

Creating Empowered 21st Century Citizens

An introduction to Global Skills

Edmund Dudley



In this talk

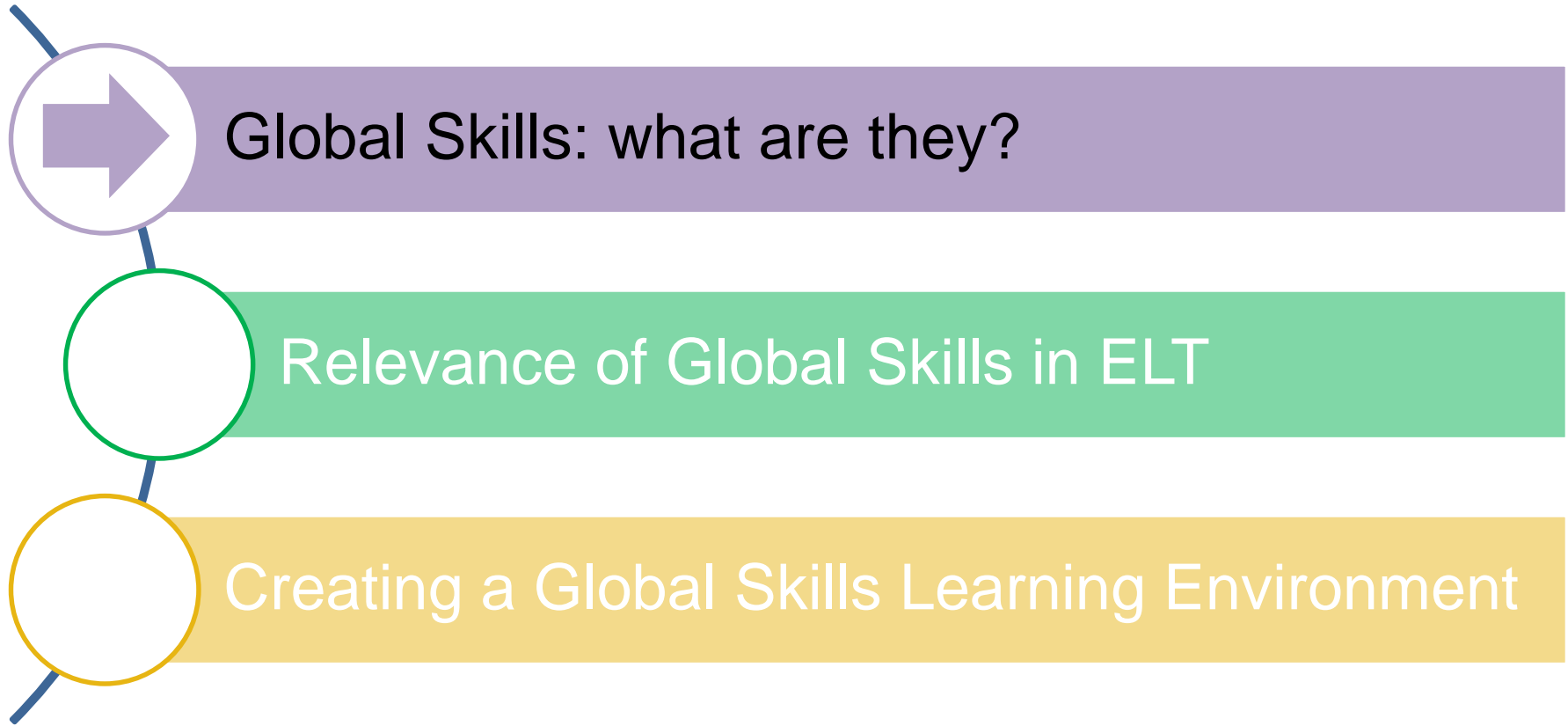


Global Skills: what are they?

