examples of the titles of the diversity presentations we incorporated in our courses:

- *Reducing Stereotypes and Myths to Teach About Islam and Interrupt Islamophobia*
- *Debunking Myths of Africa*
- *Critical Perspectives from One's Lived Experience in Iran*

Another strategy involved bringing in a small group of people to speak on a particular topic. One that we found to be highly engaging for teachers and teacher candidates is a panel discussion on religious practices of global faiths

and how to teach religion in schools. For this panel, we invite representatives from different religious student organizations on campus or the community. We provide discussion questions (see below) in advance and moderate the discussion to ensure the interactions are respectful and educational.

### **Religious Panel Discussion Questions for Facilitator**

#### **General Question for Discussion**

1. What is faith?
2. What are some of the key holidays, traditions, expressions, and practices?
3. In what ways has religion inspired art, music, and literature?
4. What are some examples of key scriptures and what is their meaning?
5. To what extent does your religion influence contemporary life?
6. What are some myths and stereotypes about your religion? How are these addressed to inform members of the public?
7. What does the religion profess about the afterlife?

#### **Religious Perspectives on Core Controversies**

1. Why do people still believe in religion?
2. Are religion and science incompatible?
3. Where does your religion stand on:
  - a. Human rights?
  - b. Homosexuality?
  - c. Forgiveness?
  - d. Violence?
  - e. Peace
  - f. Democratic values like liberty and justice?
4. How should teachers teach about religion?

A panel discussion that was insightful for teachers and teacher candidates' involved six international students who were invited to discuss the concept of global citizenship. This particular group of students and the topic helped teacher candidates to engage in multiple perspectives beyond Western notions of citizenship and the critically discuss the concept of a nation-state.

The possibilities are limitless for diversity presentations, but require thoughtful consideration of one's classroom and students and the purpose or goals of the presentation.

## 2. Cross-Cultural Experiential Learning

Study abroad is the gold standard for cross-cultural experiential learning, but on increasingly diverse campuses, teacher candidates can participate in cross-cultural experiential learning without a plane ticket and jet lag. For example, teacher educators can collaborate with student organizations and campus-based programs to create unique cross-cultural experiential learning opportunities that model global perspectives and allow to students to practice with multiple perspectives and worldviews (Merryfield & Kasai, 2010; Ukpokodu, 2010) and engage in intercultural dialogue (Braskamp & Engberg, 2011; Crose, 2011). Opportunities for teacher candidates to meet and talk with people from different cultures helps develop cross-cultural awareness and perspectives, build cross-cultural relationships, and practice cross-cultural communication skills.

While there are many ways to design and enact cross-cultural experiential learning opportunities, we found three to be helpful toward the development of global competencies among teacher candidates: 1) workshops that engage teacher candidates in structured cross-cultural conversations, 2) the development of a certificate program in partnership with a international program on campus, and 3) cultural immersion in local communities. In the space below, we highlight some of the design features of each.

### 2.1 - Cross-Cultural Conversations

We engage teacher candidates in cross-cultural conversations through a three-hour workshop that is enacted in all the education courses we teach. We work closely with different organizations on campus and through personal connections and invite students from different countries of origin to participate as conversation partners. For many of our teacher candidates, this workshop is their first experience engaging in a sustained and meaningful conversation with someone from another culture.

The first hour of the workshop addresses the question: What is cross-cultural conversation? As a whole class we engage teacher candidates through an interactive presentation to:

- Define core concepts: cross-cultural conversation, microaggression, and privilege.
- Participate in skill-building exercises based on three articles that we distribute and read in class: 1) [10 Ideas for Cross-Cultural Conversation](#); 2) [Having a Difficult Conversation with Someone from a Different Culture](#); 3) [Non-verbal Behavior in Cross-Cultural Interactions](#).

Following the interactive presentation, we assign teacher candidates to small groups of 4-5 with one conversation partner. We briefly present background on one current event news story from the country of origin of the conversation partner, such as: Brexit – Britain; women driving – Saudi Arabia; story of San people – Botswana; Kurdish conflict – Turkey; political prisoners and sale of body organs – China; protests against corruption – Brazil. Teacher candidates are then given an opportunity to write out questions they would like to ask their conversation partner.

During the second hour, conversation partners are introduced to the class and small groups are assigned to different locations to engage in conversations. In our experience, we found that not sharing the current event topic in advance with conversation partners led to more authentic reflections and richer perspective sharing. Conversations typically begin with introductions, move to shared interests and common connections, followed by a discussion of the current event.

In the third hour, the workshop culminates with a panel of the conversation partners for a large group discussion. We facilitate discussion with a series of questions about the current event and ask how it was discussed in small groups. Teacher candidates are encouraged to ask additional questions during the panel discussion. To illustrate, during one panel discussion teacher candidates wanted to know more about Kurdistan since they didn't know it existed. In another example, teacher candidates expressed curiosity about perspectives on colonialism, which was discussed by someone from Botswana and from Britain.

The structure of cross-cultural conversations is particularly helpful for novice teachers and teacher candidates or those with little experience speaking to someone from a different culture.

## **2.2 - International Cultural Understanding Certificate Program**

The cross-cultural conversations workshop is designed for one or two class periods. Feedback that we received from teacher candidates indicated the power of the workshops and desire to have extended interactions with people from different countries of origin. In response, we partnered with an intensive English program on campus and collaborated to redesign a certificate program that was mutually beneficial. For the teacher candidates, participation in our program resulted in a certificate for their professional portfolio; for the students in the intensive English program, they received structured opportunities to practice conversational English. Both groups of students benefit as they

develop global knowledge and skills for collaborating and communicating with different cultures.

