Blogging on Global Citizenship:

21st Century Citizenship Education in the Social Studies Classroom

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**Introduction**

The origin of my inquiry grew organically out of my personal experiences, especially studying and working outside of the United States. Before beginning graduate school, I served as an English teacher in southern Spain for nine months. Through my interactions with Spanish teachers, administrators, and students, I observed a different model of public education and noted how the system compared with my work in American schools. The importance that Spanish educators placed on global learning in their classrooms made a strong impression on me. The teachers integrated international perspectives into their instruction, and the government even hired foreign educators, like me, to give students opportunities to interact first-hand with other cultures. After my experience teaching abroad, I knew that I would have to change my practices as an American teacher in order to provide for global learning in my future classroom.

Although I am not currently teaching, I relied on my experiences as a student teacher to provide context for my research. I student taught Civics and Economics to tenth graders in the fall of 2009 and became interested in citizenship education. Throughout my initial teaching experiences, I struggled to address the issue of citizenship in my classroom, specifically the fourth goal of the North Carolina Standard Course of Study. After living abroad, I began to understand that citizenship should not only be derived from national identities. I realized that American teachers must incorporate a global component in their instruction on citizenship. Through synthesizing my teaching experiences in the United States and abroad, I began to form my inquiry around new models of citizenship education.

**The Research Question**

After specifying a broad field of inquiry for my project, I started to build my research question. Many of my graduate level courses focus on new literacies, which require the use of new media and technology in the classroom. In addition, I began reading about the concept of global citizenship. I decided that I wanted to find a way to bring global citizenship into the social studies classroom using technology. I started with the following question: “How can I use the integration of technology to help my students learn about global citizenship?” This general question served as the starting point for my research.

After posing my initial question, I had to narrow my focus and clarify the technological aspect of my inquiry. I realized that my first research question was too broad to answer accurately. My professor, Dr. Meghan Manfra, suggested that I look into student blogging. I began to research educational blogging and brainstorm ways to achieve global citizenship through blogging. I also thought of ways that I could intersect pedagogy, content, and technology in my research question. After reviewing current scholarship on my topic and collaborating with my teacher research group, I decided to change my question to state, “How can I use blogging to facilitate a collaborative learning environment while providing instruction on global citizenship?” I used this question to construct my project, and it remained at the core of my inquiry throughout the entire teacher research process.

**Rationale**

After forming my research question, I continued to review current scholarship related to my topic. Although I built the project around my personal experiences, I soon realized that my study would be relevant to all social studies educators. Many scholars emphasize the critical need for the introduction of global citizenship to the American classroom. Kay Gibson, Glyn Rimmington, and Marjorie Landwehr-Brown (2008) echoed this claim when they wrote, “Globalization in its broadest sense provides all peoples of the world with major challenges—chiefly related to trade, technology, and the environment—and poses significant implications for how best to prepare future world citizens to meet these challenges” (p. 11). Gibson et al. claim that educators must change their practices to prepare students to serve as leaders in the 21st century world (2008, p. 12). Part of these changes should include the integration of global citizenship into the curriculum. Ian Davies and Alan Reid argue this point in their work, which discusses the intersection of citizenship and global education in the United Kingdom. Davies and Reid claim that educators cannot simply supplement current citizenship education with an international component. Instead, teachers must completely restructure the curriculum to reflect the new world order (2005, p. 66-85). Originally, I thought that I could simply add global perspectives to the current Civics and Economics standards to expand students’ notions of citizenship. Through my reading, I realized that teachers cannot just add global education to the existing curriculum, but we must work to reform the curriculum as a whole. Overall, I learned how I should think about global citizenship in my project and realized the relevance my topic holds for 21st century educators.

**Global Citizenship Defined**

Beyond forming a rationale for my research question, I looked into defining the key terms associated with my topic, especially the concept of global citizenship. In her article entitled “We Cannot Teach What We Don’t Know: Indiana Teachers Talk about Global Citizenship Education,” Anatoli Rapoport (2010) examines American teachers’ reluctance to address global citizenship in their instruction. Rappaport describes one of the obstacles to global citizenship education as, “The absence of a mutually agreed upon definition of global citizenship that spans from a vague sense of belonging to a global community to more specific ways of individual and collective involvement in global politics” (p. 180). Although I realized that global citizenship does not have universal meaning, I attempted to establish themes in scholars’ interpretations of the term. I read Yong Zhao’s (2009) *Catching Up or Leading the Way: American Education in the Age of Globalization*, which defends the strengths of American education and discusses the future of educational policy. Zhao describes global citizens as people who are aware of global issues, have concern for people in different countries, understand the global economy, conceptualize the interconnectedness of the 21st century world, tolerate and appreciate cultural diversity, support social justice, and aim to protect the environment (p. 113).

Zhao’s description coincides with many other scholars’ definitions of global citizenship, including Lynn Davies and Oxfam’s global citizen. In her article entitled “Global Citizenship: Abstraction or Framework for Action,” Lynn Davies (2006) claims, “Global citizenship is based on rights, responsibility and action” (p. 7). Similar to Zhao, Davies defines global citizenship based on the qualities of an active citizen. In addition, Davies quotes the Oxfam organization’s description of an effective global citizen. Oxfam is a non-governmental organization (NGO) that addresses poverty and social injustice throughout the world. As part of their outreach, Oxfam has formed a global citizenship curriculum and begun a campaign to bring global citizenship to classrooms around the world. Oxfam (1997) proposed seven criteria that define a global citizen, which include themes of global awareness and civic participation. Zhao, Davies, and Oxfam do not focus on defining the term global citizenship theoretically, but attempt to explain what global citizenship should resemble in action.

**Culturally Relevant Global Education**

Many of my sources called my attention to the cultural component of global citizenship. In James Banks’s (2008) article entitled “Diversity, Group Identity, and Citizenship Education in a Global Age,” Banks argues for a new approach to citizenship education, which embraces students’ cultural differences and promotes social justice. He claims that phenomena such as immigration and globalization have allowed Americans to think about citizenship in new ways. He argues that educators can no longer present a one size fits all version of citizenship, but they must transform the concept in order to adapt to a multicultural classroom. Teachers should learn to unify their students, while accepting and encouraging diversity. Banks maintains that 21st century citizenship education should allow students to explore global connections and situate themselves within the global community. This new approach will provide students with the knowledge and skills to assess global problems and take action. Overall, Banks demonstrates how students can learn about global citizenship through experiencing and validating diverse cultural identities (p. 129-137).