Relevance of Global Skills in ELT

Creating a Global Skills Learning Environment

In this talk



OUP Position Paper

For ELT contexts - by a panel of experts



THE EXPERTS CONSULTED FOR THIS PAPER



SARAH MERCER

Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz, Austria, where she is Head of ELT Methodology. Her research interests include all aspects of the psychology surrounding the foreign language learning experience, and she has written and edited prize-winning books in this area. She is currently vice-president of the International Association for the Psychology of Language Learning (IAPLL) and serves as a consultant on several international projects. In 2018, she was awarded the Robert C. Gardner Award for excellence in second language research by the International Association of Language and Social Psychology (IALSP). Sarah is a lead author on this paper.



NICKY HOCKLY

Nicky Hockly is the Director of Pedagogy of The Consultants-E, an online training and development consultancy. She is a teacher, trainer, and educational technology consultant who works with teachers all over the world. Nicky writes regular columns on technology for EFL teachers in professional journals and has written several prize-winning methodology books about new technologies in language teaching. Her research interests include digital literacies, blended and online learning, and the integration of learning technologies in the English language classroom. Nicky is a lead author on this paper.



GORDON STOBART

Gordon Stobart is Emeritus Professor of Education at the Institute of Education, University College London, and an Honorary Senior Research Fellow at Oxford University Centre for Educational Assessment (OUCEA). Prior to that, he was a secondary school teacher and educational psychologist, and then a senior researcher at an examination board and at government education agencies. Much of his work has been on approaches to assessment which encourage broader and more effective teaching and learning. This includes how we can best assess global skills. He is a former editor of the international journal *Assessment in Education: Principles, Policy & Practice* and has written books on assessment in education and learner ability. Gordon is a contributing author on this paper.



NEUS LORENZO GALÉS

Neus Lorenzo is Professor at the Universitat Autònoma de Barcelona, chair of the Primary and Pre-primary Research and Development Community of the Association for Teacher Education in Europe, and co-chair of the Transformation Society and Information 4.0 Research and Development Group of the World Federation of Associations for Teacher Education. Neus is an inspector of education in Barcelona, and she has been a training adviser for the European Centre for the Development of Vocational Training and the Council of Europe. She is a widely published author on subjects including language learning, digital communication, organizational networking, and educational assessment. Neus is a consultant on this paper.

Global Skills – a global concern

Existing international frameworks on global skills

- UNESCO's four pillars of education
- OECD PISA Global Competence Framework
- ATC21S: Assessment and Teaching of 21st Century Skills
- The Framework for 21st Century Learning



Global skills: what are they?



Sounds good, *but...*

...won't it involve adding more lessons to the timetable?