To maximize participation the certificate program, it is a requirement for all intensive English students and built in as a core assignment in teacher education courses. Earning the certificate involves successful completion of three core components. The first component is a series of hour-long workshops designed to promote intercultural awareness and understanding:

- **Workshop 1: Intercultural Communication and Understanding** – Participants develop skills for intercultural communication and explore identity, cultural myths, and stereotypes. (This workshop is complete separately for the two groups)
- **Workshop 2: Intercultural Interviews** – All students are assigned conversation partners and prepare questions prior to the workshop. During the workshop, conversation partners meet to engage in introductory discussions to learn about each other.
- **Workshop 3: Cultural Tour** – There are two variations of this workshop. One is done virtually; students prepare 10 slide multimedia presentations to share with their conversation partner. The slides should contain visual/audio information about one's self, experiences, hobbies/interests, and other things that are important their sense of being. The second is done as a guided walking tour on campus; each student showcases locations (i.e. places of interest, hangouts) that are within walking distance. While walking, students are to have conversations about their lived experiences on campus and/or in the community.
- **Workshop 4: Global Issues Discussion** – In this workshop, conversation partners are paired to form a group of four to discuss three issues/problems in their respective countries (i.e. poverty, discrimination, pollution, violence, education, human rights), personal connections or perspectives about the issues discussed, and to generate ideas to solve the issues.
- **Workshop 5: Intercultural Potluck** – The culminating workshop is an opportunity for conversation partners to bring a dish to share (i.e. childhood food, favorite food) and learn about food and culture through dinner conversations.

The series of five workshops are help during regular class meeting times of the teacher education courses. Students are assigned conversation partners and complete all workshop activities with the same partner.

The second component of the certificate program is a requirement to participate in two Conversation Hours hosted by the intensive English program. Conversation Hours occur outside of regular course meeting times and is open



to all university students. During Conversation Hours, intensive English program directors set up tables for 4-6 participants; half of which are domestic students and half international students. Each table is provided a card with several discussion questions or topics.

The third component is a requirement to attend seven different cultural events sponsored by campus or community organizations. Attendance at cultural events occurs outside of regular course meeting times. Conversation partners are encouraged to attend together, but there is no requirement. An event calendar is provided to all students who must attend at least one event sponsored by the intensive English program, at least one event sponsored by the International Student Union, at least one event sponsored by the Multicultural Center, and four events of the students' choosing.

Upon completion of each workshop and all components, teacher candidates are required to respond to guiding questions in critical reflection journals.

### **2.3 - Immersion Experiences**

Another more involved type of cross-cultural experiential learning is an extended cultural immersion experience. It is important to note that immersion experiences for teacher candidates can take on many forms, such as study abroad or international student teaching, but there are also opportunities to design immersion experience that leverage local or regional assets.

We established partnerships with several community organizations in a large metropolitan area (Columbus, Ohio) that is home to large populations of immigrants and refugees. Columbus, Ohio is home to the second largest community of Somali immigrants in the United States so many of the community organizations with whom we partnered work directly with the this population. Through our partnerships, the stakeholders met to co-plan a 3-day immersion experience that allowed teacher candidates to engage with immigrants, refugees, and learn from the community organizations that offer support. Academically, we designed critical and reflective curriculum to support teacher candidate learning before, during, and after the immersion experience. Below is a snapshot of the activities.

#### **2.3.1 - Pre-Immersion Activities**

Prior to the departure date, we designed and enacted two hour-long workshops to introduce teacher candidates to the community of our immersion experience.

## Workshop One

1. 3-minute free-write: What is Somali culture? What do you expect to learn in Columbus?
2. Discuss the iterative relationship between multiple communities and identities.
  - a. Intersectionality activity: Have teacher candidates create a pie chart and self-identify percentages using social identity categories (i.e. religion, gender, race/ethnicity). Engage teacher candidates in small group discussions of how the categories of social identity inform their worldviews and perspectives.
  - b. Provide a copy of the [Matrix of Oppression](#) to facilitate a discussion of social identity categories and privilege
3. Share the [Anti bias framework](#) with teacher candidates and highlight the goals in Diversity standards. Have teacher candidates analyze media stories about the community to identify how aspects of identity get elevated in the media: negative associations (i.e., stereotypes, bias, prejudice) and how language and discourse is used in the articles.
  - a. *(Note: At the time of our immersion experience, the media stories focused on: 1) the Somali community reaction to the travel ban articulated in Executive Order 13769 entitled Protecting the nation from Foreign Terrorist Entry into the United States; 2) a machete attack carried out by a Somali college student.*
4. Closing discussion: How can we critically interpret the stories and messages we receive from the media?
5. Preparation for Workshop Two
  - a. View [photo journal](#) of Somali diaspora
  - b. Watch the following videos: [US-Somali community fears travel ban](#); [They make Muslims feel un-American](#); [Somalia's where it's at!](#)

## Workshop Two

1. Display pictures of works from Somali artists and hand out [Somali poetry](#). Have teacher candidates interpret the messages the artists are trying to convey.
2. Show clips from [History of Somalia & Somaliland](#) documentary. *(Somali community leaders shared this video during itinerary planning meetings. They felt it provided historical context to establish push factors for the Somali diaspora)*
3. Video conference/recording: Share a message from community partners.

4. Brainstorm discussion: What are community assets? How does community influence identity? Create list that is visible to all teacher candidates.
5. Small group discussion: Generate a list of questions to ask during the immersion.
6. Review itinerary and address student questions.

### Materials and Organization

For the immersion experience, all teacher candidates were provided one small wire bound notebook (e.g. steno book) for note taking, responses to critical reflection questions, and to use as a reference for debriefing activities at the end of each day.

One professor and three graduate students served as leaders of small groups of teacher candidates throughout the immersion experience. This organizational scheme helped to manage overall logistics of the experience. For example, small groups were assigned to vans for travel; groups were split in order to expedite meals; and at times, smaller groups were more manageable for community partners who had limited space. Perhaps most importantly, small groups allowed leaders to complete debriefing activities (see Teaching Resources section) at the end of each day, which allowed for more engaged and reflective discussions.