Banks’s emphasis on the tolerance of cultural differences relates to Merry Merryfield’s discussion of teachers’ different approaches to global education. Merryfield examines the integration of global perspectives into curriculum and instruction in different contexts. She finds that educators focus on culture as a key component of global education. She claims that teachers attempt to present cultural differences in their classrooms as “value-neutral” (1998, p. 353). This approach allows students to develop tolerant and respectful attitudes toward other cultures, which fulfills some of the aims of global learning. Merryfield’s work informs how teachers can address the issue of global learning in their classrooms. Specifically, she suggests that educators provide opportunities for students to interact with people from other cultures. Finally, her article demonstrates how scholars can rely on working teachers’ ideas and practices to further their research (1998, p. 357-369).

**Global Awareness and Competence**

Aside from the concept of global citizenship, I have looked into defining other key terms, such as global competence. Many scholars use the term global competence in their discussions of global citizenship education. Zhao (2009) offers an effective description of global competence in his book. He refers to the term as a skill set that allows students to interact successfully with people around the world. He claims that global competence requires knowledge of foreign languages and understanding of different cultures (p. 165-166). I accepted Zhao’s definition of this term and tried to facilitate students’ development of global competence while answering my research question. In addition, almost all of the definitions of global citizenship that I have encountered mention global awareness as a key element. Rimmington et al. (2008) describe global awareness as, “knowledge of globalization and the resulting issues and problems that affect everyone’s lives.” They emphasize that globally aware individuals can see the interconnected nature of the 21st century world (p. 15). My knowledge of the definition of global awareness contributed to my ideas for instruction on global citizenship.

**Student Blogging**

In addition to my research of key terms related to my topic, I have researched the advantages of blogging for educational purposes. In the article entitled “Techtalk: Web 2.0, Blogs, and Developmental Education,” David Caverly, Shelia Nicholson, Jennifer Battle, and Cori Atkins (2008) discus the collaborative qualities of blogs. The authors claim that blogging allows critical thinking and provides a cooperative learning experience. They write, “Blogs allow for dialoguing with others about ideas, reflecting on one’s experiences, and developing a sense of community” (p. 34). This article supported my theory that blogging could be used to facilitate a collaborative learning environment, while providing instruction on global citizenship. In addition, I found that blogging corresponds with the highest levels of Bloom’s Revised Taxonomy. Andrew Churches created a map of Bloom’s digital taxonomy and published it in his article entitled "Bloom's Taxonomy Blooms Digitally.” This visual adds verbs that describe technological actions to the original revision of Bloom’s Taxonomy. The chart listed blogging among the actions that fulfill the highest level of the continuum, creating (2008, para. 5). This discovery reinforced my idea that blogging would serve as an effective tool to facilitate global citizenship education.

**Plan of Action**

After conducting an extensive review of current literature on my topic, I began to outline the steps I would take to answer my research question. First, I had to strategize ways to connect my research to real classrooms. Due to my limited access to students, I decided to focus on social studies teachers as the sources of my data. I planned to gather information from educators through surveys and interviews. I wanted to start by creating a general survey to send to a large group of teachers. The recipients of my survey would include anyone teaching currently or having recently taught in a middle or high school social studies classroom. I planned for my survey to include short answer questions to identify teachers’ thoughts about addressing global citizenship in their classes. I hoped that at least twenty social studies professionals would complete my introductory survey.

After receiving my survey results, I planned to identify at least four Civics and Economics teachers currently employed to interview in-depth. I wanted to have these conversations in person relying on a semi-formal interview style. I planned to use the data from my surveys to construct interview questions. I expected that the interviews would give me a chance to understand what it would be like to tackle the issue of global citizenship through blogging in a real classroom. After completing my data collection, I planned to design a unit on global citizenship that would coincide with the Civics and Economics curriculum. This unit would introduce the concept of global citizenship to students using blogging. I then wanted to send my work to all of my participants and ask them to provide me feedback with a short survey. Finally, I planned to use their critique to improve my global citizenship unit and conclude the project.

**The Introductory Survey**

I started my data collection process by creating a general survey composed of ten open-ended questions. I began by asking the participants to provide background information on their teaching history, experience abroad, and current employment. I then asked questions about their approaches to citizenship education, ideas on expanding traditional definitions of citizenship, and thoughts about integrating global citizenship into the curriculum. In addition, I inquired about their opinions of student blogging. I formed the survey on October 3, 2011 and began sending it to all of my contacts. At first, very few teachers responded to my request for research assistance. I had to reach out to members of my teacher research group and my professor to put me in touch with other educators in the field. One of my group members, Matt Friedrick, gave me the contact information for Jennifer Ricks, who works as an Instructional Coach at the North Carolina Department of Public Instruction. Mrs. Ricks connected me with the Social Studies Curriculum Coordinator for Union County Public Schools, Stacy Moore. Mr. Moore sent my request for assistance to a large group of social studies teachers in Union County. In addition, Dr. Manfra forwarded my survey to thirty teachers working in North Carolina. On October 19, I finally received twenty completed surveys and began conducting my interviews.

**Interviews**

I relied on my initial data collection efforts to identify four Civics and Economics teachers to interview. I conducted interviews with three of my classmates from the New Literacies and Global Learning program at NC State and one with a former classmate who now teaches full time. During the interviews, I asked the participants to expand on the information that they provided in their surveys. I then discussed my ideas for using blogging as a way to provide instruction on global citizenship and listened to their feedback. I recorded all of the interviews using the Audacity program. The length of my conversations ranged from six minutes to over twenty minutes. Talking with in-service teachers helped me conceptualize the reality of blogging on global citizenship with a Civics and Economics class. Throughout the interviews, I tried to absorb the possibilities and challenges that I would encounter in real classrooms. I finished my last interview on October 26 and started to organize my data.

**Defining My Assumptions**

Before analyzing the data, I spent some time brainstorming my assumptions. I tried to list the patterns and themes that I expected to find in the data. My assumptions arose from my personal experiences and could create bias. I wanted to define my preconceptions in order to protect the trustworthiness of my study. I came up with five core assumptions, which I have included below.

1. I expect that teachers currently focus on citizenship from a nationalistic point of view.
2. I assume that teachers with extensive experience abroad understand the nature of global citizenship better than teachers who have limited experience outside of their home countries.
3. I expect that teachers have useful ideas for defining global citizenship in the classroom.
4. I predict that teachers would struggle to integrate global citizenship in their instruction with the current available resources and curriculum.
5. I assume that teachers are open to using technological tools, such as blogging, to build their students’ knowledge of citizenship.