No: Global Skills can be integrated into the language lesson

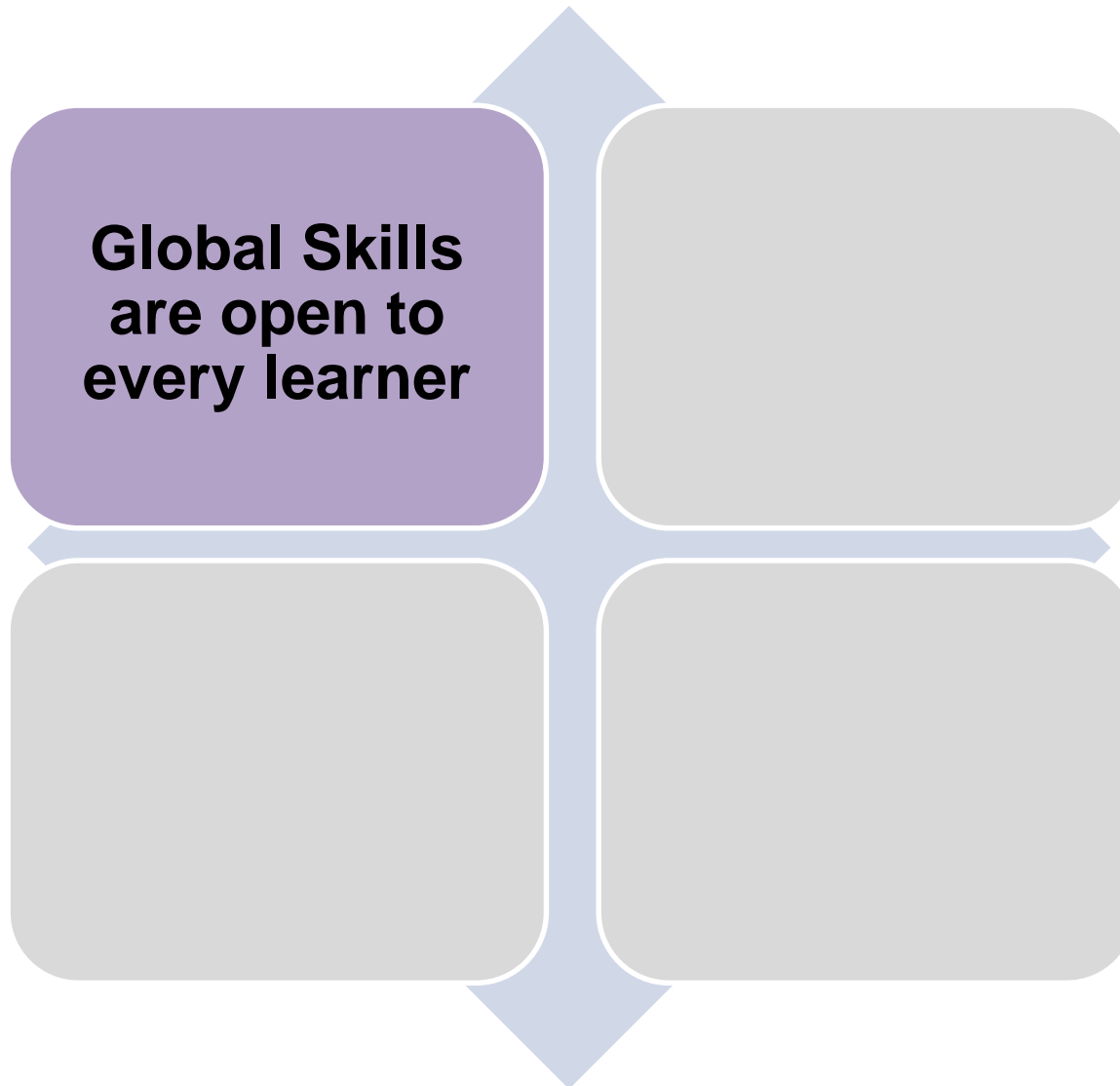
...will lower-level students be able to take part?

