

Creating Empowered 21st Century Citizens

An introduction to Global Skills

Edmund Dudley

Bulgaria, January 2020



In this talk

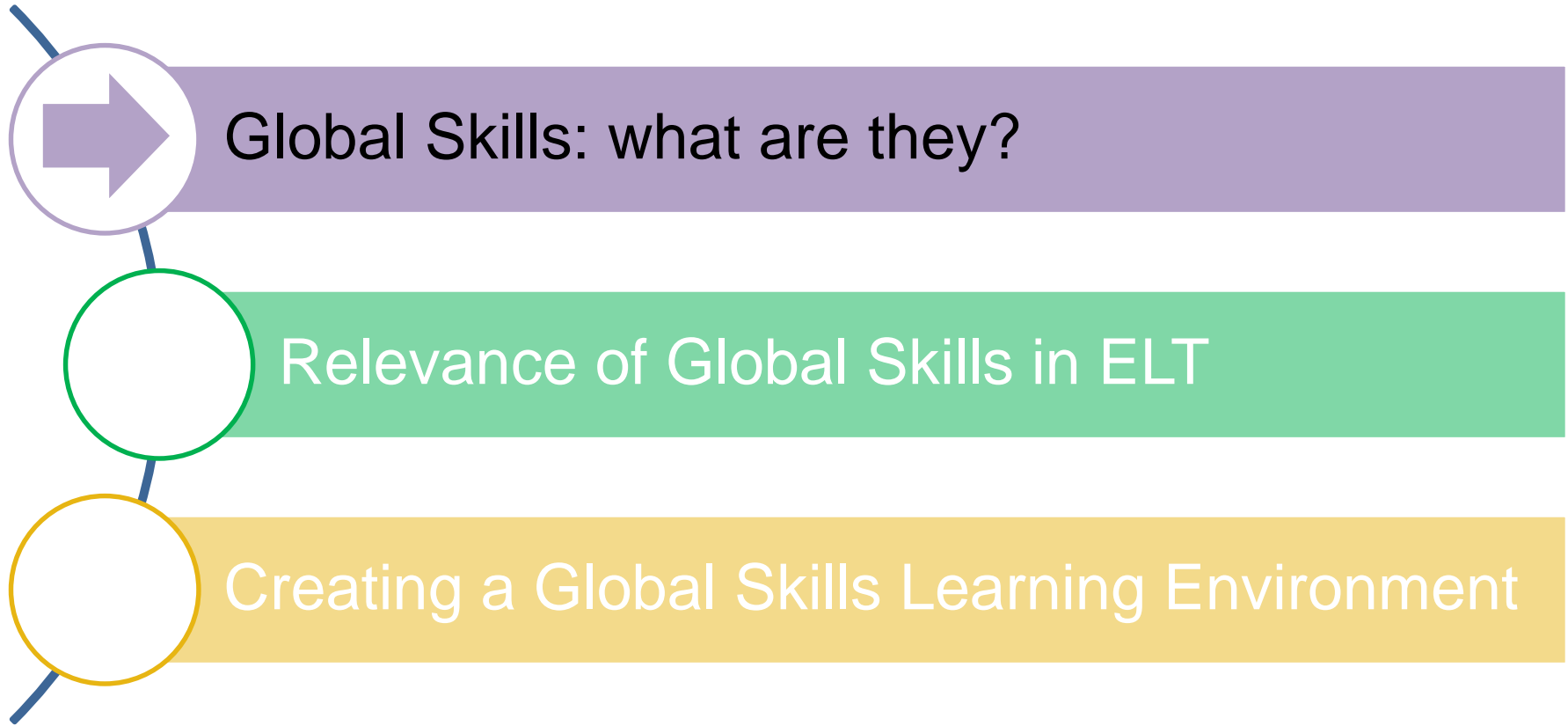


Global Skills: what are they?

