Enhancing International Mindedness

Jaya Bhavnani
jbhavnani@dwight.edu
Overview

1. Definition of international-mindedness
2. IBO philosophy
3. Culture
4. “What it’s not”
5. “What it is” - examples of good practice
6. Resources and Conclusion
What does international mindedness mean?
“international mindedness can be expressed as

____ the ability to be better prepared for the 21st century global challenges

____ understanding ourselves to connect with others

____ awareness that the world is much larger than the community in which we live

____ respect and understanding for other perspectives, cultures and languages

____ the ability to see oneself as a responsible member of the community and a global citizen
IB Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”
IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.
Are the Learner Profile traits enough to create international mindedness in a person?

Reflection:

• any attribute(s) you would like to include

http://walter7.edublogs.org/2011/05/13/ib-learner-profile/
Internationally-minded people are globally engaged and value intercultural understanding.
Role of teaching and learning of languages in developing international mindedness

(National Standards in Foreign Language Education 1999)
What is culture?

Culture is ..................

One’s culture influences one’s thinking

One’s culture influences one’s actions

If our thinking be alike and yet different .....
Pop Quiz: In which country?

A man named Jón Finnur has a son named Adam. Adam's last name becomes Jónsson, Jón Finnur's daughter is Andrea, and her last name becomes Jónsdóttir.
Does one’s culture influence one’s name?

My name is …

• Briefly reflect on your own name and then share the story with your partner trying to include:

  • What is significant about your name?
  
  • What does it mean?
  
  • Where did your name come from?
  
  • How does it reflect your culture, family, and experience?
Culture is like an Iceberg

What’s above the surface?

What’s below the surface of the water?

Adapted from:
The Iceberg Concept of Culture model in Hapgood and Fennes (1997)
Notions of modesty, conception of beauty, ideals governing child-raising, patterns of superior/subordinate relations, definition of sin, courtship practices, decision-making, conception of cleanliness, approaches to problem-solving, conception of status, eye behavior, roles in relation to status by age, sex, etc., nature of friendship, notions about logic and validity, patterns of handling emotions, conversational patterns in various social contexts, conception of past and future, notions of adolescence, etc.
Culture and international mindedness

International-mindedness is about intercultural understanding and respect
Teachable moments......Different perspectives

Isn't it better to be open to other people's points of view?

yourpointofview.com

HSBC
The world's local bank
Global Engagement

Sustained inquiry leads to:

- exploration
- reflection
- responsible action
**Holistic internationally-minded education**

<table>
<thead>
<tr>
<th>Head</th>
<th>Heart</th>
<th>Hands</th>
</tr>
</thead>
<tbody>
<tr>
<td>understanding</td>
<td>attitudes</td>
<td>skills</td>
</tr>
<tr>
<td>What do I need to notice and know?</td>
<td>Why should I care?</td>
<td>What will I do, and with whom?</td>
</tr>
<tr>
<td>Inquire: be informed</td>
<td>Reflect: be moved</td>
<td>Act: be involved</td>
</tr>
</tbody>
</table>
Curriculum as Window

“Students do need to find their own lives reflected in curriculum, but if what they read and do in school only mirrors their own views of the world, they cannot envision other ways of thinking and being.”
Inside IB Classrooms - “see the IB in Action”

Video clip of an IB-MYP class aimed at developing critical thinking and global perspectives? The video clip comes from a new professional development resource called Inside IB Classrooms—a collection of online videos and accompanying resources to help teachers “see the IB in action”.

http://inside-ib-classrooms.ibo.org
Welcome to the Global Engage website, which supports members of the IB community, and particularly teachers, in engaging with our global world.

Here you will find information, resources, ideas and opinions, links, and suggestions for action concerned with global issues - and reports of actions taken by the IB community.

Scientists estimate that 150-200 species of plant, insect, bird and mammal become extinct every 24 hours. This is the highest extinction rate since the vanishing of the dinosaurs nearly 65m years ago.

United Nations Environment Programme, 2013

For Teachers
An area with resources, activities and materials specifically for IB teachers.
‘going global without going anywhere’

<table>
<thead>
<tr>
<th>1. Introduce global content into your curriculum</th>
<th>4. Use technology to connect across cultures and geographical regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Connect classroom processes with significant local / global challenges</td>
<td>5. Create globally-oriented learning environments / displays</td>
</tr>
<tr>
<td>3. Think with students about attitudes, values and dispositions</td>
<td>6. Look for teachable moments</td>
</tr>
</tbody>
</table>

*with thanks to Boyd Roberts*

globalengage.ibo.org
UNICEF

- Good health care
- A home
- Being treated fairly and equally
- A good education and the opportunity to learn
- Having my rights respected
- Good health care
- Enough food
- What for? There’s nothing she needs to learn there that she can’t learn at home?
- Couldn’t we send her to school too?
Meet Nusrat Kabir, age 14, makes bricks at a factory in Pakistan.