**My Participants**

Aside from defining my assumptions, I examined the backgrounds of my survey participants. Through this analysis, I hoped to provide context for my data. I found that the participants taught in five different counties within North Carolina, with one respondent working at an international school in Istanbul, Turkey. Their teaching experience ranged from first year teachers to educators in their 35th year. On average, the twenty respondents had taught for 10.25 years. The median for teaching experience was six years, which shows that a few high numbers had skewed the average. With the exception of one participant who was on sabbatical, all of the respondents were currently teaching social studies in middle or high schools. Most participants taught at public schools but a few worked in private academies. In addition, five respondents mentioned that they are teaching Civics and Economics classes this semester. I used this information to contextualize my analysis and findings.

**Initial Data Analysis**

In order to begin the analysis process, I had to combine all of my data in one place. I used Survey Monkey (http://www.surveymonkey.com) to collect my survey responses. I then created a word document that organized all twenty completed surveys by question. I thought that my ability to see the responses to the questions in a list format would allow me to recognize patterns in the data. For my analysis of the interviews, I began by listening to each interview twice and taking extensive notes. I then assembled all of my notes into one document and grouped the information thematically. Finally, I had two documents that combined and organized all of my initial data.

Next, I immersed myself in the data and looked for evidence to help me answer my research question. I began to recognize patterns, code my data, and build categories. In order to code the data, I went through each question and labeled themes in the responses. For example, I asked my participants to define global citizenship in the introductory survey. After reading through the data multiple times, I named seven themes that accounted for all twenty answers. Next, I calculated the frequency with which my participants mentioned the specific themes. Some responses addressed multiple themes and had to be counted twice. Figure 1.1 presents a table displaying the coding for the global citizenship question. I completed this process for all survey and interview questions. Through this method of data analysis, I was able to condense my data and begin to categorize the information.

|  |  |
| --- | --- |
| Theme | Frequency Mentioned |
| Active citizenship (social justice, etc.) | 7 |
| Awareness of global issues | 7 |
| Cultural Tolerance | 6 |
| Member of global community | 2 |
| Restatement of the question | 2 |
| Tied to national citizenship | 1 |
| No Response | 1 |

Figure 1.1 Coding the definitions of global citizenship

**Experience Abroad and Defining Global Citizenship**

After coding the surveys and interviews, I looked for ways to interpret the data and test my assumptions. I discussed how I should move from data analysis to interpretation with my teacher research group. They suggested that I use the Tagxedo tool (http://www.tagxedo.com) to compare and contrast the surveys. As I processed my data, I became interested in how the participants’ responses to the introductory survey correlated with their backgrounds. One of my assumptions stated that teachers with experience abroad would be better equipped to define global citizenship than teachers who had spent little time outside of the United States. I decided to test this assumption by creating two different word clouds.



Figure 1.2 Word clouds depicting different definitions of global citizenship. The left cloud represents survey respondents who have at the most travelled outside of the country more than once for short periods of time. The right cloud represents participants that have worked or studied outside of the United States for a month or longer.

The first word cloud, found on the left-hand side of Figure 1.2, represents the definitions of the participants who at most had travelled outside of the country multiple times for less than a month per trip. The cloud on the right side of Figure 1.2 depicts the responses of the participants who had travelled, worked, or studied abroad for at least a month at a time. The size of the words is proportional to the frequency with which they appeared in the text. Both clouds show that the participants used the words global and world often. The first cloud highlights words such as citizen, differences, and cultures. The second cloud’s popular words include understanding, human, and country. I was surprised to see that the right-hand word cloud depicts nationalistic language, such as country, national, and democracy. None of the scholarship that I encountered tied the definition of global citizenship to a national entity. Overall, I think that my interpretation of the word clouds challenged my assumption, and suggested that teachers with limited experience abroad have the ability to define global citizenship as well if not better than teachers who have spent more time outside of the United States.

**Testing My Assumptions**

As I interpreted my data, I organized the information into categories. I paid special attention to the pieces of data that did not align with my assumptions. For example, I was surprised to realize that three of the participants reported that they already attach an international perspective to their instruction on citizenship. I assumed that all of my respondents would present citizenship as tied to national identity. In addition, many of the participants expressed interest in providing opportunities for students to interact with other cultures. As shown in Figure 1.1, six teachers used tolerance for cultural differences as a way to define global citizenship. I did not expect such a focus on cross cultural tolerance and interaction.

Although many of the surprises came from my underestimating teachers’ awareness and knowledge of global citizenship, the negativity in some of the responses challenged my assumptions. Three of my four interviewees were very receptive to my work, but I interviewed one teacher who expressed a highly critical point of view. Although the teacher agreed that global citizenship should be a part of the curriculum, he said that he would not include global citizenship in his instruction without explicit standards related to the topic. While the other three interviewees proposed ways to merge global citizenship with the existing standards, this teacher would not address the topic unless the curriculum required him to do so. In addition, he argued that blogging would not work as an effective teaching tool to introduce global citizenship. He claimed that only students at very high levels, such as Advanced Placement (AP), would have the ability to understand the concept of blogging and complete the blogging process appropriately. He argued that even if students could complete the assignments successfully, teachers would not be able to overcome the privacy issues associated with student blogging. Overall, this teacher had a very negative outlook on bringing global citizenship to the classroom through blogging. Although he was very critical of my objectives, I took his point of view into account while forming my unit.

**Building the Global Citizenship Unit**

After analyzing my first set of data, I began to create the plans for blogging on global citizenship. First, I compiled a list of all of the information I wanted to include from my surveys, interviews, and literature review. My goal was to shape the unit around the data that I had collected thus far. Although I had my own ideas, I definitely relied on my participants’ tips and advice in my work.

I began by creating my objectives and connecting the material with the standards. Although the current North Carolina Standard Course of Study does not mention global citizenship explicitly, it does devote one goal to active citizenship. Many of my interviewees told me that they could use my unit to meet goal four, especially objectives 4.08 and 4.09. Next, I looked into the North Carolina Essential Standards for Civics and Economics that will go into effect next year. I found that the fourth goal in the new standards also calls for instruction on active citizenship and seemed even more compatible with global citizenship. Although the new standards do not include the words global citizenship, they challenge students to compare the concept of citizenship across different types of government and to explain the changing nature of citizenship in the 21st century. I found that the new curriculum provides excellent opportunities for teachers to address global citizenship during the Civics and Economics course.