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

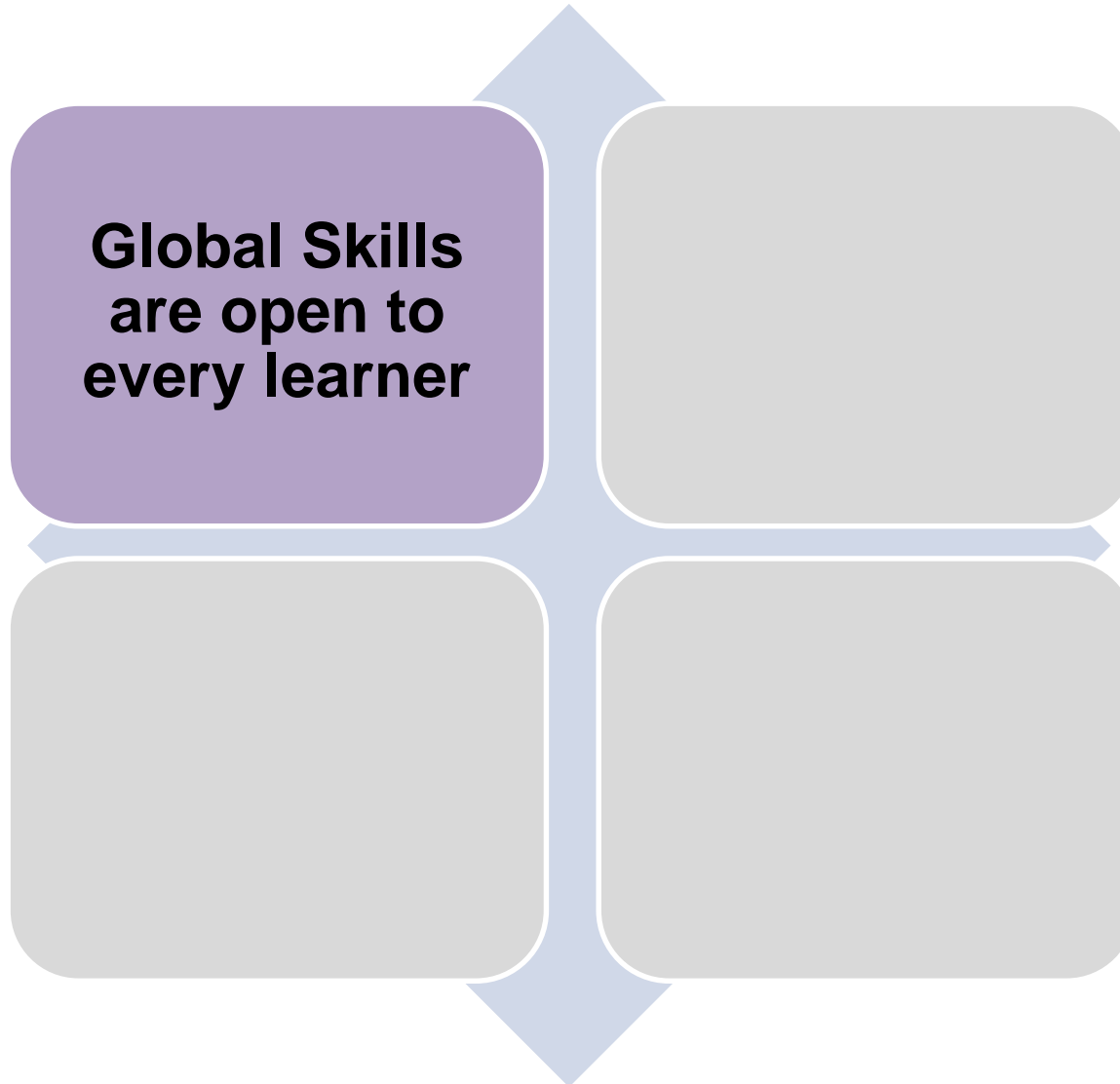
...will lower-level students be able to take part?

