

## Curriculum for Global Citizenship

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*This paper proposes the need to focus on developing holistic standards as the foundation for creating a curriculum for global citizenship and proposes a set of attributes that can serve as a beginning for a discussion of those standards. The need to make decisions about what to include and exclude in any specific school's curriculum is also discussed.*

The fast-paced change in the latter half of the 20<sup>th</sup> century that led to a technology-based, global society has continued unabated into the 21<sup>st</sup> century (Wagner, 2008). It is widely acknowledged that not only has the context of human activity changed, but children and youth have changed also (Tapscott, 2008). This dynamic interaction has left parents, educators, and concerned citizens throughout the world perplexed as to how best prepare children and youth for successful adulthood. One alternative that has gained increasing support is to prepare children and youth for global citizenship. Discussions on precisely how to do that are often seen in their most concrete form in discussing curriculum.

Traditional approaches to curriculum have presented a list of courses to study (Collins English Dictionary, 2009; Merriam-Webster, 2012). However, some curriculum experts have suggested the focus should be on aims of learning (Cowan & Harding, 1986) or learning outcomes (Stefani, 2004-05). From this perspective, the identification of desired outcomes impacts all phases of curriculum design, implementation, and evaluation. For example, as one identifies desired knowledge, attitudes, and skills that learners should acquire, one also identifies possible assessments by addressing not only what should be assessed, but also how and why. The implication is that one would include in the developed curriculum only those items for which the program or institution is willing to hold itself and its students accountable. As these decisions are made, educators concurrently focus on understanding how learners would acquire those outcomes and developing an organized sequence of means and methods by which learners will acquire them. Evaluation is then addressed by making judgments about the effectiveness of the teaching methods to guide learners to acquire the desired outcomes. At that point, a new cycle in the decision making process would begin.

When considering the focus of the curriculum (i.e., the identification of desired outcomes), there are at least three different starting points: (1) consider different theories of human potential or intelligences; (2) define human needs, motives, and what it means to thrive and flourish; or (3) identify the demands of citizenship at a particular point in time such as the fast-paced, global information-based society.

I completed an analysis of 11 different frameworks in these three different categories (Huitt, 2012a); this resulted in the development of a list of attributes organized using the domains of the Brilliant Star framework (Huitt, 2010). These attributes are organized in terms of self and self-views, three components of mind (cognitive/thinking, affective/emotional, and conative/volitional), body (physical and kinesthetic), spirit (spirituality and transcendence), social (interpersonal), morality and character, and citizenship. The first eight categories are all defined in terms of their potential and competencies; the ninth category, citizenship, is seen as the application of personal competencies in the active involvement in society (see Appendix).

As important as it is to identify these potential desired outcomes, it is even more important to identify the methods and procedures that can be used to collect data on their development. Without the means to efficiently and effectively collect data on these outcomes, focus on their development remains haphazard and unsystematic. If there is one concept that has become a truism, it is that people and organizations do not do what is expected, they do what is inspected, or as Hummel and Huitt (1994) put it, What You Measure Is What You Get (WYMIWYG).

Unfortunately, it is the rare school that has the resources to focus on all of the attributes. Therefore, each school must make some decisions about what will be included in their statement about the non-academic or pastoral competencies they expect their students to develop. Inevitably, this leads to differences of opinion as to what is important.

I propose three different categories for making these decisions explicit: (1) Justified, (2) Just-in-Case, and (3) Just-in-Time. Justified competencies would be those that are expected to be needed by

almost all individuals for adult success in the 21<sup>st</sup> century. Positive self-esteem, critical and creative thinking, appropriately displaying emotions, and the ability to effectively work in a group might be items that would be included in this category. Just-in-Case competencies would be those that some of the students would need to be successful in a particular setting or career, but that might not be needed by everyone. The ability to think like an artist, philosopher, or mathematician might be examples that would be placed in this category. Finally, there are Just-in-Time competencies that are needed for a particular activity, but that can be learned in a relatively short period of time just prior to that activity. How to use a particular feature in a word processor or use a specific physics or chemistry formula might be examples that would fit in this category. The point is that not all of the identifiable competencies will be considered of equal value to all educators in all contexts for all students.