Yes: activities can be tailored to different levels

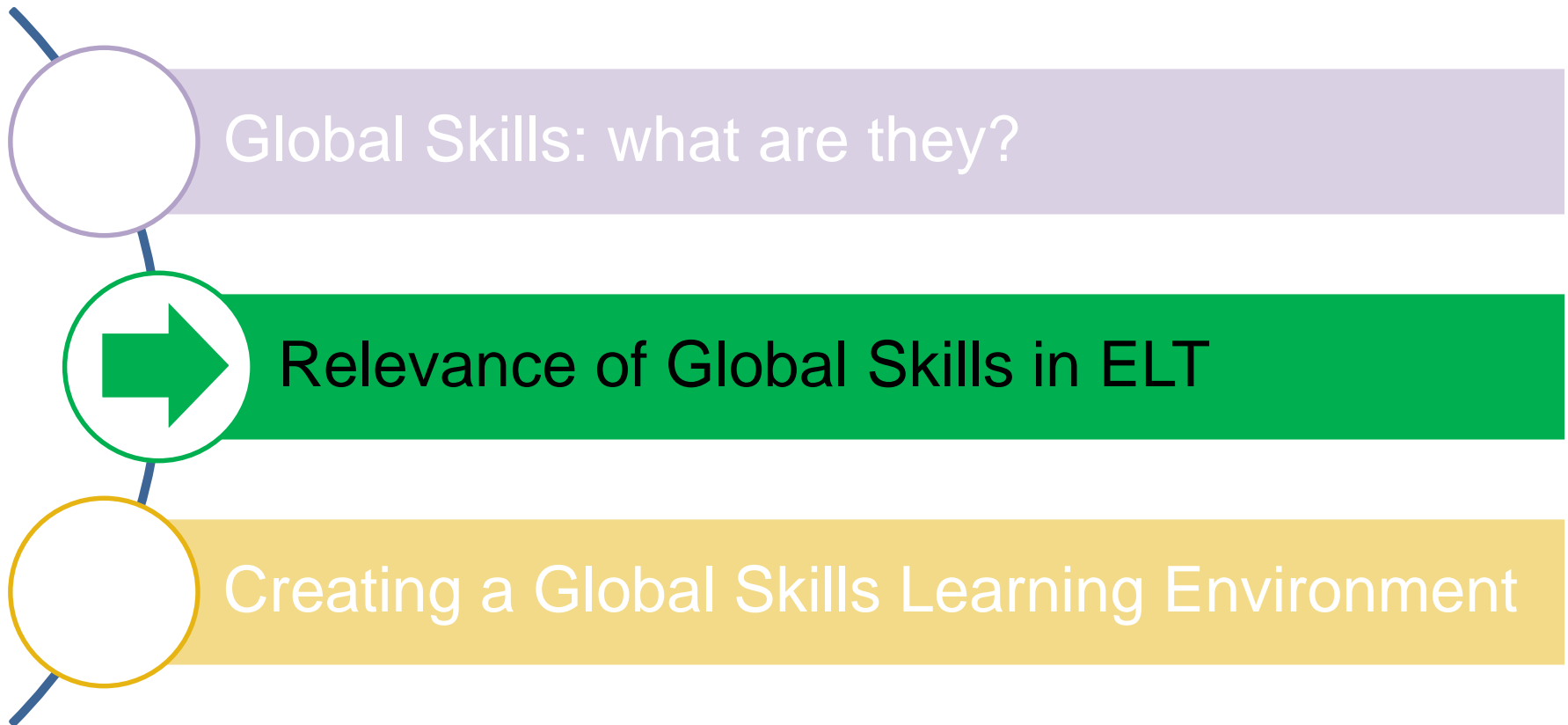
...isn't it too abstract for younger learners to follow?

No: Global Skills activities are practical and meaningful

Key message 1



In this talk



Your lessons: how frequently do GS appear?



A Eat healthy, stay healthy!