Yes: activities can be tailored to different levels

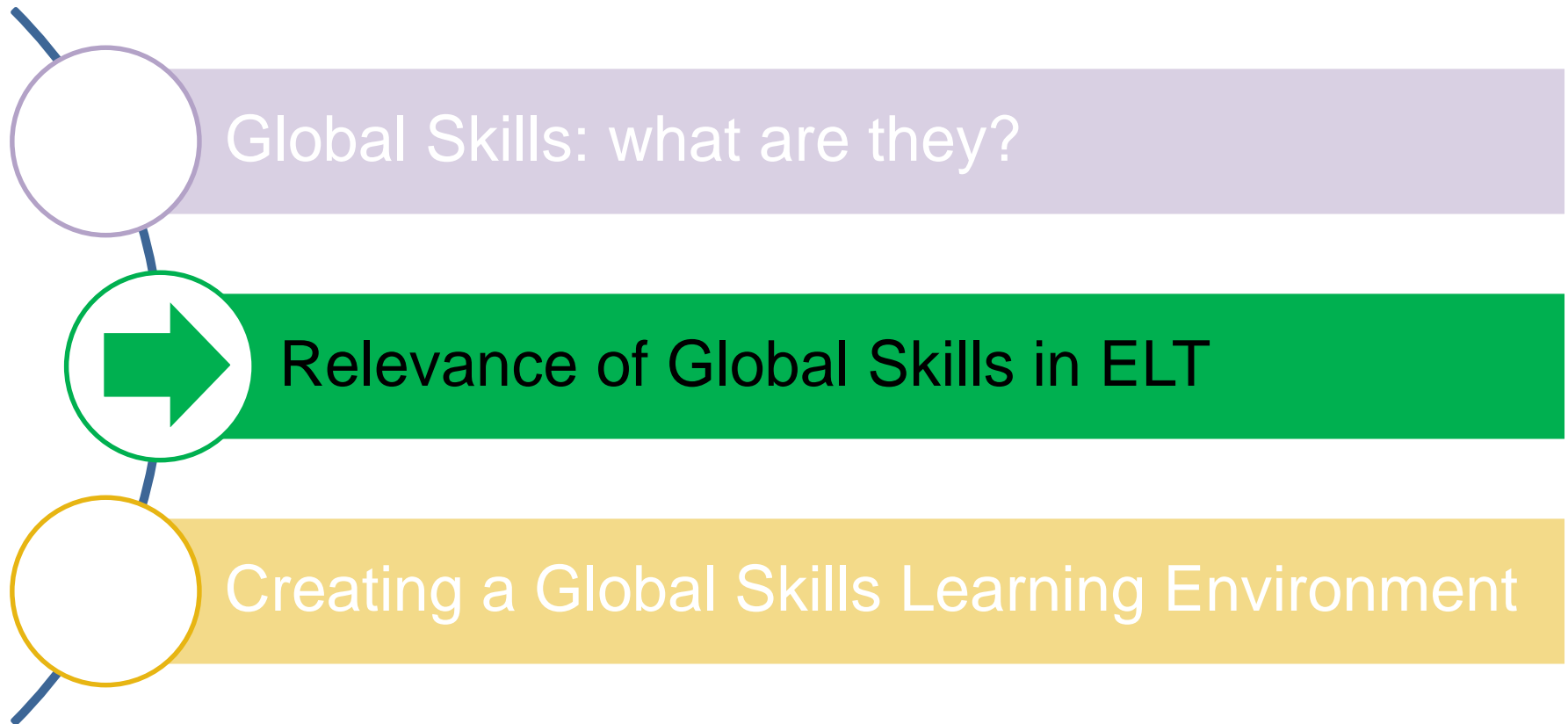
...isn't it too abstract for younger learners to follow?

No: Global Skills activities are practical and meaningful

Key message 1



In this talk



Your lessons: how frequently do GS appear?