### ***2.3.2 - Sample Immersion Itinerary***

#### **Day One - Learning about the Somali community from leaders and organizations**

<b>Time</b>	<b>Event</b>
8:30 am – 9:00 am	Load vans
9:00 am – 10:30 am	Travel to Columbus
10:30 am – 12:30 pm	Meet with President of Somali Community Association of Columbus <ul style="list-style-type: none"> <li>• History of Somali Community</li> <li>• Background on Somali Community Association of Columbus</li> </ul>
12:30 pm – 2:00 pm	Lunch at local restaurant in Somali community
2:00 pm – 3:00 pm	Local driving tour of Somali-owned businesses and stop at Global Mall
3:00 pm – 5:00 pm	Meet with Somali community leaders for cross-cultural conversations workshop
5:30 pm – 7:00 pm	Dinner at local restaurant in Somali community

7:00 pm – 8:00 pm	Meet in teams for Day One debriefing activities (see Teaching Resources section)
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### **Day Two – Learning about education and community services that support the Somali community**

<b>Time</b>	<b>Event</b>
7:30 am – 9:00 am	Breakfast at Hotel
9:00 am – 11:00 pm	Group 1: Travel to Columbus State Community College to discuss community outreach efforts to support Somali youth and family education  Group 2: Travel to local schools in Somali community to meet with teacher and administrators
11:00 am – 12:30 pm	Lunch at local restaurant in Somali community
1:00 pm – 3:00 pm	Trip to Community Refugee and Immigration Services <ul style="list-style-type: none"> <li>• Cross-cultural communication workshop</li> <li>• Understanding the refugee/immigrant experience</li> <li>• Role in community and essential services</li> </ul>
4:00 pm – 5:30 pm	Meet with directors of Lau Resource Center for English Learners to discuss ELL/LEP education in Ohio
5:30 pm – 7:00 pm	Dinner at local restaurant in Somali community
7:00 pm – 8:00 pm	Meet in teams for Day Two debriefing activities (see Teaching Resources section)

### **Day Three – Learning about Islam and the role of religion in the community**

<b>Time</b>	<b>Event</b>
7:30 am - 9:00 am	Breakfast at Hotel
9:00 am – 11:00am	Visit Noor Islamic Cultural Center for presentation about Islam and discussions about the role of Islam in the community
11:00 am – 1:00 pm	Participate in community potluck at Noor Islamic Center
1:00 – 2:00 pm	Meet in teams for Day Three debriefing activities (see Teaching Resources section)
2:00 pm	Travel back to campus

### **2.3.3 - Post-Immersion Activities**

At the end of the immersion experience, teacher candidates completed the following activity:

***Reflecting on your expectations of this immersion experience, think about your own personal growth, role as an educator, and global citizenship.***

***Prepare a 5-10 slide presentation with responses to at least two questions per theme. Include images from the immersion experience and excerpts from your critical reflection journal. Presentations will be delivered in groups of 3.***

Theme	Questions to Consider
Personal Growth	<ul style="list-style-type: none"> <li>• Were your expectations met? Why or why not?</li> <li>• What did you learn about yourself in the process?</li> <li>• How do you feel you have changed from this experience?</li> <li>• What are some strategies you used to engage in meaningful conversations and managing relationships with members of the community?</li> </ul>
Role as an Educator	<ul style="list-style-type: none"> <li>• How do you think this experience will impact your educational studies and teaching career?</li> <li>• What are two most important educational challenges facing students in the community and how would you address them as a teacher?</li> <li>• What opportunities exist for students who parents immigrated to the U.S.?</li> <li>• From this experience, what are two cultural assets in the community that should inform education policy makers?</li> </ul>
Global Citizenship	<ul style="list-style-type: none"> <li>• How might you describe the difference between an immersion experience and attending a cultural festival or traveling as a tourist?</li> <li>• How might interactions with community members differ, why?</li> <li>• Did you encounter an opinion or perspective on something or an outlook that was new to you? How did you respond?</li> <li>• What are some global connections you can make from your local experience?</li> <li>• What are some potential opportunities for engagement and ways to take action in the community?</li> </ul>

### **3. Authentic Engagement with GCE**

A social justice approach to GCE requires a reflective, critical, and political pedagogy (Myers, 2010; Pashby, 2012), one that offers educational opportunities to investigate global issues of power and privilege from multiple perspectives and empowers people to take action and interrupt injustices. With teacher candidates, we offer two opportunities for authentic engagement with GCE: a critical country study and participation in an after school program.

#### **3.1 Critical Country Study**

A core assignment in all courses engages teacher candidates through one of the unique features of Global Citizenship Education: a critical investigation of international crises, problems, issues, and global power structures. While there are many different global issues one could choose for an inquiry, human experiences of refugees served as the milieu for the critical inquiry (Kopish 2016, 2017). For the critical country study, teacher candidates explore push/pull factors of migration in several understudied regions of the world: Latin America, the Horn of Africa, the Middle East, and regions of Asia.

In collaborative groups, teacher candidates self-select top source countries of refugees for the inquiry project. By design, focusing on top source countries of refugees allows teacher candidates to gain access and exposure to U.S. and global perspectives on issues of human migration. The question *Why do people migrate?* serves as the compelling question to guide inquiry.

The critical country study consists of three parts that are completed as a course assignment. Part one of the critical country study is designed for teacher candidates to become familiar with various aspects of their country of study by researching: country background, history, conflict/issues, economics, people, education, and culture. Part two engages teacher candidates in critical inquiry; first by gathering information about the human condition for people in the country and second by analyzing push factors of migration and the experiences of refugees. Part three of the critical country study requires teacher candidates to create and deliver a multimodal presentation and participate in a congressional hearing simulation on U.S. refugee policy.