Next, I built a section with suggestions for teachers to prepare for the lessons. I wanted to make my unit accessible to other educators because I am not currently in a classroom. Two of my interviewees mentioned that they had not read enough scholarship to provide effective instruction on global citizenship. In order to address this problem, I recommended five texts for teachers to explore before beginning the unit. After I heard one of my interviewees express concern over privacy issues, I suggested that teachers send home waivers before beginning the blogging assignments. I provided a link to a wiki page that one of my classmates created, which includes a sample blogging waiver that she used successfully with her high school students. I then instructed my readers to create blogs for their students using the Kidblog website (http://kidblog.org). I have used Kidblog with students before, and I found the tool very effective. In addition, many of my participants suggested that the unit connect students with young people in different parts of the world. I researched some methods for contacting classrooms in other countries. I found four great websites that allow teachers to identify and collaborate with international partners. Finally, I asked teachers to create Skype accounts and listed all of the materials necessary for the unit. Originally, I estimated that the unit would require four ninety-minute class periods to complete.

After providing preparatory materials, I began designing the lesson plans. A majority of my participants agreed that teachers should allow students to build their own definitions of global citizenship. Instead of prompting educators to define the term for their classes, I designed blogging exercises that help students explore the concept and define it for themselves. As supported by my data, I encouraged teachers to highlight the cultural differences within their own classrooms and promote cultural tolerance as a part of global citizenship education. Banks (2008) and Merryfield (1998) helped me understand that culture could serve as a means to shaping effective world citizens. From the beginning of my planning, I emphasized collaboration to facilitate growth. As an optional homework assignment, I wrote that students should investigate a Peace Corps member’s blog. One of my survey respondents suggested this activity and I thought it would provide an interesting perspective on active global citizenship.

Next, I set the students up to begin interacting with the partner class. I decided that the two classrooms would mirror each other’s progress throughout the unit. The students would be introduced to the other class by reading the foreign students’ definitions of citizenship and commenting on their work. I then suggested that the teacher rely on the recommended sources to structure a final list of the rights and responsibilities of global citizens with the class. In the third lesson, I asked students to investigate current events in order to see the interconnectedness of the 21st century world. Merryfield (1998) found that experienced educators working to integrate international perspectives into their instruction used current events to form global connections (p. 360-361). I relied on Merryfield’s discussion and my participants’ descriptions of global awareness to create these activities. After researching current issues, students work in groups to advocate for active citizenship by proposing solutions to global problems. This reflects Oxfam (1997), Davies (2006), and Zhao’s (2009) descriptions of global citizens. One teacher I interviewed was very excited about the idea of Skyping with an international classroom. I took her advice and used Skype to wrap up the unit. The last lesson plan includes a Skype session allowing for a face to face dialogue between the two classes.

**Soliciting Feedback**

After forming the global citizenship unit, I created a short survey to allow my participants to critique the material. The survey included questions about how the unit could be improved and if the respondents could use the plans in their own classrooms. I sent a copy of the unit and my final survey to all of my original participants for feedback on October 31. I received nine responses to the survey over the period of two weeks. All four of my interviewees and five respondents to my introductory survey evaluated the unit. These educators gave me advice for editing the material and helped me make the lessons applicable to real classrooms.

**Final Data Analysis**

Next, I spent time reading and assessing the results of my final survey. I used the same process to analyze my new data as I had earlier in the teacher research process. I combined all of the responses into one document and then coded the information. I used categories to create a list of recurring themes that summarized the completed surveys. My themes centered on weaknesses and strengths of the unit, ways to improve the material, and the practicality of the plans in the context of real social studies classrooms.

I found that although the participants pointed out some shortcomings in my work, a majority of them expressed a positive outlook on the unit as a whole. The main criticisms of the lessons centered on technological limitations and time management problems. Worries about access to reliable technology were mentioned five times in the responses. Some teachers felt that the technological requirements for the unit were unrealistic. In addition, multiple respondents claimed that the unit would be too time consuming to complete in their classrooms. Despite these problems, the majority of the feedback was very encouraging. For example, multiple participants saw opportunities for 21st century learning experiences in my work. While answering whether or not the teacher could use the unit in his or her own classroom, one participant wrote, “Yes, because it encompasses all aspect of 21st century learning.” In addition, one teacher claimed that the unit allowed space for differentiation, especially within the homework assignments.

Overall, seven of the nine respondents said that they could complete the lessons in their own classrooms. I was surprised to read that the interviewee who was very critical of my work earlier in the project provided me with positive feedback and even wrote that he could see the unit working in his classroom. The two teachers who doubted that they could use the unit both maintained that limited access to technology in their schools would present major problems for them. Aside from these respondents, I received great enthusiasm for my work and considered the first draft of the unit a success.

**Editing the Global Citizenship Unit**

While completing my final survey, the participants suggested ways that I could improve my unit plan. I relied on these responses to guide the editing process. First, many participants mentioned that I should create rubrics to define how the students’ work would be assessed. While editing the global citizenship unit, I built three rubrics using the Rubistar website (http://rubistar.4teachers.org). I created these rubrics to structure the grading of student blogs, commentary, and group work. After publishing the rubrics on the Rubistar page, I added copies of them to the end of the unit. Beyond assessment, many of my participants claimed that a teacher could not complete all of the activities in the lessons within four class periods. I looked back on the timing of the unit and decided to add another class to the plans. Finally, multiple survey respondents wrote that the unit contained too much detail. They suggested that I break my paragraph explanations into bullets to make them easier to read. I took their advice and re-structured the plans. I deleted any unnecessary detail and broke each part of the lessons into simple steps. After making the structural changes, I spent some time editing the writing style and clarifying the wording. Through my edits, I furthered my knowledge of the planning process and answered my research question. The final draft of the unit can be found in Appendix A.

**Findings**

After collecting and analyzing my data, I attempted to define my findings. Although I do not have access to a classroom and cannot complete my unit with students, I have gained valuable insight from my interaction with social studies teachers. My participants have helped me understand the following:

* *Many social studies educators feel responsible for building their students’ ideas of citizenship and supporting their inquiry.*
* *Many social studies teachers are interested and willing to provide purposeful instruction on global citizenship in their classrooms, but they struggle to create materials on the topic.*
* *Teachers commonly seek to define active global citizenship through global awareness and cultural tolerance*.
* *Many social studies educators want to connect students with youth from around the world as a way to enhance their learning experiences*.
* *Blogging provides an opportunity for students to build their own definitions of global citizenship by collaborating with students from other countries.*
* *American policy makers should restructure the curriculum to include the concept of global citizenship with a specific focus on the significance of globalization for the 21st century classroom.*

**Explanation**

My surveys, interviews, and literature review have led me to these conclusions. First, each of my survey respondents and interviewees claimed that citizenship education should play a major role in social studies courses. During my initial survey, one teacher wrote, “I believe the purpose to the social studies should be to encourage students to be well-informed, capable citizens - at the local, national and global levels.” This quote expresses the responsibility that social studies educators feel for shaping their students’ concepts of citizenship. This conclusion relates to my topic because social studies teachers must explore new models of citizenship in the 21st century, specifically global citizenship, to fulfill their responsibilities. I think that my project has exemplified one of the ways that social studies teachers can improve their approaches to citizenship education.