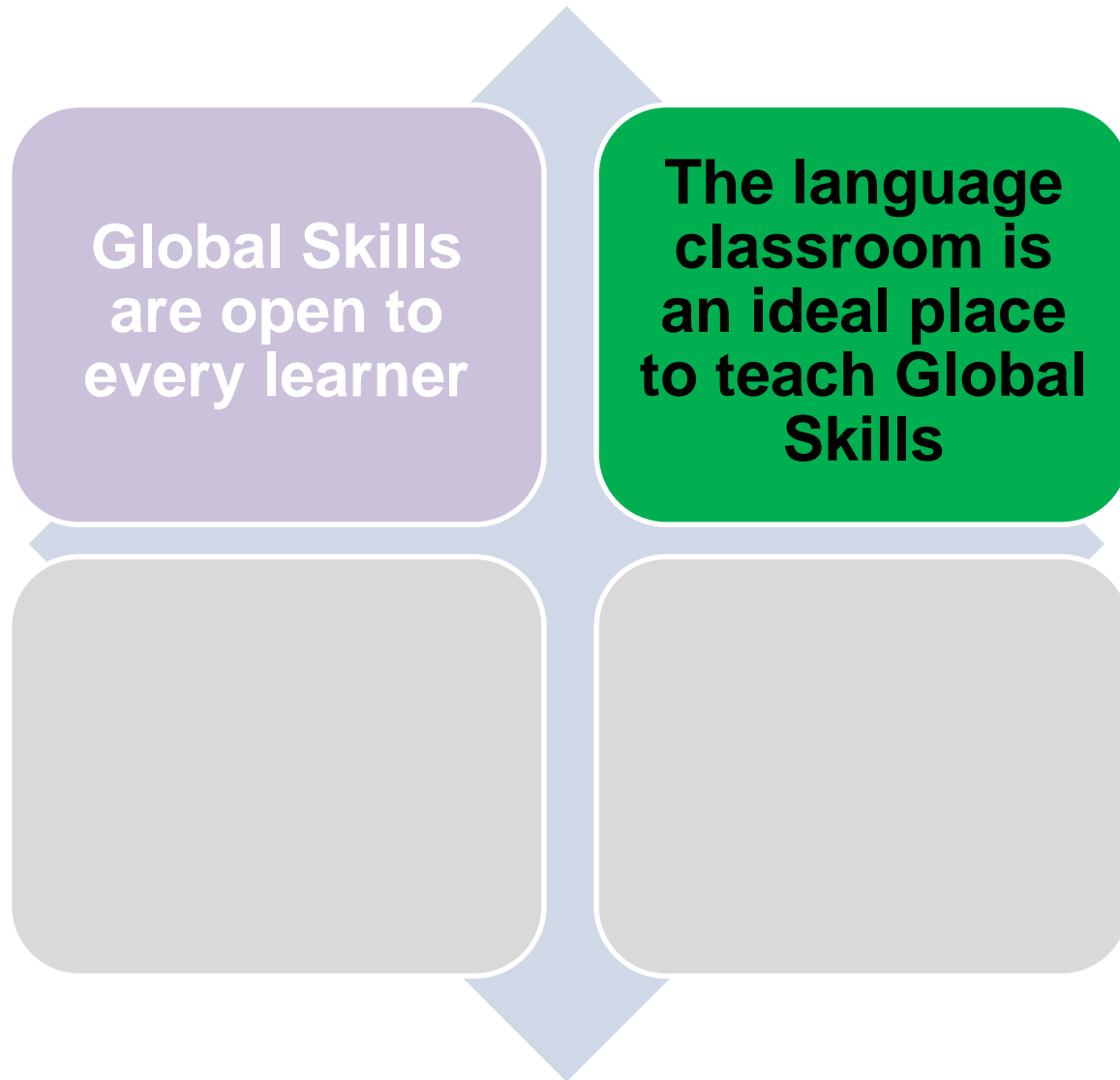
Work in groups of four. Choose one of the people below and plan a healthy meal for them. Use the questions to help you.

a vegetarian a sportsperson a baby
your teacher your best friend

- 1 What kind of food does the person like?
- 2 What kind of food do they need to be healthy?
- 3 What ingredients do you need for the meal?
Which of them can you find in the fridge?
Which ones can you find in a cupboard?
- 4 Where can you cook the meal? Where can you serve it?
- 5 Why do you think this meal is healthy?



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?

4 Work in groups of four. Choose one of the three adverts and plan a holiday. Make notes about the points below. Then tell the class about your plans.

- Where are you going?
- When and where are you meeting?
- How are you getting there?
- Is anyone else coming with you (friends, parents, etc.)?
- Are you staying in a hotel / a tent / a mountain hut?
- What clothes are you taking?
- How long are you staying? When are you coming back?

