



**NAFSA**  
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& EXPO**

**MAY 29 - JUNE 3  
DENVER, CO USA**

**BUILDING CAPACITY  
FOR GLOBAL LEARNING**

# Conceptual Frameworks for Global Learning

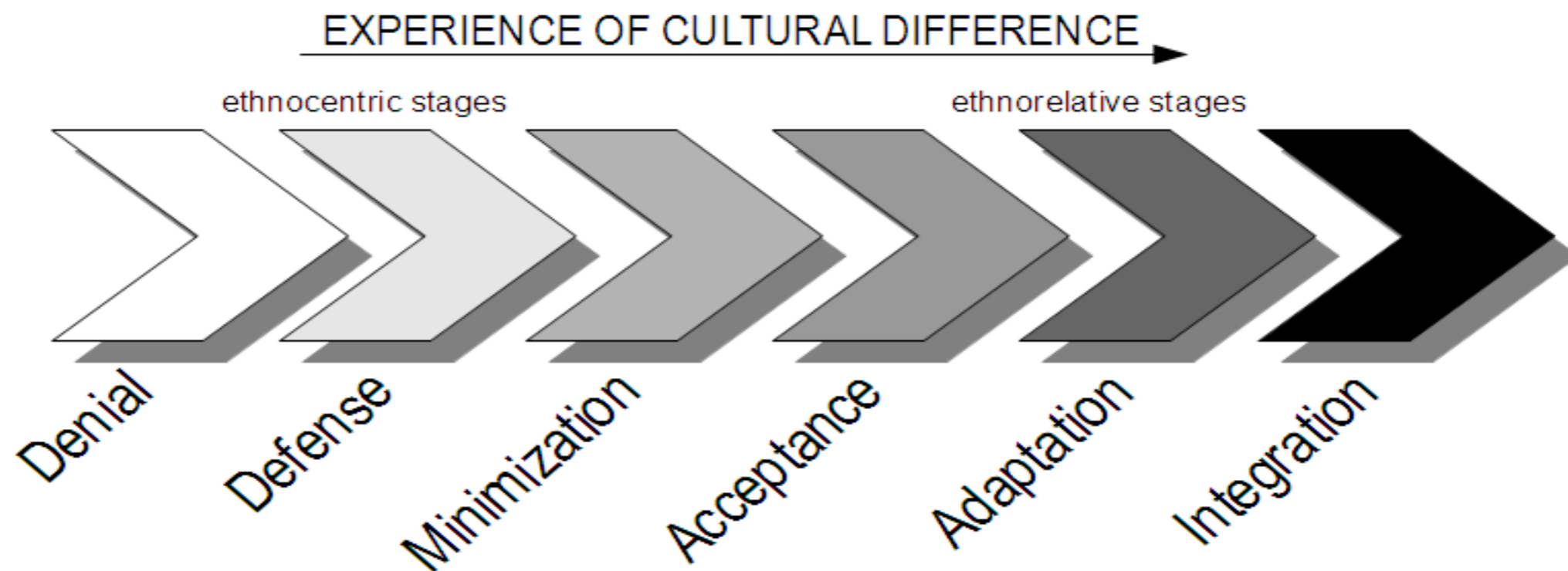
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International Educators