In summary, there is a need to explicitly define the qualities and competencies of what it means to prepare for global citizenship. Of course, the issue of academic competencies is vital, but the non-academic, more holistic desired outcomes discussed in this paper are just as critical in preparing children and youth for successful adulthood in the 21<sup>st</sup> century, perhaps even more so. In order to prepare for adult roles and active involvement as global citizens, children and youth must develop a rather complex set of competencies. Fortunately, these have been examined extensively in recent decades and the way has been prepared for their inclusion in K-12 curriculum standards. It is now up to educators to develop the pedagogical content knowledge (Shulman, 1987) that will facilitate the development of these competencies in young people.

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Appendix  
**Suggested Attributes for Developing the Whole Person**

**Self & self-views**

- Balanced
  - Mind-body
  - Thinking-feeling
  - Individual-social
  - Material-spiritual
  - Integrated
- Reflective
  - Temperament & Personality
  - Self-views
  - Learning style
  - Strengths
  - Interests
- Engagement and flow

**Cognition & Thinking**

- Knowledgeable
  - Artist
  - Historian
  - Mathematician
  - Philosopher
  - Scientist
  - Writer/Story teller
  - Integral
- Thinkers
  - Gather data through the senses
  - Think objectively
  - Question and pose problems
  - Apply past knowledge to new situations
  - Strive for accuracy
  - Think and communicate with clarity and precision
  - Think flexibly
  - Think creatively; imagine and innovate
  - Think strategically
  - Identify the consequences of actions and options
  - Metacognition

**Emotion & Affect**

- Emotionally developed
  - Aware of own emotions
  - Aware of others emotions
  - Appropriately displays emotions
  - Manages and self-regulates emotions
  - Can tolerate failure
  - High levels of emotional well-being

- Develops optimism
  - Experiences pleasurable emotions
  - Apply positive thinking skills
  - Modify affect in thinking
  - Explain causes
- Develops gratitude
- Caring
  - Identifies others' needs
  - Helps others

**Conation & Volition**

- Planners
  - Develops vision and aspirations
  - Sets reachable goals and objectives
  - Develops action plans
- Inquirers
  - Open to continuous learning
  - Achievement motivated
- Risk-takers
  - Act assertively
  - Persevere
  - Resist undesirable pressure

**Physical & Kinesthetic**

- Healthy lifestyle
- Kinesthetic competence

**Spirituality & Transcendence**

- Meaning and purpose
- Deep, personal relationships
  - Self
  - Others
  - Nature
  - Unknowns

**Social & Interpersonal**

- Open-minded
  - Receptive to views of others
  - Take the perspective of others
- Communicators
  - Listen with understanding and empathy
  - Monitor communication
- Interpersonally skilled
  - Work with individual and group differences
  - Become multicultural
  - Work with diversity in community

- Cooperate, resolve conflicts, and make peace
- Makes and maintains friendships

### **Morality & Character**

- Ethical sensitivity
  - Examine bias
  - Prevent bias
- Ethical judgment
  - Understand ethical problems
  - Develop ethical reasoning skills
- Ethical motivation
  - Respect others
  - Develop conscience
  - Develop ethical identity and integrity
- Ethical action
  - Act responsibly
  - Meet obligations
  - Stewardship
  - Develop courage

### **Citizenship**

- Sociocultural Awareness
  - Meeting basic needs
  - Peace and conflict resolution
  - Sustainability
  - Gender equity
  - Racial and ethnic equity

- Religious freedom
- Value social structures
  - Identify and value traditions
  - Understand social structures
  - Practice democracy
- Adult roles
  - Family
  - Career
  - Finances
- Active involvement
  - Local
  - State and national
  - Transnational
  - International
  - Global
  - Cosmic