Upon completion of assignment requirements for the course, teacher candidates then revise their presentations for a public performance. The venues of public performances vary by semester, but each opportunity engages teacher candidates in an awareness campaign issues facing refugees. Examples include: 1) developing educational materials for distribution at a global medical conference on immigrant and refugee health; 2) designing an interactive booth for the Ohio University International Street Fair; 3) creating an exhibit for

teacher education students during International Education Week; and 4) hosting a global issues festival at a local school

The assignment sheet for the critical country study is available in the Teaching Resources section at the end of the guidebook.

### **3.2 After School Programs**

In Ohio, sixth grade social studies classes are required to cover regions and people of the Eastern Hemisphere through historical, civic, geographic, and economic themes. This is no easy task considering teachers are required to have students study geographic features, early history, cultural development, and economic change in Africa, Asia, Australia, and Europe. Sixth grade teachers at local school struggled to find ways to connect students' lives with the abstract content and the global regions of sixth grade and have requested assistance and support from Ohio University.

Youth programs, such as afterschool programs, are viewed as critical “mini-polities” or “intermediary spaces” in which young people begin to understand themselves as members of a community and develop their civic dispositions (Noam & Tillinger, 2004; Flanagan, 2013). To support teachers and teacher candidates' development as global educators we designed a 10-week after school program for sixth grade students to address food insecurity as a local/global issue.

The school offered a unique opportunity because of its diverse student population and high population of students in need. The lived experiences of students and the community offered fertile ground to study food insecurity in a local/global context. Educationally, we aligned the curriculum for the after school program and the sixth grade social studies course to state and local academic standards. We aligned all curriculum and activities to the Global Citizenship Education (GCE) framework and taught sixth grade students how to conduct research and enact service learning projects to address the issue of food insecurity in their communities and globally.

The after school program was offered to sixth grade students once a week and met for an hour and fifteen minutes. The first half of the after school program focused on local food insecurity and culminated with a service-learning project with the Southeast Ohio Food Bank. The service-learning project involved a letter writing campaign to state representatives and packing weekend food packs for students in need. The second half of the program focused on global food insecurity and culminated with sixth grade students enacting an awareness campaign during an international fair.

The after school program was an opportunity for teachers and teacher candidates to experience Global Citizenship Education in theory and practice. Teachers benefited from collaborating with university faculty and graduate students in the design of curriculum for the after school program and their classrooms. It provided teacher candidates with authentic opportunities to lead small groups of sixth grade students through critical inquiry, cross-cultural experiential learning, and service learning.

### ***Daily Schedule and Activities***

<b>Days</b>	<b>Activities</b>
1	Team Building – Food Journal
2	Activities: Game of Life Simulation
3	SE Ohio Food Bank Activities: Food Insecurity
4	Live Healthy Appalachia Activities: Food Choices
5	Service Learning with SE Ohio Food Bank
6	Bafa Bafa Simulation
7	Critical Country Studies
8	International Trade Game
9	Tanzania Land Grab Mystery
10	Mentoring students for awareness campaign at sixth grade international fair

**Note:** Click the link to access curricular resources used in the [after school program](#)



## **Closing Thoughts**

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In this guidebook, we presented our research-based approach to developing globally competent teachers through cross-cultural experiential learning. To the extent possible, we tried to be transparent and make some of the tacit and elusive aspects of Global Citizenship Education more explicit by providing examples of pedagogical practices and teaching resources. We also recognize that this work is possible because of our distinct educational context that makes cross-cultural experiential learning possible. Ohio University is a global institution that supports faculty and students with access to unique resources and opportunities to leverage campus assets for collaboration. In addition, our close proximity to a global community in Columbus, Ohio allowed this work to extend beyond our campus to offer global experiences to teachers and teacher candidates.

Developing globally competent teachers requires examination of our own and others practices and pedagogy. We hope this guidebook serves contributes to ongoing efforts to develop globally competent teachers for the classroom and beyond.


## Teaching Resources

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### Local/Global Asset Mapping Activity

Asset mapping is an introductory activity for teacher candidates to document the tangible and intangible resources in a community, such as local persons, institutions, businesses and organizations with global connections.

This activity involves modeling asset mapping (link to examples below) with teacher candidates and explores the global assets on campus (i.e. student organizations, faculty, courses, offices, activities). In brief, asset mapping involves five (5) parts:

1. Explore community assets: What is a community? What are the assets? While each campus is different, here are some examples of questions to help guide teacher candidates:
  - a. Where does one go to buy groceries? Can one buy international foods?
  - b. Where does one go to get involved in community/global issues?
  - c. Where does one go for global arts and recreation?
  - d. Where are places of worship?
  - e. Where does one go to buy a global good or service?
  - f. What opportunities exist to engage with international students?
2. Evaluation of community assets: Have teacher candidates respond a series of questions and use evidence:
  - a. Which types of assets are most prominent? Why are they assets?
    - a. Is there something about the location that makes them assets?
    - b. Why are some NOT assets (non-assets)?
    - c. Is there something about the location that makes them NOT assets (non-assets)?
3. Mapping with Google: With their list of community assets, have teacher candidates create “My Map” using Google Maps  
 My maps tutorial: (You’ll want to scroll down the page to the video tutorial)
4. Reflection: Have teacher candidates consider the community in relation to their hometown, their field placement, or another area. Below are some examples of questions prompts:
  - a. How does the community you researched compare to your hometown?
  - b. What are some global issues going on in the community that piqued your interest or concern?
  - c. How is the community involved?
5. Secondary analysis of existing data: Have teacher candidates take a second look at the community using other data sources to explore the connections between their community and the world. Some examples include:

- Census and administrative data on community/school district demographics, housing and neighborhood conditions
- County and state departments of human services data describing service use in the area of mental health, abuse, neglect, and assistance for low income families (i.e., TANF, SNAP);
- Data from: [Center for Immigration Studies](#); [Human Rights Watch](#); [Amnesty International](#)