Additionally, all but one of my interviewees expressed a genuine interest in global citizenship. Although they felt that the topic would present challenges for students and teachers, they demonstrated a willingness to integrate global citizenship into their instruction. A majority of the survey responses also supported my efforts to bring global citizenship to the Civics and Economics classroom. For example, seven out of the nine respondents to my final survey said that they could complete the unit in their classrooms, and many of these participants expressed interest in using my material. Despite the general support for my work, many of the teachers felt unprepared to use their knowledge of global citizenship to create instructional materials. Rapoport (2010) found a similar phenomenon in her article. One of her conclusions states, “Teachers lack the confidence needed to translate their generally positive attitude toward education for global citizenship into classroom practices” (p. 187). I think that teacher research provides an excellent opportunity for educators to build their confidence on this topic and explore pedagogical approaches to global citizenship.

Through examining the participants’ definitions of global citizenship, displayed in Figure 1.1, I identified the three most frequent themes and summarized them to represent one of my findings. I learned that many educators, regardless of their backgrounds, offered relevant ideas for defining the term. My participants’ descriptions coincided with much of the scholarship that I read on global citizenship. Similar to many scholars, my respondents and interviewees focused on the active qualities of world citizens. My unit reflects these ideas and encourages students to embrace active global citizenship.

Beyond defining the term, I looked at my participants’ ideas for building students’ knowledge of global citizenship. Six of the twenty introductory surveys mentioned connecting American students with classrooms in other countries. Two of my four interviewees also showed enthusiasm for this idea. I concluded that other teachers would probably express similar interest in the approach. The idea served as the basis for my unit on global citizenship, and I consider the connection with a partner classroom a key part of the blogging experience.

Overall, I answered my research question by demonstrating how teachers could use blogging to facilitate collaboration on the topic of global citizenship. The final draft of my unit entitled “Students as Global Citizens: A Unit for the Civics and Economics Classroom,” represents how I responded to my original inquiry. Only two of the teachers that completed my final survey claimed that my unit would not work with their students based on limited access to technology. I expect that many teachers could use my lesson to introduce the topic of global citizenship and facilitate a cooperative learning environment.

Finally, my review of current scholarship has informed me of the critical need to make space in the existing curriculum for global citizenship. In addition, all four of my interviewees supported this idea. I know that if global citizenship became an official part of the social studies curriculum, students would benefit. I think that policy makers and educators need to revise citizenship education for the 21st century. I hope that in the future the Civics and Economics curriculum will specifically mention the concept of global citizenship.

**Implications**

The teacher research process has led to my growth as an educator and changed the way that I will approach instruction in my future classroom. This project has influenced my practice by increasing my awareness of the importance of global perspectives and technology in the 21st century classroom. As a student teacher, I rarely incorporated technological tools or global learning into my instruction. I now see how I must change my practice to provide relevant and effective learning experiences for my students. Specifically, I understand how I can approach the topic of global citizenship in my future classroom. While student teaching Civics and Economics, I failed to discuss citizenship from an international viewpoint. After completing my teacher research project, I not only have an understanding of the current scholarly discourse on citizenship education, but I also know how to introduce global citizenship to students through blogging. When I begin teaching, I plan to use my global citizenship unit with real students and continue editing the material.

My teacher research project not only relates to my personal growth, but also holds relevance for all social studies educators. As previously discussed, the 21st century world requires a new definition of citizenship. Teachers and policy makers should make room for global citizenship in their curriculum and instruction. In addition, students should have constant access to reliable technology in school. As policies change and resources become more available, teachers will have to explore methods to address the issue of citizenship in the 21st century. My approach to global citizenship through blogging represents one of the ways that we can bring global citizenship to the social studies classroom. I think that using student blogging to collaborate with classrooms around the world represents an effective approach to introducing American youth to the changing notions of citizenship in the 21st century world. I have already shared my unit with my participants and I look forward to offering my ideas to other social studies educators in the future. Aside from my work, teachers should make efforts to explore their own questions about global citizenship and find new ways to intersect the topic with pedagogy. My learning experiences throughout the teacher research process demonstrate how teachers can educate themselves on global citizenship and design materials to address global citizenship in the 21st century classroom.

**Personal Reflection**

Although I have not yet begun my career, I learned about myself as a teacher during this project. Through my surveys, interviews, and meetings with my teacher research group, I realized the importance of collaboration within the educational community. I found that I can communicate effectively with other teachers and easily relate to people from different backgrounds. I valued the opinions of all of my participants and group members, and I hope that I can continue to work with my peers successfully as I begin teaching. I felt as if my collaboration with experienced teachers served as a mentoring experience for me. I understand the importance of mentorship to new teachers, and I know that I will seek out similar relationships when I begin my career. In addition, I furthered my knowledge of planning. I realized that I value organization and feedback while developing my ideas for lessons. Although I have some experience planning from my semester as a student teacher, I realize that I still have a lot to learn about building instructional materials. Finally, I demonstrated how my personal experiences can structure my professional inquiry. I consider this project a success because I learned how to use my experience as a teacher abroad to enhance my effectiveness as an educator in the United States. As this project concludes, I know that my teacher research efforts have not ended. I understand that teacher research is a process that will span my entire career as an educator, and I plan to make teacher research an integral part of my life as a teacher.

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Appendix A

**Students as Global Citizens: A Unit for the Civics and Economics Classroom**

**Overview**

Students will be introduced to the concept of global citizenship. They will have the opportunity to build their own definitions of the term, including the rights and responsibilities of global citizens. Students will use blogging to collaborate with their classmates and students from a different country. They will work together to examine current issues and propose solutions to global problems.

**North Carolina Standard Course of Study for Civics and Economics**

* Goal 4: The learner will explore active roles as a citizen at the local, state, and national levels of government.
  + 4.08: Participate in civic life, politics, and /or government.
  + 4.09: Utilize various methods of resolving conflicts.

**North Carolina Essential Standards for Civics and Economics**

* Goal 4: Understand how democracy depends upon the active participation of citizens.
  + 4.1: Compare citizenship in the American constitutional democracy to membership in other types of governments (e.g., right to privacy, civil rights, responsibilities, political rights, right to due process, equal protection under the law, participation, freedom, etc.).
  + 4.5: Explain the changing perception and interpretation of citizenship and naturalization (e.g., aliens, Interpretations of the 14th amendment, citizenship, patriotism, equal rights under the law, etc.).