We're going to ... We're meeting at ...
in front of the ... We are taking the ... to ...

8 + Options MY COUNTRY • Holidays in Bulgaria

I can talk about clothes and future arrangements.

1 Look at the photos. What are the people wearing? Match the words below with the photos. There are three words that you don't need.

boots ☐ cap ☐ coat ☐ dress ☐
gloves ☐ hat ☐ jacket ☐ jeans ☐
shirt ☐ shorts ☐ skirt ☐ trousers ☐

2 3:41 Read and listen to the texts. Which holiday would be most suitable for these people?

- 1 My favourite season is summer. I don't like winter. It snows and it's too cold! ☐
- 2 I love animals. I have a parrot and a pet snake, and I want to be a vet when I grow up. ☐
- 3 I am interested in sports, especially skiing, snowboarding and climbing. ☐
- 4 I don't have much money, so I can't book an expensive holiday. Also, I can't ski very well. ☐
- 5 My parents want to go camping next month, but I prefer to stay in a nice hotel by the sea. ☐
- 6 I want to go on holiday with my family this year! ☐

3 Look at the words in blue in the text. Which tense do we use to talk about future arrangements?

4 Work in groups of four. Choose one of the three adverts and plan a holiday. Make notes about the points below. Then tell the class about your plans.

- Where are you going?
- When and where are you meeting?
- How are you getting there?
- Is anyone else coming with you (friends, parents, etc.)?
- Are you staying in a hotel / a tent / a mountain hut?
- What clothes are you taking?
- How long are you staying? When are you coming back?

We're going to ... We're meeting at ...
in front of the ... We are taking the ... to ...



a What are you doing this Christmas? Are you spending the holidays at home? Or do you want to try something more exciting? How about a skiing holiday in Bansko, in Pirin?
PS Adults are welcome to join in, but only if they come with a child!



b For all students in grade 5: we're organizing a birdwatching school trip to the Srebarna Nature Reserve next weekend. We're travelling by bus from Ruse to Vetrin, and then we're walking to the campsite. Bring waterproof boots and a warm jacket or coat – it gets really cold in the evenings.



c Are you interested in water sports? Do you want to learn to surf? Or do you prefer water skiing? Come and join our summer school for children in Varna! We're leaving on 15th July and we're coming back a week later. We're staying in a four-star hotel, so you only need to bring a few T-shirts, some shorts and, of course, your swimming costume!

5 Write an advert for a holiday in Bulgaria. Choose one of the holidays below.

a cycling holiday a sightseeing holiday
arts-and-crafts holiday
camping in a forest hiking

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?

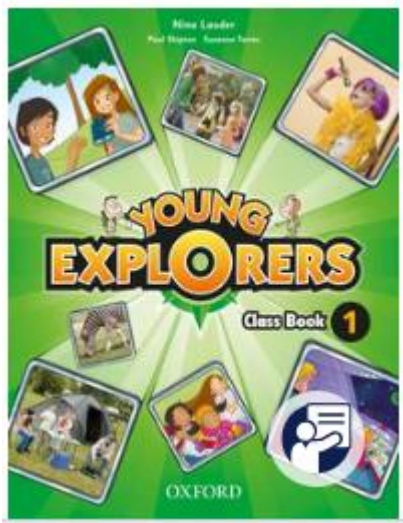
social

How does it feel?

What can we do?



EMOTIONAL
SELF-REGULATION
& WELLBEING



A good explorer

... is healthy.

Eat five portions of fruit and vegetables every day!



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?



5 Work in pairs. Describe your favourite place in Bulgaria. Why do you like it?

Digital options for:

- research?
- presenting ideas?
- sharing and reviewing?

1 Options

MY COUNTRY • My favourite place in Bulgaria

I can talk about places in Bulgaria.

1 Look at the photos. Do you know the names of these places? Which place do you like the most? Why?

2 3.33 Read and listen to the texts. Choose the correct answers.