#### Other Examples of Asset Mapping Activities

<http://www.communityscience.com/knowledge4equity/AssetMappingToolkit.pdf>

<https://www.everyday-democracy.org/resources/asset-mapping-activity>

## Global Citizenship Education Teaching Ideas

Cognitive Dimension	
Topic	Activities
<p><b>Topic 1: Local, national and global systems</b> – <i>(You want students to be able to identify governance structures and decision-making processes and dimensions of citizenship.)</i></p>	<ul style="list-style-type: none"> <li>• Take US Citizenship test</li> <li>• Review N-400 application</li> <li>• Review an infographic of citizenship process</li> <li>• Discuss birthright citizenship embedded in 14<sup>th</sup> Amendment</li> <li>• <a href="#">Assess citizenship laws around the world</a></li> <li>• <a href="#">Review countries where you can buy citizenship</a></li> <li>• <a href="#">Review types of governments around the world</a></li> <li>• <a href="#">Review governments around the world by map</a></li> <li>• <a href="#">Analyze governmental openness</a></li> <li>• <a href="#">Read about global legal systems</a></li> <li>• <a href="#">Analyze maps of global legal systems</a></li> <li>• Define terms (i.e. sovereignty, freedom, justice) from international perspectives</li> </ul>
<p><b>Topic 2: Issues affecting interaction and connectedness of communities at local, national and global levels</b> – <i>(You want students to be able to investigate the reasons behind major common global concerns and their impact at national and local levels.)</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Investigate global efforts to repeal “marry your rapist” laws</a></li> <li>• <a href="#">Explore various global issues</a></li> <li>• <a href="#">Watch a TED Talk on a global issue</a></li> <li>• <a href="#">Discuss labor issues/practices around the world</a></li> <li>• Investigate food security at <a href="#">local</a> and <a href="#">global</a> levels</li> </ul>
<p><b>Topic 3: Underlying assumptions and power dynamics</b> – <i>(You want students to be able to differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives.)</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Ideas for teaching about power and identity</a></li> <li>• Bring in global stories to share or assign as readings: 1) <a href="#">children’s books</a> 2) <a href="#">secondary and tertiary students</a></li> <li>• Teach the <a href="#">Critical Media Literacy framework</a> and use with articles from a range of sources. Explore <a href="#">practice resources</a> from the Center for Media Literacy for more ideas.</li> </ul>

<b>Socio-Emotional Dimension</b>	
<i>Topic</i>	<i>Activities</i>
<p><b>Topic 4: Different levels of identity</b> – <i>(You want students to examine different levels of identity and their implications for managing relationships with others.)</i></p>	<ul style="list-style-type: none"> <li>• Research your own name and the process of name giving</li> <li>• Create photo essay of a typical day or document a celebration</li> <li>• Participate in a local history project</li> <li>• <a href="#">Photo analysis to explore identity</a></li> <li>• <a href="#">Create identity charts</a></li> <li>• Create identity artifacts: A personal timeline; identity flipbook (with QR codes), bio poems, graphic cartoon</li> <li>• <a href="#">Explore complexities of identity</a></li> </ul>
<p><b>Topic 5: Different communities people belong to and how these are connected</b> – <i>(You want students to be able to compare and contrast shared and different social, cultural and legal norms.)</i></p>	<ul style="list-style-type: none"> <li>• Engage in cross-cultural conversations to share stories of lived experiences</li> <li>• Cross-cultural exchange through <a href="#">digital platforms</a></li> <li>• Explore folktales, myths, and stories of different cultures</li> <li>• Global food show – compare and contrast different foods eaten around the world; exchange recipes</li> <li>• Virtual tours – explore traditions, landmarks, culture, lifestyle, food, cultural events, customs, life in communities (Extension: create virtual reality video)</li> <li>• Attend an international film festival or watch a movie with subtitles</li> <li>• Explore songs and <a href="#">poetry</a> from other countries</li> <li>• Explore articles from different countries newspapers</li> <li>• Inquiry project of how children play in different countries</li> <li>• Explore <a href="#">UNESCO World Heritage Sites</a></li> <li>• Intercultural interviews – Topics: biographies and educational experiences</li> <li>• View documentary (i.e. Girls Rising, Sewing Hope, On Their Way To School)</li> </ul>
<p><b>Topic 6: Difference and respect for diversity</b> – <i>(You want students to be able to cultivate good relationships with diverse individuals and groups.)</i></p>	<ul style="list-style-type: none"> <li>• Read and discuss comics from <a href="#">Lunarbaboon</a> about empathy tolerance and love.</li> <li>• Video conference with students in global communities</li> <li>• Family history interviews – Interview relatives about how experiences global/local events (war, natural disasters, discoveries) affected their family</li> <li>• Develop student awareness of digital citizenship</li> <li>• Cultural immersion in an immigrant community</li> <li>• Listen to a <a href="#">podcast</a> about teaching global education in K-12 contexts</li> </ul>