**Objectives**

* Students will be able to:
  + Construct a definition for global citizenship through collaboration.
  + Identify the rights and responsibilities of global citizens.
  + Evaluate how a current news story has local and global implications.
  + Propose a solution to an international issue.
  + Create ways for young people to become active global citizens.

**Preparation**

1. Conduct a brief review of current scholarship on the topic. Recommended sources include:
   1. Yong Zhao’s *Catching Up or Leading the Way: American Education in the Age of Globalization* (2009; ASCD: Alexandria, VA).
   2. Oxfam’s “What and Why” of Global Citizenship (http://www.oxfam.org.uk/education/gc/).
   3. Oxfam’s “Education for Global Citizenship: A Guide for Schools” (http://www.oxfam.org.uk /education/gc/files/education\_for\_global\_citizenship\_a\_guide\_for\_schools.pdf).
   4. Merry Merryfield’s “Pedagogy for Global Perspectives in Education: Studies of Teachers' Thinking and Practice” (1998) found in *Theory and Research in Social Education,* volume 26, issue 3, pages 342-379.
   5. “Developing Global Awareness and Responsible World Citizenship with Global Learning” by Kay L. Gibson, Glyn M. Rimmington, and Marjorie Landwehr-Brown (2008) found in *Roeper Review,* volume 30, issue 1, pages 11-23.
2. This unit requires students to maintain personal blogs. Parental approval is necessary for students to begin blogging. Send a waiver or permission slip home at least a week in advance. Make sure to offer parents access to the students’ blogs and discuss the privacy settings with them. An example permission slip can be found here: http://hillerspires.wikispaces.com/Kidblog.
3. After receiving permission from parents, create a blog for each student using the Kidblog website (http://kidblog.org). First, open a free account by selecting “Click to Create a Class”. Then customize the settings and make the students’ pages. Change the preferences so that anyone can view students’ posts by selecting the settings tab at the top of the page and then clicking the “Posts” box underneath. Next, select the “All visitors (no password required)” option for the “Who may read posts?” question. Finally, create the teacher blog. This blog will be used to post summaries of class discussions, blog prompts, and rubrics. For further Kidblog support visit: http://hillerspires.wikispaces.com/Kidblog.
4. One of the most important components of this unit requires the class to collaborate with students outside of the United States. In order to facilitate this collaboration, the teacher must connect with a foreign classroom. There are many ways to locate a classroom to partner with for the blogging activities. For example, the teacher can use the Global School Net website to post the project and solicit outside help. First, visit http://www.globalschoolnet.org and create a free account. Next, go to the “Collaborative Learning Center” and register the project. Submit a project summary, class details, dates, type of collaboration, and technology needed. After the project is posted, wait for a response. The Global School Net is just one example of many websites that allow teachers to connect with classrooms outside of the United States. Other resources include: http://www.epals.com/, http://flatclassrooms.ning.com/, and http://www.rafi.ki.
5. Finally, set up a free account with Skype (http://www.skype.com) for the class. Take note of the username and password for future use.

**Materials**

* Computers for every student with Internet access
* Rubrics for the assignments (either posted on the teacher blog or made into handouts)
* One set of speakers
* One computer microphone
* One projector
* One Webcam
* Post-it notes

**Duration**

Five 90 minute class periods (estimated)

**Procedure**

**Day 1: An Introduction to Global Citizenship**

1. Introduce the concept of blogging and explain expectations for student blog posts (15 minutes).
   1. Show students a blog on a topic recently covered and use the blog to review the material. Rely on this activity to discuss what a blog is and how it works. Ask students about their experiences with blogging, including if they read blogs regularly or already maintain personal blogs.
   2. Tell students that they will be using blogs to express their ideas during this unit. Provide students with the “Global Citizenship Blog Posts Rubric” (provided at the end of the unit) and explain the grading procedures. Warn students that plagiarism will not be tolerated.
   3. Model the blogging process for students and show them a set of example blog posts, which should be posted on the teacher blog to demonstrate the appropriate writing style.
2. Tell students that they will be using their own blogs to collaborate with each other and students in a different classroom (20 minutes).
   1. Direct students to the Kidblog website and give them their login information. Show students how to navigate the site and create a blog post.
   2. Tell students to respond to the following prompt in their first post: “Introduce yourself to the blogging community. Where are you from? How old are you? What are some of your hobbies? List two interesting things about yourself. Finally, define what citizenship means to you, based on your own background and experiences.” Students should write and post their work individually.
3. After completing their first blog entries, the class will come back together and discuss the concept of citizenship (20 minutes).
   1. Go around the classroom and have each student share a sentence that summarizes his or her personal definition of citizenship. While students share, compile their ideas by creating a blog post on the teacher blog. Make sure to use a projector to display the work on the blog so that students can follow along.
   2. After all students have shared, discuss the recurring themes in the responses. Talk about how students’ different cultural backgrounds influenced their ideas of citizenship. Make sure to allow students from countries outside of the United States to share their thoughts about the concept of citizenship. At the end of the discussion, post the students’ ideas on the teacher blog.
4. Introduce the term global citizenship to students (30 minutes).
   1. Tell students that during this unit the class will focus on citizenship from a global perspective. Tell the class that citizenship is traditionally defined as a set of rights and responsibilities. Ask students to begin thinking about the rights and responsibilities that exist for all people.
   2. Introduce the Project Explorer’s Good Global Citizen website (http://goodglobalcitizen.ning.com/). Allow students to explore the site individually. Tell them to select a Project Explorer video that they agree or disagree with and post it on their blogs. In their blog posts, they will discuss why they support or question the video’s content and will answer the question: “What are the rights and responsibilities of global citizens?”
5. Finally, review the lesson for the class and allow them to provide feedback (5 minutes).
   1. Give each student two post-it notes. Tell them to write something they like about blogging so far on one post-it and something they dislike on the other.
   2. As students leave the room, have them stick the positives on one side of the board and the negatives on the opposite side. Use the notes as exit passes and don’t allow students to leave without completing them.
6. Homework (optional): Lead students to the Peace Corps Journals website (peacecorpsjournals.com/). Allow them to research the Peace Corps program and pick one member’s blog to explore in-depth. Explain that they should read through the blog they selected and brainstorm ideas on how the blog intersects with the idea of global citizenship. Direct them to blog on what they learned through their readings. In their posts, they should introduce the corps members’ blogs, include links to the blogs, and discuss how the volunteers succeed or fail to exemplify global citizenship. This activity will expose students to the immersion experiences of American youth in other cultures and provide them with examples of active global citizenship.