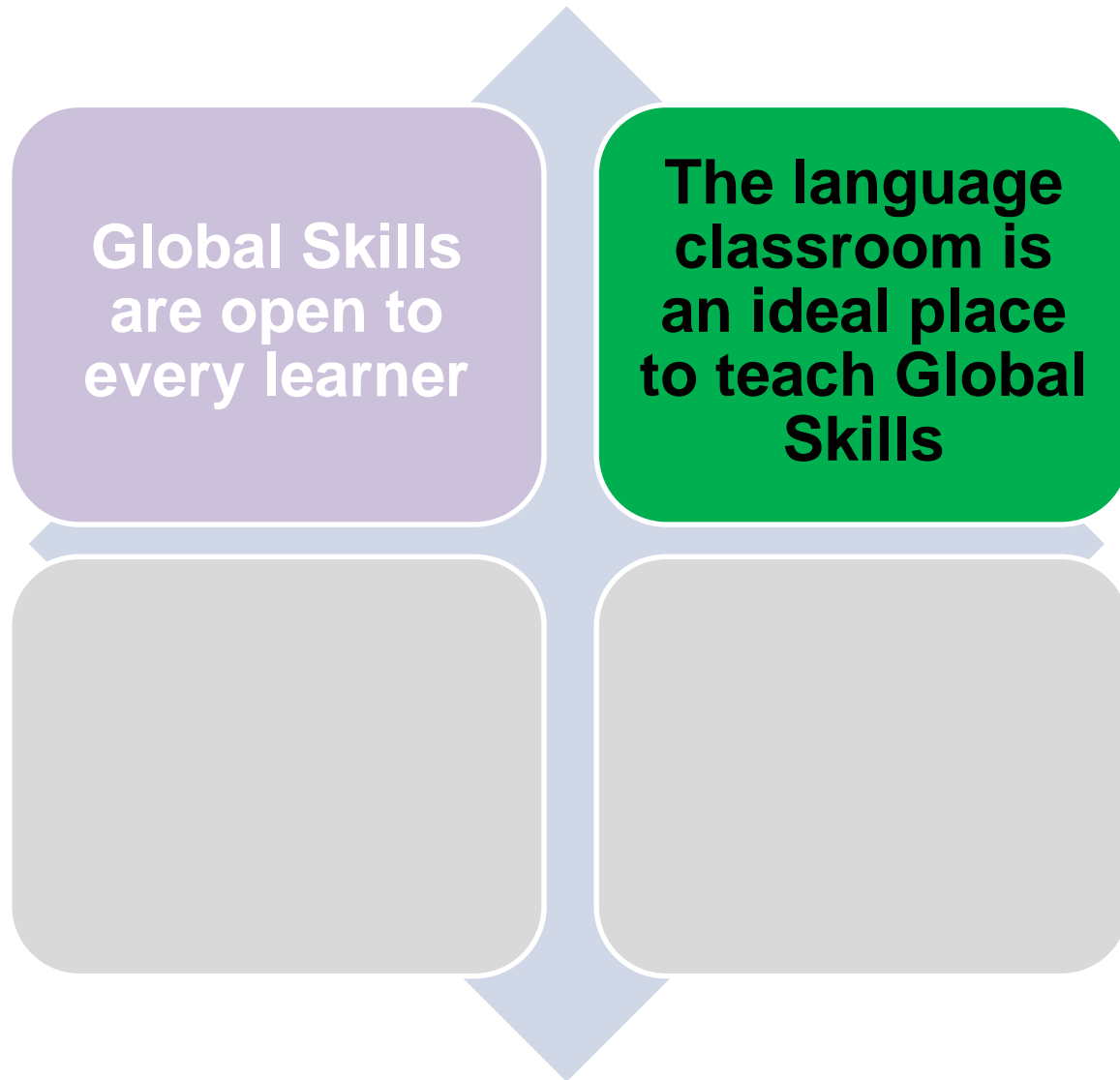
B Would you eat
22 PACKS
of **SUGAR?**

Drinking
sweet drinks
can lead to
diabetes and
heart disease.

C YOU
ARE
WHAT
YOU
EAT.

D 1 in 11 people in the world
has **diabetes**

Key message 2



1. Communication and Collaboration

...in the ELT classroom



We do this all the time already

“Tell your partner...”

“Work in groups...”

“With your partner, decide...”

How to do it more innovatively?

2. Creativity & Critical Thinking

...in the ELT classroom



Draw the logo for *Creativity & Critical Thinking* from memory. If you can't remember it, draw a new logo.

Look at the logo (or your own one):

- Can you explain the design?
- Is the design effective? Why (not)?
- How could you improve it?

What do you notice about these prompts?

3. Intercultural Competence & Citizenship

...in the ELT classroom



- becoming aware of cultural perspectives
 - What are umbrellas for?
 - When do you use them?
 - How should you store them?
- discussing local and global issues
 - How does this affect us:
 - in our class?
 - where we live?
 - around the world?

4. Emotional Self-Regulation & Wellbeing

...in the ELT classroom

- discussion, awareness, and formulation of strategies for dealing with different types of issues

physical

What is it?

mental

When does it happen?

social

How does it feel?