<b>Behavioral/Taking Action</b>	
<i>Topic</i>	<i>Activities</i>
<p><b>Topic 7: Actions that can be taken individually and collectively</b> – <i>(You want students to be able to discuss the importance of individual and collective action and engage in community work.)</i></p>	<ul style="list-style-type: none"> <li>• Review or create stories of people who make a difference at <a href="#">My Hero</a></li> <li>• Explore how <a href="#">organizations are working to empower girls through education</a></li> <li>• Engage <a href="#">organizations that promote collaborative global education</a></li> <li>• Read biographies of global activists (i.e. Malala Yousafzai, Steve Biko, Liu Xiaobo)</li> <li>• Research human rights organizations (i.e. Amnesty International, Global Rights, Human Rights Watch, International Committee of the Red Cross)</li> </ul>
<p><b>Topic 8: Ethically responsible behavior</b> – <i>(You want students to understand the concepts of social justice and ethical responsibility and learn how to apply them in everyday life.)</i></p>	<ul style="list-style-type: none"> <li>• Research Rohingya Crisis in Myanmar</li> <li>• Review UN’s Sustainable Development Goals; <a href="#">Calculate your carbon footprint</a></li> <li>• Journal and track electric and water usage at home</li> <li>• Lead a recycling drive or collect and weigh food scraps and waste in cafeteria for a week</li> <li>• Review UN Convention on the Rights of the Child; create a list of ways to enact (behaviors)</li> <li>• Create a t-chart of rights and responsibilities; compare with location (city, state, nation, world) and documents (city charter, state or U.S. constitution, UN Charter, UN Declaration of Human Rights)</li> <li>• Study values (i.e. freedom, equality, solidarity, tolerance, respect, shared responsibility); create classroom posters; nominate classmates who demonstrate responsible actions</li> <li>• Explore economic, social, and cultural values; identify areas of agreement/disagreement</li> <li>• Use colored pencils to complete a discourse analysis of language on rights articulated in core documents</li> <li>• Explore ways people can participate in actions that affect elections, affect laws, run systems or organizations</li> </ul>
<p><b>Topic 9: Getting engaged and taking action</b> – <i>(Identify opportunities for engagement and initiate action).</i></p>	<ul style="list-style-type: none"> <li>• Engage classes in <a href="#">global projects</a></li> <li>• Conduct a <a href="#">letter writing campaign</a> for human rights</li> <li>• Participate in a service learning project</li> </ul>

## Daily Discussion Guide for Immersion Experience

**Directions:** The purpose of the group discussions we will have for the next three days is to reflect on the experience of each day. It is a time to express your thoughts and feelings about the experience and the objectives of each activity through the day. As such, we have specific questions that we will ask of the group to address those objectives, but other topics are also welcome.

One important thing to remember during our conversations is that everyone's ideas are important. The ideas expressed here may be personal and should not be used against anyone inside or outside of this meeting. Keep in mind that we're just as interested in negative comments as positive comments, and at times the negative comments are the most helpful and insightful.

Remember, only one person should talk at a time. We are tape-recording the session because we don't want to miss any of your comments. If several people are talking at the same time, the recording will get garbled and we'll miss your comments. While it isn't necessary for everyone to respond to every question, we do want to hear about everyone's experience. For that reason, I may occasionally interrupt to allow someone to speak who may not have said anything for a while.

### Day 1

#### **Debrief**

1. How was your first day with the Somali community?
  - a. What was your favorite part of today's experience with the Somali community? Why?
  - b. What difficulties or frustrations did you experience today? Why?

#### **Daily Activity Questions**

1. After your first day of the immersion experience, what are your first impressions of the Somali community?
  - a. What is something that you learned about the Somali community or about a community member today from the cross-cultural conversations?
  - b. What did you learn about their lives here in the U.S.? What did you learn about their lives at home in Somalia?
2. What cultural practices or customs did you observe today?

- a. How would you describe greetings from and between the Somali community members?
- b. What new foods did you try today? Did you notice any particular customs regarding food and meal times?
3. What role do the community organizations play? What role do the student organizations at OSU play? How do they serve their community?
  - a. What community assets were you able to identify today? Was it an obvious asset or subtle? How does the community depend on this asset? How does it contribute to community development and strengthen the community?

### **Wrap-up**

4. Did you ask any of the community members today one of the questions that you brainstormed before the trip?
  - a. What was your question? Who did you ask? What was the response?
5. What questions do you have after today's experience? Do you have any new questions you would like to ask community members during the rest of the immersion experience?

## **Day 2**

### **Debrief**

1. How was your day?
  - a. What was your favorite part of today's experience with the Somali community? Why?
  - b. What difficulties or frustrations did you experience today? Why?

### **Daily Activity Questions**

1. Today's activities focused a lot on education experiences and opportunities for immigrant and refugee students. What experiences did community members share that resonated with you?
  - a. What did you learn about the education experience of immigrant/refugee students in the United States?
  - b. How could educators work to ensure equitable education opportunities for all students?
  - c. As a future educator, how will you promote diversity in your classroom?



- d. After this course and immersion experience, how do you hope to teach global competence in order to prepare your future students to engage thoughtfully and considerately with diverse communities?
2. Community Refugee and Immigration Services has developed a network of partnerships to support the immigrant and refugee community. Why is it necessary to develop this network and provide specific services to the immigrant/refugee community?
  - a. How do the Somali community organizations and local/city organizations and agencies complement each other to provide for the community?
  - b. How do the efforts of these various organizations and agencies support the integration of refugees and immigrants into the local community?
  - c. What role does the non-immigrant/refugee community play within this support network?

### **Wrap-up**

3. Did you ask any of the community members today one of the questions that you brainstormed before the trip?
  - a. What was your question? Who did you ask? What was the response?
4. What questions do you have after today's experience? Do you have any new questions you would like to ask community members during the rest of the immersion experience?

### **Day 3**

#### **Debrief**

1. How was your day?
  - a. What was your favorite part of today's experience with the Somali community? Why?
  - b. What difficulties or frustrations did you experience today? Why?

#### **Daily Activity Questions**

2. Our main activity today was learning about the Islamic faith and visiting a local mosque. What did you learn about the Islamic faith and customs of the religion?
  - a. What role does faith play in the community? In the lives of individuals?

- b. What experiences did community members share about coming to a Christian-majority country as a Muslim?
  - c. How does your perception of Islam in the Somali community differ from media representations of the religion?
- 3. How has the immersion experience over the past 3 days related to what you've learned in class over the course of the semester?
  - a. What examples can you give in which you demonstrated the global competencies you've been working to develop this semester?
  - b. What global competencies will you continue to develop after the course is over? How?
- 4. After 3 days of immersion, how would you describe the Somali community in Columbus?
  - a. How does your description today differ from your description prior to the immersion experience?
  - b. What can you learn from this comparison?