1 Hristo's favourite place is ...
a a city b a statue

2 Eagles' Bridge is ...
a in Sofia b in Burgas

3 ...
a a village b a museum

4 ... lives ...
a in Nesebar b in Etara

5 ... is ...
a an old town b a church



3 Read the texts again. Match the names with the places. Then find the places on the map.

- | | | |
|--------------|-----------------------|-----------|
| 1 Perlovska | <input type="radio"/> | Mountains |
| 2 the Black | <input type="radio"/> | Beach |
| 3 the Balkan | <input type="radio"/> | Valley |
| 4 Sunny | <input type="radio"/> | River |
| 5 the Rose | <input type="radio"/> | Sea |

4 Find these numbers in the texts. Then answer the questions.

one two three four five six
seven eight nine ten eleven
thirteen thirty-five forty one hundred
one thousand one million

- What is the population of Sofia?
- How many statues are there on Eagles' Bridge?
- How old is Albena?
- What time does Etara close in summer?
- How far is it from Nesebar to Burgas?
- How many churches are there in Nesebar?

5 Work in pairs. Describe your favourite place in Bulgaria. Why do you like it?

What is your favourite place in BULGARIA?

My favourite city is Sofia, the capital of Bulgaria. It's a big city – more than 1,000,000 people live here! This is one of the four statues of Eagles' Bridge over the Perlovska River. There are two eagles on each side of the bridge. I also like Lake Ariana. It takes about 8 – 10 minutes to walk from the bridge to the lake.

Hristo, 11



My favourite place is Etara, a village at the foot of the Balkan Mountains, not far from the famous Rose Valley. In fact, it's not a real village – it's a museum! No one lives here, but between 100 and 1,000 people come every month to learn traditional arts and crafts. In summer, Etara is open from 9 a.m. until 7 p.m.

Albena, 11



Nesebar is an old town by the Black Sea, only 5 or 6 kilometres away from Sunny Beach and less than 35 kilometres from Burgas. Nesebar is famous for its churches – people sometimes call it 'the town of the 40 churches'! Nesebar, Sunny Beach and Burgas are three of my favourite places in Bulgaria.