**Day 2: Collaborating to Define Global Citizenship**

1. Open the second day by reviewing the previous class’s work and discussing the Peace Corps volunteer experience (10 minutes).
   1. If the homework was assigned, choose 3 or 4 students to share their blog posts. Have the class discuss what they learned about the Peace Corps organization and how it relates to global citizenship.
   2. If the homework was not assigned, select one Peace Corps volunteer’s blog and show it to the class. Discuss the Peace Corps program and read through some of the posts out loud. Next, have students record (on paper or in their blogs) how Peace Corps volunteers fulfill some of their ideas about the responsibilities of global citizens.
2. Students will then learn how to comment constructively on each other’s blogs (20 minutes).
   1. Model how to compose a scholarly blog entry and review the rubric entitled “Global Citizenship Student Commentary Rubric” (found at the end of the unit).
   2. Direct students to read and comment on two of their classmates’ blog posts on the rights and responsibilities of global citizens. They should then read the comments made on their own blogs and respond.
3. Introduce the partner class to the students (20 minutes).
   1. Tell students that they will be collaborating with a classroom in another country. Show the location of the class on a map and discuss some basic facts about the country.
   2. The partner class should parallel the American students’ progress in the unit and should have already completed the first two blog posts. Assign each student one blog from the partner class and provide time for the students to read through the first posts. Next, have each student stand up and introduce the foreign student to the class. They should provide a short synopsis of the partner students’ interests and background.
4. Students will then read and comment on the partner class’s original definitions of citizenship (20 minutes).
   1. The students should comment on two blogs. They should compare and contrast their own definitions of citizenship with the partner class’s work.
5. Lead a class discussion comparing and contrasting the different notions of citizenship (15 minutes).
   1. Project the partner teacher’s blog post summarizing the class’s ideas on citizenship.
   2. Discuss how the partner class’s blog on citizenship compares with your class’s definition. You may want to edit your own citizenship post as a result of this discussion.
6. Conclude the lesson with an exit pass (5 minutes).
   1. Ask students to describe what has surprised them so far during their interactions with foreign students.
   2. They will respond to this question by writing a few sentences on post-it notes and sticking them to the board on their way out of the classroom.
7. Homework (optional): Have your students read all of the comments made on their own blogs by the partner class. Tell them to respond briefly to all comments in order to start a dialogue between the two classrooms. If students do not have computer access in their homes, they can do this at the beginning of the next class period.

**Day 3: Describing the Rights and Responsibilities of Global Citizens**

1. Review how the classes have collaborated to define citizenship (10 minutes).
   1. If the homework was assigned, have students work in pairs to share the commentary that they have received from the partner class. Encourage them to build a stronger dialogue within the classroom and between the classes. Allow each student to share one thing that he or she has learned from the partner class.
   2. If the students did not complete the homework, allow the class to read the comments on their blogs and respond to the posts. Have some students share their experiences communicating with the partner class.
2. Students will read and comment on the partner class’s posts on the rights and responsibilities of global citizenship (20 minutes).
   1. Students should choose two posts and respond by comparing and contrasting the partner class’s work with their own ideas. Encourage students to make sure every blog receives commentary.
3. The class will work together to compile a list of the rights and responsibilities of global citizens (20 minutes).
   1. Go around the room and ask each student to share one right and one responsibility from his or her own blog. Record these ideas in a blog post on the teacher page.
   2. Ask each student to share one right and one responsibility proposed by a student in the partner class. Add these responses to the blog in order to form a comprehensive list.
4. After compiling all of the ideas about the rights and responsibilities of global citizens, the class will narrow the list (10 minutes).
   1. First, facilitate the students’ discussion of the key rights and responsibilities of global citizens. Keep in mind the literature the topic (found under the preparation section). Specifically, compare the class’s ideas of the responsibilities associated with global citizenship to Oxfam and Zhao’s work. During the discussion of the rights of global citizens, show the class the United Nation’s “The Universal Declaration of Human Rights” (http://www.un.org/en/documents/udhr/) and evaluate its merits.
   2. Based on this discussion, allow students to vote on the top five rights and responsibilities of all global citizens. Compose a new list and post it on the teacher blog.
5. In order to understand the interconnectedness of the 21st century world, students will research a current issue (25 minutes).
   1. Explain to students that as a part of global citizenship we must understand how our actions in the United States affect people around the globe.
   2. Direct students to search for a current news story that has implications for both the United States and the partner class’s country. Suggest that students look for a story about Americans responding to a specific problem, for example the Occupy Wall Street Movement. Tell students that they must pick a topic before the end of class.
   3. Students should read about the topic from at least three reliable sources. Describe how to determine the reliability of an online source for the class.
6. End the lesson by asking students to write an exit pass defining their topic and listing the sources they used to learn about the issue. Students should submit their exit pass on paper before leaving class (5 minutes).
7. Homework (optional): Ask students to read the comments on their blogs and respond briefly to the students in the partner class.

**Day 4: Connecting the Concept of Global Citizenship with Current Issues**

1. Start the class by asking students to recall the final list of the rights and responsibilities of global citizens (10 minutes).
   1. Have students write the ten rights and responsibilities on the board as they remember them. Use the partner teacher’s blog to compare your list with the other class’s ideas. Discuss the similarities and differences between the two lists as a class.
   2. If students completed the homework, have a few students share how their conversations are evolving with the partner class. If the homework was not completed, have students read all of the commentary on their blogs and respond briefly to the posts.
2. After researching their news stories further, students will blog on the topic (20 minutes).
   1. Encourage students to wrap up their research on the issues.
   2. Students will then blog on their topics. Tell each student to provide a summary of the current event. He or she will then discuss how the issue affects the lives of Americans and people in the partner class’s country. Students should provide specific examples to demonstrate how the actions of people in the United States have impacted the lives of people around the world and vice versa. Show students how to cite their sources.
3. Students will work in groups to brainstorm solutions to global issues (25 minutes).
   1. Start by listing the students’ topics on the board. Then group the students with similar topics and/or pick important topics and form groups around them. The groups should consist of three to five students each.
   2. Direct the groups to collaborate on the issue that they are assigned. Together the students must write a blog post defining the problem and proposing a way for young people to affect change. For example, if the students pick an environmental issue, such as the increasing size of landfills, they could suggest that they start a recycling campaign at their school. The group should post their work as a response to the teacher’s blog describing the assignment. Provide each group with the “Solving Global Problems Group Work Rubric” (found at the end of the unit).
4. Finally, each group will share a short synopsis of their work with the class (25 minutes).
   1. The students will give the class a preview of their issue and propose a solution to the problem. The presentations should take four to seven minutes and effectively demonstrate each group member’s learning experience. Allow the audience to provide verbal commentary at the end of each presentation.
5. Conclude the class by facilitating an introductory discussion on active global citizenship (10 minutes).
   1. The students should think about how their work represents global citizenship in action.
   2. After the discussion concludes, have students fill out an exit pass summarizing one new way that they can become active citizens.
6. Homework (optional): First, tell the students to reply to any commentary on their blogs. Next, they should read through all of the partner class’s group work and respond to two posts. Encourage them to use their responses to provide constructive feedback for the students’ proposals.