**Wrap up**

- 5. What activity/discussion has had the greatest impact for you during this immersion experience? Why?
- 6. What suggestions do you have to improve the immersion experience in the future?

## Critical Country Study

<b>Critical Country Study Part 1 – Getting to Know Your Country</b>
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**In small groups, pick one of the following countries to explore and research in greater depth:**

<u><b>Refugees in Ohio: Countries of Origin</b></u>
<ul style="list-style-type: none"> <li>• Syria</li> <li>• Bhutan</li> <li>• Somalia</li> <li>• Sudan/South Sudan</li> <li>• Democratic Republic of Congo</li> <li>• Myanmar (Burma)</li> <li>• Ethiopia</li> <li>• Iraq</li> <li>• Eritrea</li> </ul>

**For our next meeting, gather background information on your country using the following set of questions:**

<b>OVERVIEW</b>
1. What is the full name of your country?
2. Where is your country located? (Include the continent, bordering countries and bodies of water)
3. How does the geography affect its political relationships?
4. What is the capital city of your country?
<b>HISTORY</b>
1. What are some major events in your country’s history? Why are they important?
2. Did your country colonize or occupy any other country(ies)? If so, which one(s)?
3. Was your country ever colonized? If so, by which country(ies)?
4. What are some recent current events that made news for your country?
<b>CONFLICT/ISSUES</b>
1. What are two major problems affecting your country?
2. Have any ethnic, cultural, or political issues led to violence? Please describe.
3. Provide details of the most recent conflict, either domestic or international, if one exists.
<b>ECONOMICS</b>

1. What is the economic system of the country?
2. What are the major exports/imports?
3. Who are the country's major trade partners?
4. What are the country's natural resources?
<b>PEOPLE</b>
1. What is your country's population and growth rate?
2. What ethnic groups can be found in your country? (Include percentages)
3. Which languages are spoken in your country? (Include percentages)
4. What is the official language of the country?
5. Which religions are practiced in the country? To what extent is religion important to the people of the country?
6. What is your country's population and growth rate?
<b>EDUCATION</b>
1. What is the literacy rate of your country?
2. Is education free and/or mandatory in your country?
3. How many years, on average do children attend school in your country?
4. At what age do children begin school in your country?
5. How many colleges or universities does your country have? What are the admission/attrition rates?
<b>CULTURE</b>
1. What are some major sports of your country?
2. What are some traditional foods of your country?
3. What are common names for children in your country?
4. What are some major holidays celebrated in your country?
5. How are families structured in your country?
6. How are gender roles defined in your country?
7. How are people greeted in your country?
8. What is considered respectful AND disrespectful in your country?
9. How do people in your country view physical contact?
10. What are some customs and rituals of the country?
11. What are forms of entertainment in your country? (Music, movies, festivals, etc.)

**A. Conduct research to gather information about the human conditions for the people of the country.**

- 1. Locate and collect easy-to-read maps of the country and maps.** Pick three (3) maps (from the list of types below) to establish the country's geographic relationship to the region:
  - Political maps
  - Thematic maps
  - Historical maps
  - Resource maps
  - Data maps
  
- 2. Locate visual representations of key data that provide background information about the country** (i.e., economic trade, human rights issues, literacy rates, health index, poverty rates, military power, GDP, unemployment, housing, etc.). Pick three (3) visual representations of data (among the types below) that provide important background information about your country.
  - Charts
  - Graphs
  - Tables
  - Data visualizations
  
- 3. Research the historical background of the country**
  - Create a timeline of 10 major events in your country's history
  - Include the date and a brief description of the event
  
- 4. Follow current events from major news outlets of your country for two weeks.**
  - Select the five (5) most important news stories of the country from a two -week window leading up to the presentation.
  - Clip the original headlines with data, news outlet, and author (if available)
  - Write a brief summary (up to 100 words) of the news story
  
- 5. Seek information that describes the social condition of human rights and equality in the country.**

- Review the conditions of human rights in your country in Human Rights Watch World Report 2018 (<https://www.hrw.org/world-report/2018>)
- Identify three (3) policies and/or conditions that constitute examples of mistreatment or persecution of individuals who are from one or more the following groups: race/ethnicity, religion, sexual orientation, social class, political beliefs, gender, social status, social affiliation/affinity group.
- Write a brief summary (up to 150 words) of each policy/condition and the affects on various groups

**6. Gather visual images of people and the culture – (pictures/videos)**

- *Note: the “Culture” questions from Part I should aid your search*
- Find two (2) images of “everyday” people in both urban and rural settings
- Find two (2) images of people from persecuted groups
- Find two (2) images that represent cultural or community assets in the country

## B. Analyze push factors of migration and the experiences of refugees.

Below is a helpful chart to help identify reasons people migrate. Often more than one factor is involved.

### *Why do people migrate?*

<p><b>Economic Causes</b></p> <ul style="list-style-type: none"> <li>• Poor economic conditions</li> <li>• Overpopulation</li> <li>• Poor climate conditions and/or natural disasters</li> </ul>	<p><b>Political Causes</b></p> <ul style="list-style-type: none"> <li>• War, invasion, military takeover, etc.</li> <li>• Escape from persecution on ethnic, political, religious, or other grounds</li> <li>• Escape from prosecution for crimes committed</li> <li>• Punishment for crime</li> <li>• Enslavement</li> <li>• Political agreement</li> </ul>
<p><b>Social Causes</b></p> <ul style="list-style-type: none"> <li>• Spreading a religion, political movement or philosophy</li> <li>• Reuniting with family, friends, etc. who have previously migrated</li> <li>• Seeking more personal freedom, not necessarily as the result of persecution</li> </ul>	<p><b>Environmental Causes</b></p> <ul style="list-style-type: none"> <li>• Natural disasters: hurricanes, earthquakes, cyclones, rain</li> <li>• Excessive or prolonged drought</li> <li>• Climate change</li> </ul>

1. **Research and gather firsthand accounts/perspectives of refugees from the country.** Create three (3) accounts of refugees using audio, visual, and/or written formats. For each account you create, be sure to include information that addresses the following:
  - Provide the person's name and background information.
  - Identify and describe what caused the person to leave.
  - Where did the person live and where were they forced to go? Create a map of their movement.
  - Describe their experiences on their journey using direct quotes and their own words.
  - What obstacles did the person face seeking safety and a new life?