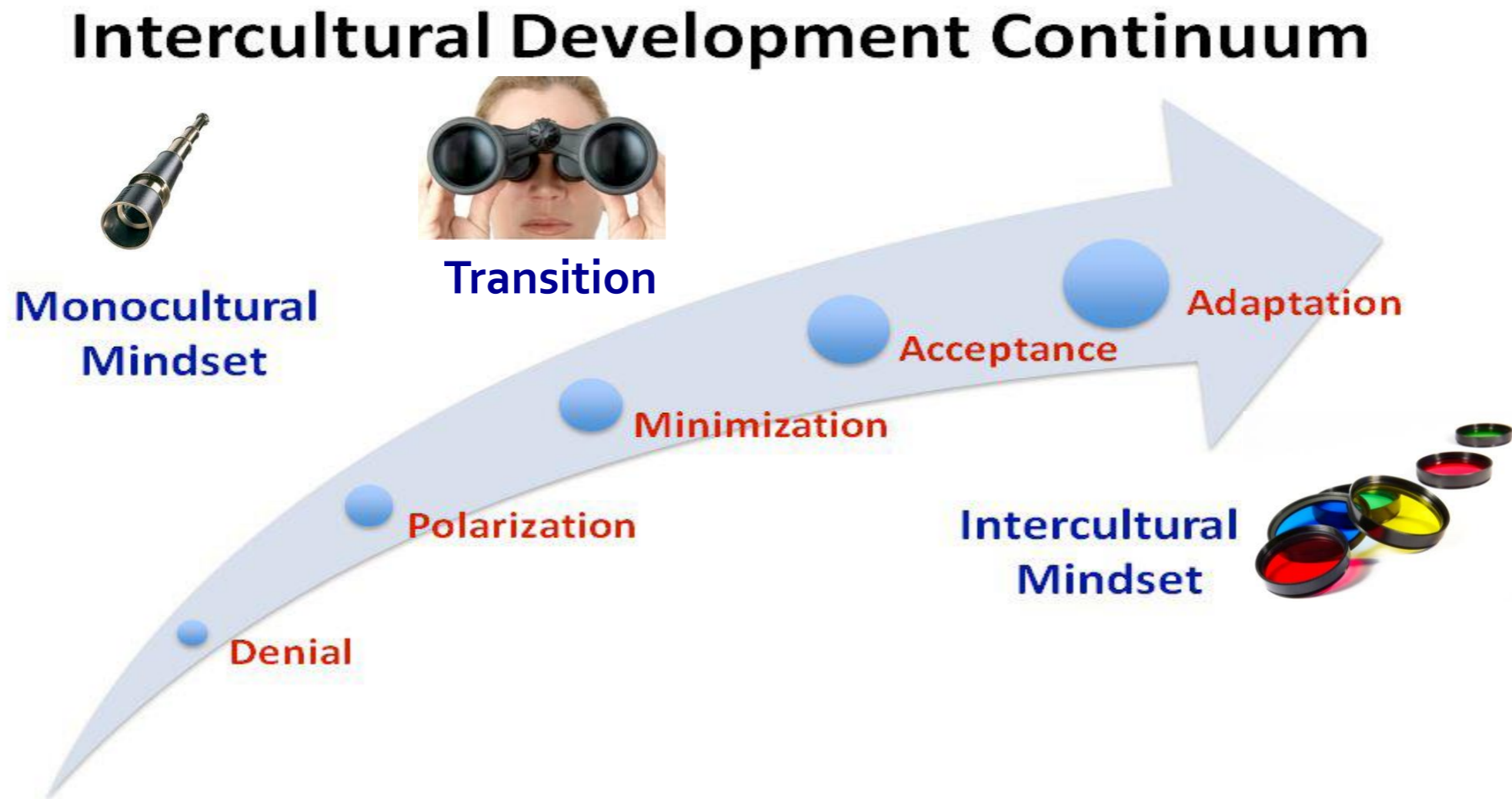
# Developmental Model of Intercultural Sensitivity (DMIS)

## Developmental Model of Intercultural Sensitivity



Adapted by Mark Sample from Bennett, M. J. (1993). Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity. In R. M. Paige (Ed.), *Education for the Intercultural Experience* (pp. 21-72). Yarmouth, ME: Intercultural Press.

