ECI 524 PBI Work

Information Gathering and Analysis:

In order to shape my inquiry, I am relying on information from a variety of sources. First, James Banks argues for a new approach to citizenship education in his article entitled “Diversity, Group Identity, and Citizenship Education in a Global Age.” 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. Banks maintains that 21st century citizenship education should allow students to explore global connections and situate themselves within the global community. This new approach should provide students with the knowledge and skills to assess global problems and take action. He ties global awareness and cultural tolerance together through the concept of cosmopolitanism. He describes Cosmopolitans as people who identify with the world community and make decisions based on a globalized mindset. Throughout his article, Banks depicts global awareness and cultural tolerance as interrelated aspects of cosmopolitanism.

Kay Gibson, Glyn Rimmington, and Marjorie Landwehr-Brown argue for global learning as a means to encourage world citizenship and leadership among gifted students in their work entitled “Developing Global Awareness and Responsible World Citizenship with Global Learning.” They claim that educators must respond to the new globalized world with a different approach to learning. This approach must prepare students for success not only as U.S. citizens, but also as members of the global community. They offer a framework for global learning, which illustrates global citizenship as the end result. Intercultural contact plays an important role in this framework, and cultural tolerance represents an intended outcome of global learning. In addition, Gibson et al. provide a definition for global awareness and highlight the concept as an important attribute of world citizens. Once again, scholars present global awareness and cultural tolerance as interrelated.

In “Pedagogy for Global Perspectives in Education: Studies of Teachers' Thinking and Practice,” Merry Merryfield discusses 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 many teachers attempt to maintain a neutral perspective when they present cultural differences in their classrooms. She suggests that educators provide opportunities for students to interact with people from other cultures. This approach allows students to develop tolerant and respectful attitudes toward other cultures, which fulfills some of the aims of global learning. In addition to tolerance, she stresses awareness of the interconnected nature of the 21st century world.

In his text entitled *Catching Up or Leading the Way: American Education in the Age of Globalization*, Yong Zhao defends the strengths of American education and discusses the future of educational policy. Zhao explores how globalization has presented challenges for the field of education. He articulates how American teachers must embrace 21st century skills, such as global competence and awareness, in their classrooms. He connects cultural tolerance to global awareness in his definition of global citizenship. He 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.

Oxfam is a non-governmental organization (NGO) that addresses poverty and social injustice throughout the world. As part of their outreach, Oxfam constructed a global citizenship curriculum and begun a campaign to bring global citizenship to classrooms around the world. Oxfam proposes seven criteria that define a global citizen, which include themes of global awareness and cultural diversity. Their website provides instructional materials for educators trying to facilitate global citizenship education in their classrooms.

Sara L.H. Shady and Marion Larson present three different educational approaches to religious diversity in their article entitled “Tolerance, Empathy, or Inclusion? Insights from Martin Buber.” They discuss the differences between facilitating tolerance, empathy, and inclusion. They explore how teachers’ treatment of diversity within the classroom can impact their students’ worldviews. They find that cultural tolerance is actually grossly inadequate for 21st century education, and teachers must strive to create fully inclusive classrooms.

Finally, Elizabeth R. Howard discusses the importance of cross-cultural educational experiences in her work entitled “Two-Way Immersion: Key to Global Awareness.” She maintains that students can develop global awareness through cultural immersion. Throughout her discussion of two-way immersion programs, she depicts cultural tolerance as a prerequisite for global awareness. Overall, Howard’s article and the works of my other sources have helped me begin to understand the interdependent relationship between tolerance and awareness.