## Critical Country Study Part III – Presentations and Simulation

### A. Critical Inquiry Presentation

#### 1. Create a multimodal presentation to effectively communicate information about your country and the lived experiences of refugees.

In Part II, you were asked to conduct research and complete different requirements. Your presentation, for Part III, will involve:

- Creating displays of all requirements in Part II in multimodal formats:
  - Digital Storyboard or Photo Essay with word processing software
  - PowerPoint, Keynote, or Google Presentation
  - Short film or video (with iMovie, Movie Maker, or other software)
  - Website or Wiki page
  - Other formats may be considered
- Delivering multiple presentations and sharing information to groups of people
- Engaging with other classmates' displays and presentations to complete a data-gathering activity

### B. Congressional Hearing Simulation

On January 27, 2017 President Donald Trump signed Executive Order 13769 entitled Protecting the Nation from Foreign Terrorist Entry into the United States. In the media, the executive order was called the “Muslim Ban” or “travel ban.” Executive Order 13769 lowered the number of refugees to be admitted to the U.S. in 2017 to 50,000, suspended the U.S. Refugee Admissions Program for 120 days, suspended Syrian refugees indefinitely, and suspended the entry of refugees from Iran, Iraq, Libya, Somalia, Sudan, and Yemen for 90 days. This action sparked controversy and touched off significant protest and debate regarding U.S. policy on refugees along with the introduction of legislation in both the House (H.R.1075 Freedom for Refugees Escaping Enmity) and Senate (S.2145 No Ban on Refugees Act).

In this simulation, students will simulate a hearing in a congressional committee over proposed legislation that, albeit fictional, is derived from actual policy statements by Trump administration officials. Students will act as



legislators and groups representing different perspectives and weigh testimony as they decide what to do about refugees and resettlement in the U.S.

### **Proposed Legislation**

The administration is advocating for significant changes to U.S. refugee policy by encouraging Congress to pass comprehensive reform legislation with the following priorities:

- One measure is to expand use of intensive security checks by multiple federal agencies for men, women, and children from countries designated as high-risk by the U.S government.
- A second measure is to significantly limit refugee admissions to the country to a limit of 45,000 in a given year.
- A third measure sets regional caps of 19,000 for Africa, 17,500 for the Near East and South Asia (which include most Middle Eastern countries), 5000 for East Asia, 2000 for Europe and Central Asia; 1500 for Latin America and the Caribbean.
- The fourth measure ends funding for refugee resettlement programs in the U.S. and diverts money to programs that help place American children without parents in safer homes and communities and increases law enforcement in communities.
- The fifth measure privileges refugees who are 1) Christian, 2) English-speaking, and 3) highly-skilled in workforce areas of critical need

### **Framing Questions to Consider**

Does the United States have a responsibility to respond to the needs of refugees?

Should the United States take in refugees from the county of your critical inquiry?

Are other countries responsible for taking in refugees?

Why should a host country not take in refugees?

Do refugees, regardless of country of origin, pose a risk to national security?

Are refugees a burden on American society? Economy?

### **Perspectives to Include in the Hearing**

- Progressive/Liberal interest groups (e.g., Fair Immigration Reform Movement, Change.org, Refugee Council USA; other organizations may be found here: <http://www.irlle.berkeley.edu/immigration/researchers/groups.html>)
- Conservative interest groups (e.g: American Conservative Union, The Heritage Foundation, Citizens United – among others)

- Other concerned citizens or groups of people impacted by the proposed legislation

### **Preparation for the Congressional Hearing**

#### Legislators

As a legislator, research the reasons for and against the proposed legislation and explore websites of the groups that will testify before you.

- Write a short (2-3 sentence) opening statement to read at the start of the committee hearing
- What is your current position?
- What are the best arguments for and against the proposed legislation? Which arguments do you find most persuasive?
- List questions to ask the groups that support the proposed legislation?
- List questions to ask the groups against the proposed legislation?

#### Interest Group Representative

As an interest group representative, research the group and their positions about the proposed legislation.

- Write a brief (2-3 sentence) opening statement that explains your current position (for or against the proposed legislation).
- Evidence (reasons) to support your position
- What actions would you like the committee to take?
- What questions might people opposed to your position ask? How would you respond?

### **Congressional Hearing Directions**

1. The hearing begins with the committee chairperson (instructor) calling the hearing to order, stating the purpose, and announcing the order and time limits for testimony.
2. The chairperson (instructor) should begin by making an opening statement, followed by the rest of the legislators (students). Opening statements are 1-2 minutes.
3. The chairperson (instructor) calls the first person/group to present their opening statement (1 minute) and testimony (2-3 minutes) followed by questions from committee members (3-5 minutes).
4. After the testimony from all people/groups concludes, the committee members should publicly discuss their thoughts and vote on whether or not to fund the proposed legislation on refugees.

### **Debrief**

#### Questions for Interest Groups

- Did you represent a position with which you agreed or not? How did that affect your research, preparation, and presentation?
- What were the best arguments you heard others make?

Questions for Legislators

- Was it difficult to arrive at a position regarding the proposed legislation?
- Did the testimony from the groups affect your position?

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