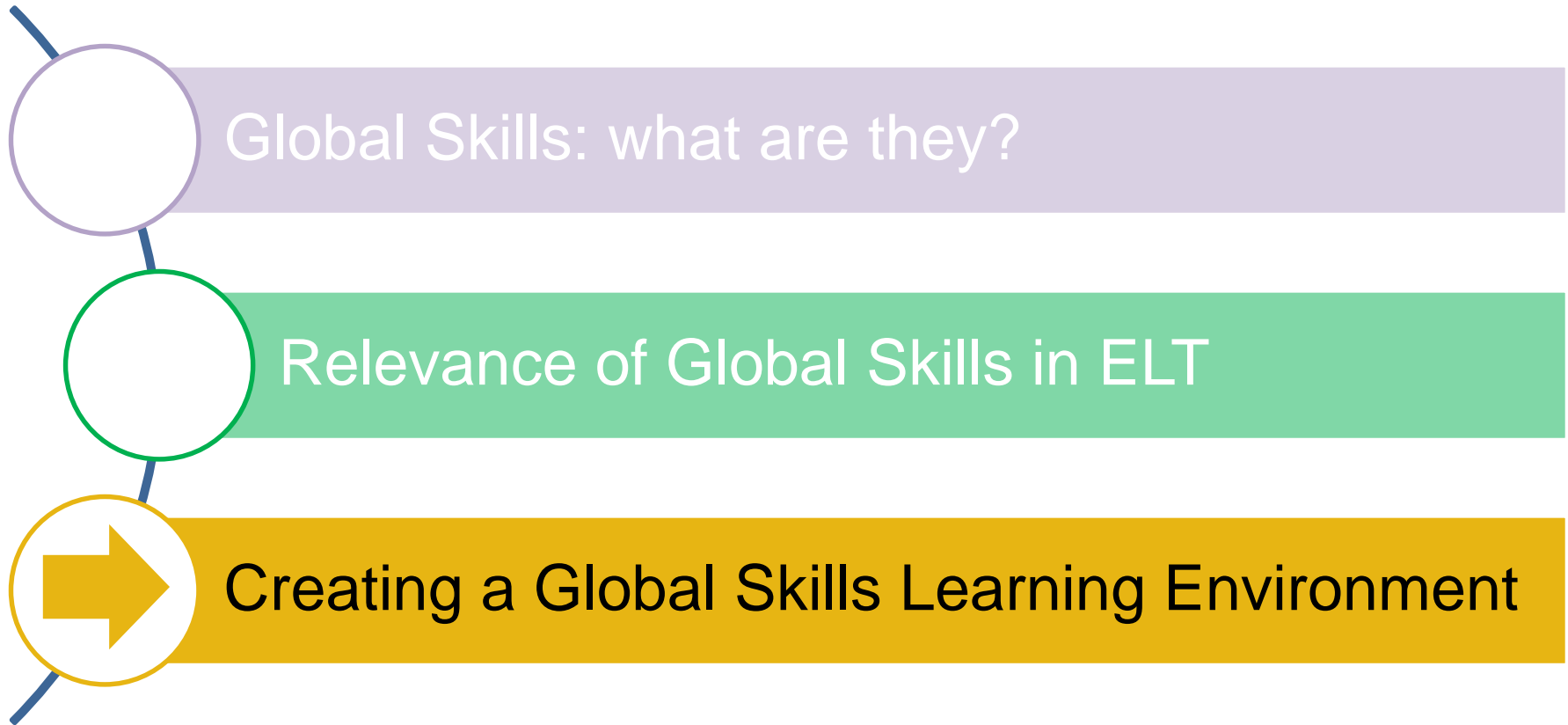
Boris, 10



Key message 3



In this talk



Global Skills Learning Environment

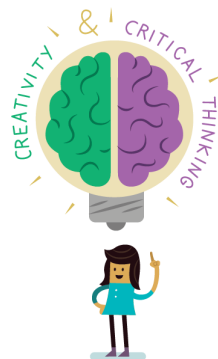
Key components

teacher



assessment

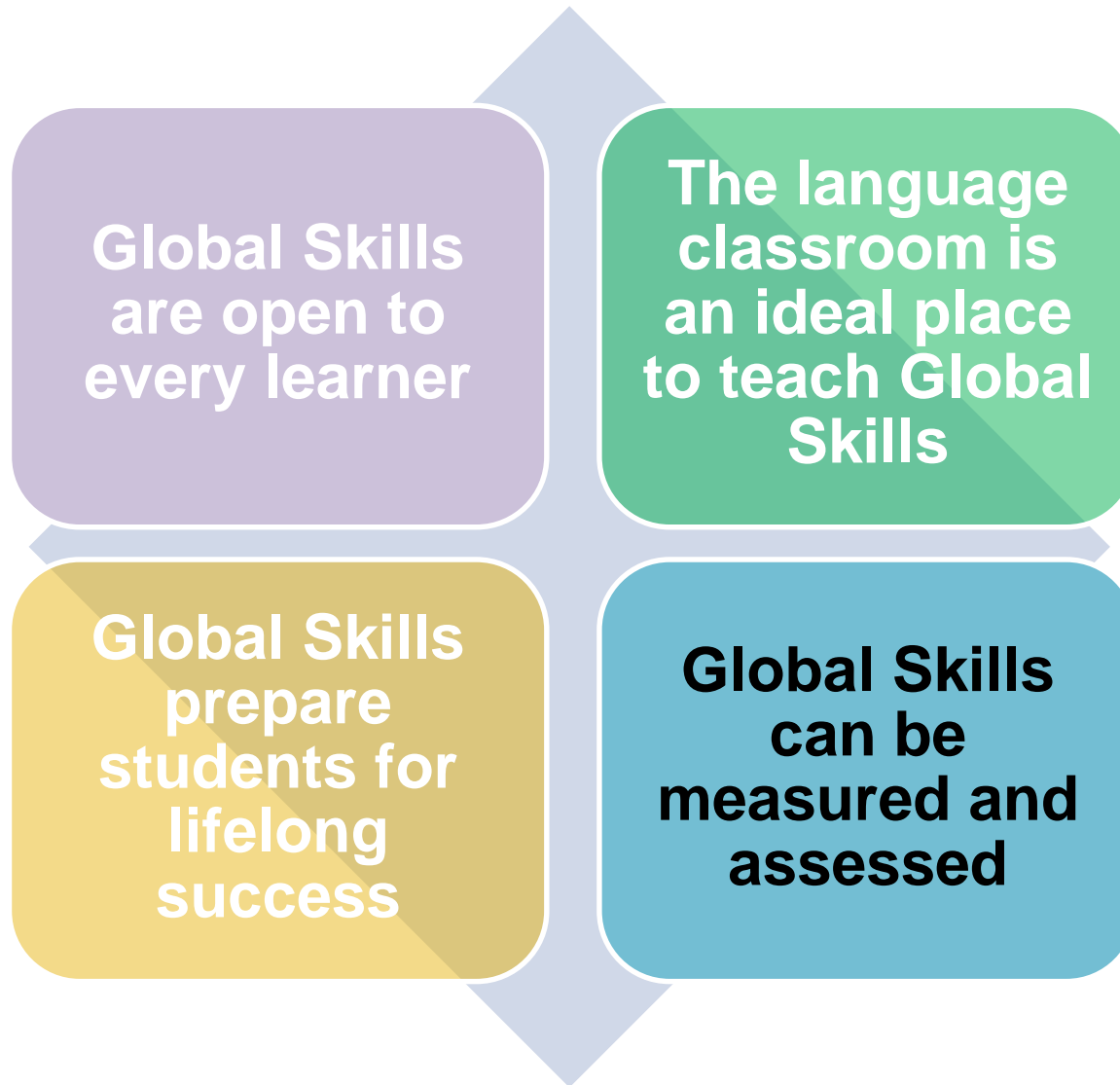
students



tasks



Key message 4



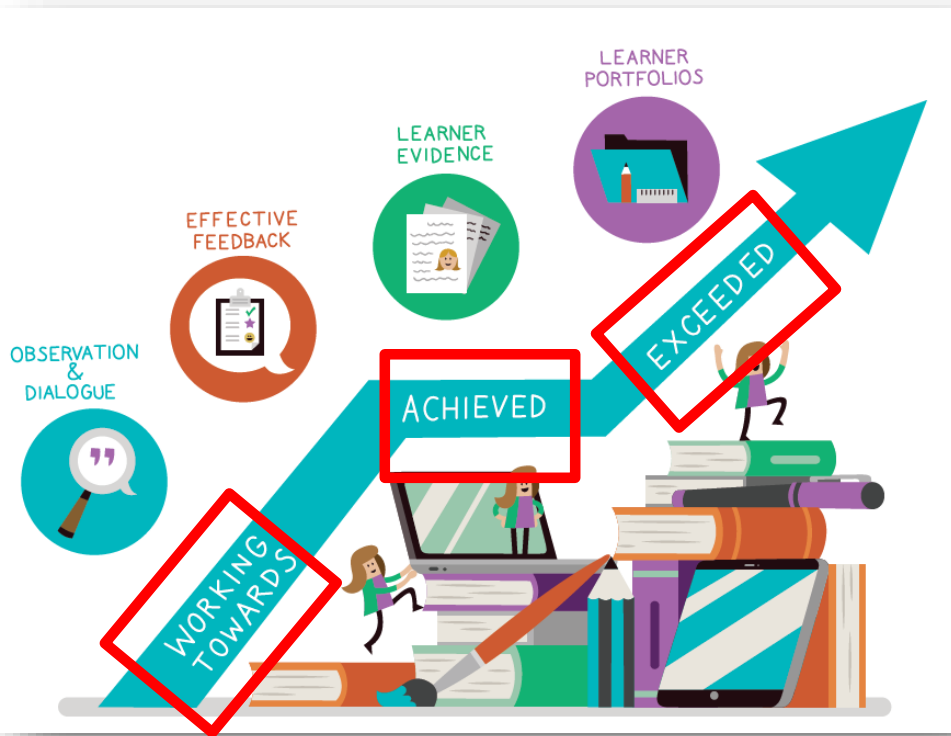
Why assess Global Skills?

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



Learners with emotional self-regulation and wellbeing skills can:

LEARNER PROFILE

- 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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slides here:

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