What can we do?



EMOTIONAL
SELF-REGULATION
& WELLBEING

5. Digital Literacies

...in the ELT classroom



Students and Tech. Are they:

- provided with options?
- given responsibility?
- aware of the skills they need?
- aware of what's (not) appropriate?

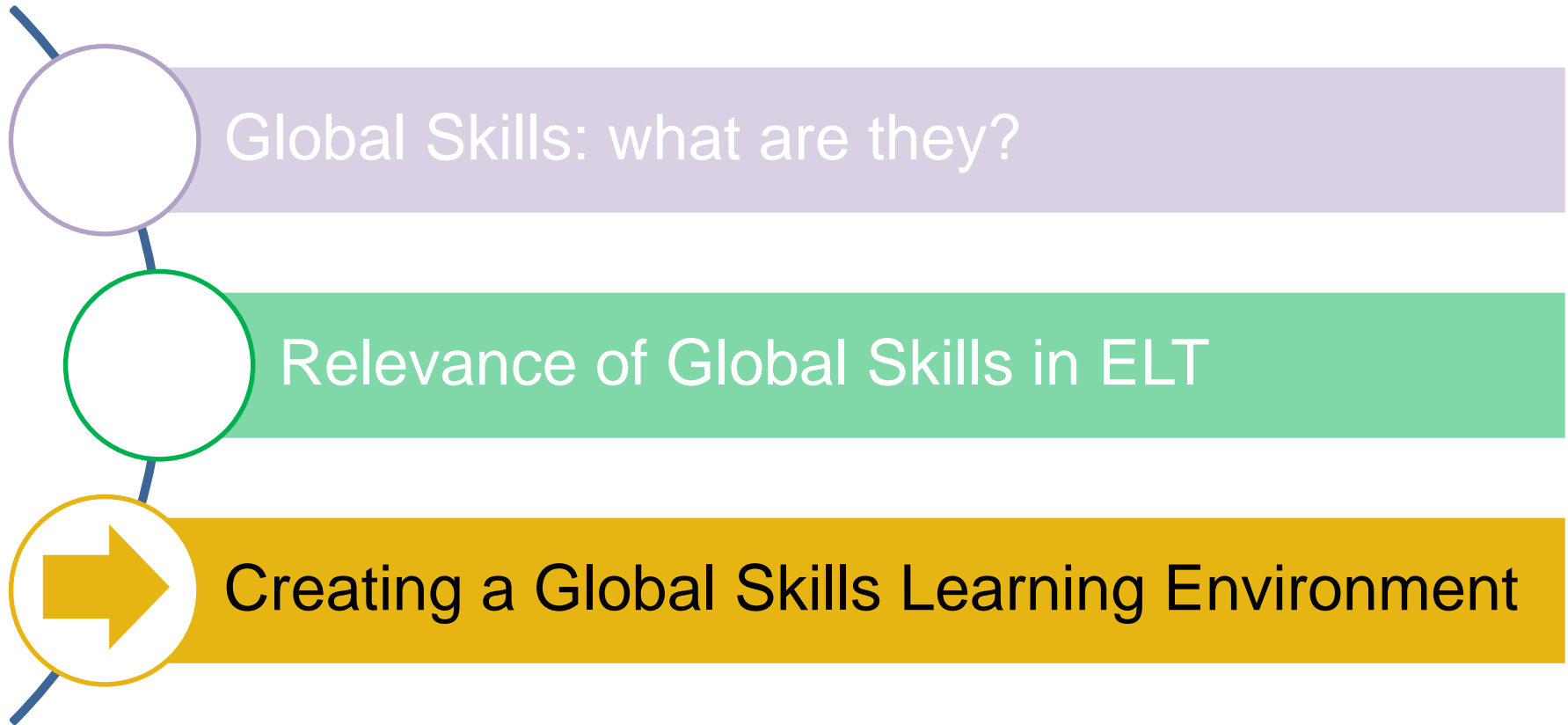
Teachers and Tech. Do we know:

- how to operate it?
- how to integrate it?
- how to keep learning ourselves?