**Day 5: An International Forum on Active Global Citizenship**

1. Open the lesson by reviewing the class’s discussion of the rights and responsibilities of global citizens (5 minutes).
   1. Tell students that they will now be translating these ideas into ways that young people can become active global citizens. Have them complete a free write on this topic.
   2. If the students did not do the homework, have them read through the partner class’s group blogs and provide commentary for two of the proposals.
2. Tell students that they will have a chance during class to Skype with the partner class (10 minutes).
   1. As a group, students should form a list of key questions to ask the other class. Direct students to brainstorm questions about how the two classes can work together to become active global citizens. Record these questions on the teacher blog.
   2. In addition, allow the class to think of a few general questions about what life is like in the partner class’s country. Encourage them to ask about cultural differences.
3. Connect with the partner class through Skype (50 minutes).
   1. In order to facilitate this activity, set up a webcam facing the students and place a microphone at the front of the classroom. Then display the partner class’s image using a projector and their voices using speakers.
   2. Start the discussion with a question and answer session. Allow students to ask their questions and respond to the other class’s inquiry. Make sure that all students have a chance to participate.
   3. End your Skype session with a discussion of active global citizenship. Ask students in both classes to share how they want to act on the idea of global citizenship. Allow some students from each class to share what they learned from their interaction with a foreign classroom and thank the partner students and teacher.
4. After the discussion, students will reflect on their experiences with a final blog post (20 minutes).
   1. They should discuss how the interaction with the partner class has changed their notion of citizenship.
   2. They should also edit their original definitions of citizenship and propose a plan for how they will become active global citizens in the future.
5. End the unit by reviewing the process and reinforcing global citizenship in action (5 minutes).
   1. Each student should write one specific way he or she plans to take an active role in the global community as a final exit pass.
6. Homework (optional): Create a service learning project that allows the students to carry out their ideas. Continue to collaborate with the partner class and receive their feedback. Allow students to seek out service opportunities and dedicate a few hours of their personal time to the community. They could then blog on how their experiences represent active global citizenship and affect people locally as well as globally.

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| |  |  | | --- | --- | | |  | | --- | | **Global Citizenship Blog Posts Rubric**  Teacher Name: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | CATEGORY | 4 | 3 | 2 | 1 | | Grammar and Spelling | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. | | Support for Topic | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. All writing is appropriate to the blog topic and maintains an academic tone. | Supporting details and information are relevant, but one key issue or portion of the blog is unsupported. All writing is appropriate to the blog topic and maintains an academic tone. | Supporting details and information are relevant, but several key issues or portions of the blog are unsupported. Most writing is appropriate to the blog topic and presented in an academic tone. | Supporting details and information are typically unclear or not related to the topic. The blog post lacks an academic tone. | | Response to Prompt | Responds to entire blog prompt. Fully answers all questions and offers original ideas. The post is an appropriate length to respond to the assignment. | Responds to most of the blog prompt but omits one question. The post is an appropriate length to respond to the assignment. | Does not respond fully to the blog prompt. Omits more than one question. The post is not a sufficient length to respond to the assignment. | Does not respond to the blog prompt. Fails to answer any questions. The post is much too short and off topic. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  | | --- | --- | | |  | | --- | | **Global Citizenship Student Commentary Rubric**  Teacher Name: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | CATEGORY | 4 | 3 | 2 | 1 | | Voice | The writer maintains an academic tone and appropriately communicates with fellow bloggers. The student takes into account his or her audience and responds in a scholarly manner. | The writer maintains an academic tone and appropriately communicates with fellow bloggers. | The writer mostly maintains an academic tone and appropriately communicates with fellow bloggers. | The writer fails to achieve an academic tone and/or communicates inappropriately with fellow bloggers. | | Content | The writer provides a critical response and mentions more than one specific point in the original post. The response is detailed and at least one paragraph (6 full sentences). The student responds briefly to all comments made on his or her own blog. | The writer provides a critical response and mentions at least one specific point in the original post. The response is detailed and at least one paragraph (6 full sentences). The student responds briefly to most comments made on his or her own blog. | The writer provides a critical response but does not mention any specific points from the original post. The response lacks detail and is shorter than one paragraph (6 full sentences). The student rarely responds to comments made on his or her own blog. | The writer fails to provide a critical response and does not mention any specific points from the original post. The response lacks detail and is much shorter than one paragraph (6 full sentences). The student never responds to comments made on his or her own blog. | | Grammar & Spelling | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer rarely makes errors in grammar or spelling that distract the reader from the content. | Writer frequently makes errors in grammar or spelling that distract the reader from the content. | Writer consistently makes errors grammar or spelling that distract the reader from the content. |   **Solving Global Problems Group Work Rubric**  Teacher Name: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| --- | --- | --- | --- | --- |
| CATEGORY | 4 | 3 | 2 | 1 |
| Participation | Each group member can clearly explain the global problem and has contributed to the proposed solution. Each student can define active global citizenship in the context of a current event. | Each group member can clearly explain the global problem and has contributed to the proposed solution. Most students in the group can describe the concept of active global citizenship in the context of a current event. | Each group member can, with minimal prompting from peers, clearly explain the global problem. Most of the students contributed to the proposed solution. At least one student in the group can define the concept of active global citizenship in the context of a current event. | One or more students in the group cannot clearly explain the global problem and have not contributed to the proposed solution. The group lacks an understanding of active global citizenship. |
| Group Blog Post | The blog post clearly defines the problem and provides an innovative solution. Writing is academic, a sufficient length, and grammatically correct. | The blog post clearly defines the problem and provides a solution. Writing is academic, a sufficient length, and grammatically correct. | The blog post defines the problem but does not provide a relevant or practical solution. Writing is not completely academic, a sufficient length, or grammatically correct. | The blog post fails to define the problem and propose a solution. Overall, writing is not academic, a sufficient length, or grammatically correct. |
| Presentation | All group members are prepared and contribute to the presentation. It lasts 4-7 minutes and effectively previews the group's work. | Most group members are prepared and contribute to the presentation. It lasts at least 4 minutes and previews the group's work effectively. | More than one group member is unprepared and fails to contribute to the presentation. It is under 4 minutes but previews the group's work. | Only one group member is prepared and contributes to the presentation. It is under 4 minutes and does not preview the group's work effectively. |