Nusrat (third row from front) attends class at a brick kiln.
Building Critical Awareness about International Literature

- Origin of book
- Authorship
- Connections
- Importance of values

Exploring Perspectives

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Personal cultural identities</th>
<th>Local issues</th>
<th>Intercultural issues</th>
<th>Global issues</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Language
- Fables, Folk Tales, Legends, etc.
- Language Clubs like Latin club
- Book Donations Drive
- Language immersion programmes
- Language learning for kids by kids

### Sciences
- Historical development of science across many cultures
- Inventions and Discoveries
- Environmental Ecological - Global Warming, Pollution, Finite Resources
- Hygiene/Health – AIDS, Epidemic, Diseases, Drugs
Act locally--- thinking globally

Global Challenges

The significant problems that exist today cannot be solved by the same level of thinking that created them.”
Albert Einstein

Habitat Cleaning
Think of an issue with multiple dimensions... 

<table>
<thead>
<tr>
<th>What the problem?</th>
<th>local</th>
<th>national</th>
<th>global</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water wastage</td>
<td>- Individual consciousness - Community awareness</td>
<td>- National awareness action - Laws and policies</td>
<td>- Impact of shortage - Environment</td>
</tr>
</tbody>
</table>

Your turn!
Mathematics

- Origin of zero
- Number systems
- Mathematicians
- Currency
- Measurement
- Statistics

Video clip of Hans Rosling
200 Countries, 200 Years, 4 minutes

- www.worldstat.com
- www.projectexplorer.org
- www.un.org
- http://portal.unesco.org/
- http://www.unicef.org.uk/
- www.gapminder.org
How much, do you think, does an average family spend on food in a week?

Video clip of The Hungry Planet

How could you use this in the classroom?

- The amount spent on food each week varies by culture and region
- Discuss similarities and differences
- Notice the number of people fed for the amount of money spent
- Rank by cost of food
- Find locations on a world map
- Research to find out average daily wage and calculate percentage of food cost
Maps as Narratives

What story does this map depict?

What feature gave rise to that response?

http://mapstory.org/
How the Arts Promote International Mindedness

Frida Kahlo,
Self portrait with Torn Necklace and Hummingbird

Preserving pre-Columbian rhythms, cultures and artifacts from the Andes region

Educating for Global Competence: Preparing our youth to engage the world
Thoughts for Student Action
Trans disciplinary and Interdisciplinary Themes

- PYP Exhibition
- MYP Personal project
- DP Extended Essay, TOK

Eco-home

- PYP Action
- MYP Community & Service
- DP Creativity, Action and Service
Some more thoughts ......

Displays can..... make a statement without having to say a word

Words of Action

“If you have much, give of your wealth. If you have little, give of your heart.” (Arab Proverb)

I will act towards others exactly as I would act towards myself.’ (Buddha)

“Confucianism: ‘Do not do to others what you would not like for yourself.’
TED Talks
Video Clip: Derek Sivers, Weird or just different
People Equal

One person can be bold.
Another shivers in the corner cold.
Yet people equal. Equal.

Some people question?
Some people mention.
Yet people equal. Equal.

Some people care.
Some people don’t share.
Yet people equal. Equal.

Some people are confident and their life is zappy
Others are nervous and their life is not happy
Yet people equal. Equal.

Some people think Man U rule
Some people think Liverpool is cool
Yet people equal. Equal

Written by Year 5 children at Allerton Primary
inspired by the poem People Equal by James Berry & Christopher Corr
www.inresources.org.u
References

• Towards a continuum of International Education
• Inspiring Internal mindedness by Robert Harrison, Christine Amiss and Carol Inugai-Dixon
• International mindedness by Rob Shepherd Pak Iwan Kresna Setiadi
• Allen, M (2009) Culture and Assessment speech at IB Asia Pacific Teacher’s Conference, Singapore
• October 2002 | Volume 60 | Number 2 The World in the Classroom Pages 52-55 Educational Leadership
• Curriculum as Window & Mirror by Emily Style
• “Global Cultures: The First Steps toward Understanding” by Elise Begler
• Latin America myths and legends
• http://www.foreignpolicy.com/articles/2011/08/15/rich_country_poor_country
Thank You

Newspapers, Journal articles, Books, Magazines, Websites shared with participants via Dropbox

Feedback/Comments

Invitation to Ponder

Questions ??

jbhavnani@dwight.edu