Key message 3



In this talk



Global Skills Learning Environment

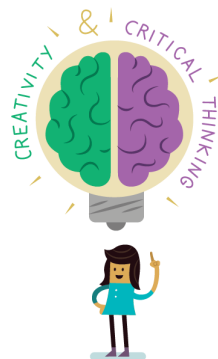
Key components

teacher



assessment

students



tasks



Key message 4



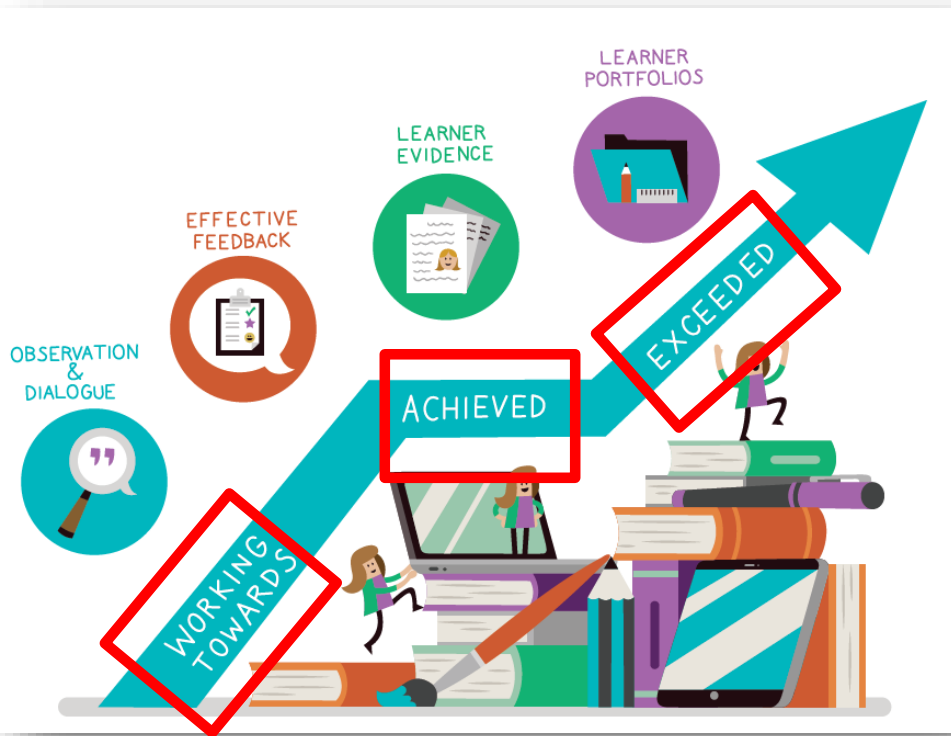
Why assess Global Skills?

Assessment of Global Skills:

- motivates learners to develop their global skills
- allows them to demonstrate their progress



What is Global Skills assessment like?



- Qualitative, not grades-based
- Formative – looking ahead
- Ongoing – continuous
- Manageable – 3-point scale

What is Global Skills assessment like?

Skills profiles for easy reference

Cluster 4: Emotional self-regulation and wellbeing



LEARNER PROFILE

Learners with emotional self-regulation and wellbeing skills can:

- recognize, identify, and understand their own emotions
- select healthy strategies for managing their own emotions
- demonstrate awareness of strategies to promote wellbeing
- take actions which contribute to a physically, mentally, and socially healthy lifestyle.

To find out more...

OUP Position Paper on Global Skills

- Full descriptors of skills and learner profiles
- Practical advice regarding teaching practices
- Sample teaching activities for global skills
- Examples of classroom assessment



oxelt.gl/global-skills



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