# Intercultural Development Continuum

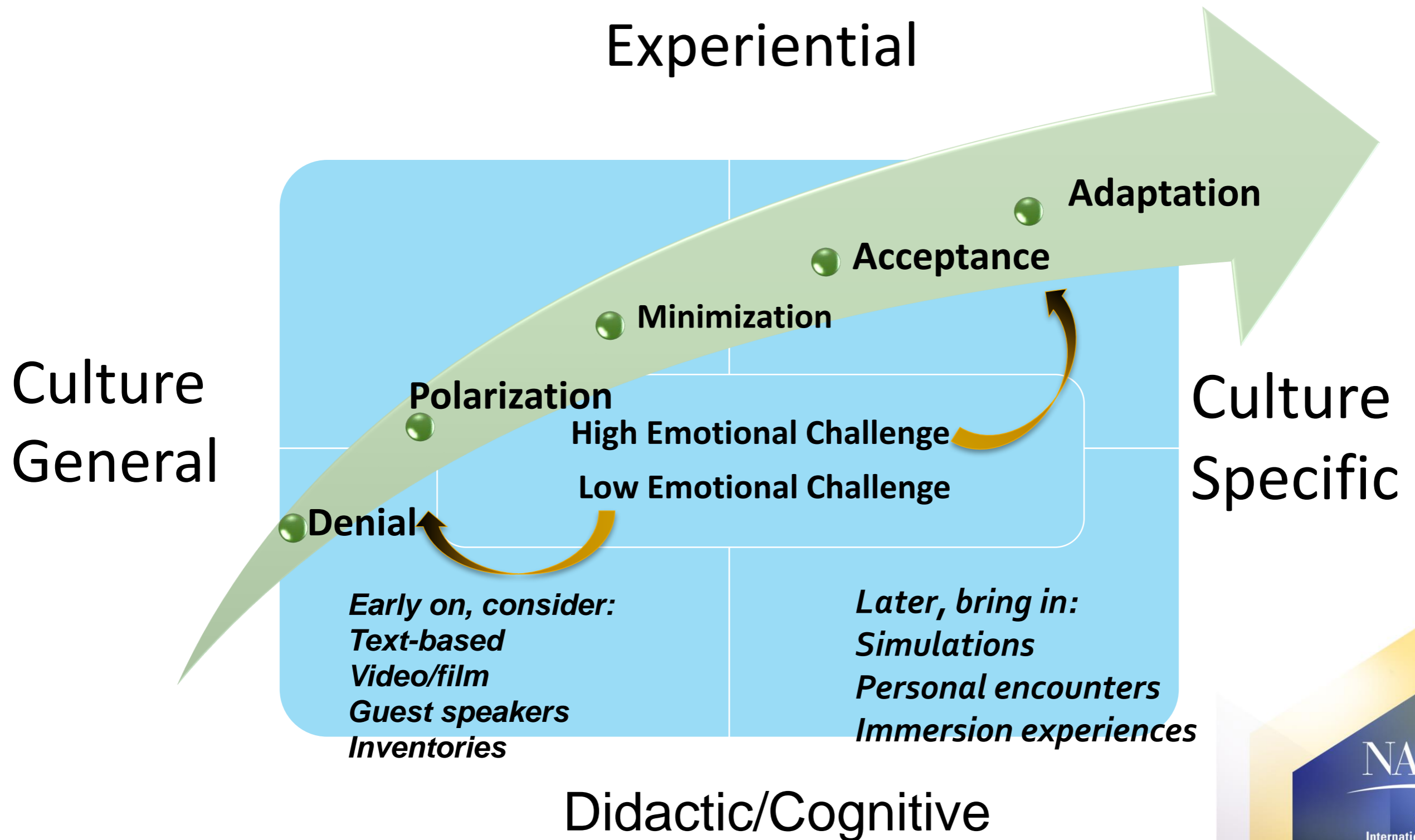


Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1993

Source: M. Hammer, 2012

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# Mapping the IDI Across the Teacher Education Curriculum





# Longview/Learn NC Globally Competent Teaching Curriculum

Globally competent teaching requires teachers to translate their personal global competence into professional classroom practice.

The Globally Competent Teaching Continuum (GCTC) is an online interactive tool to help educators develop global competence and globally competent teaching practices.



# Longview/Learn NC Globally Competent Teaching Curriculum

The GCTC provides 12 concrete global competency elements for teachers with definitions of what each looks like at different levels of development.

Facilitates analysis of what dimensions of the teacher ed curriculum that are in control of college of education and the university at large.

# Longview/Learn NC Globally Competent Teaching Curriculum

## Teacher Dispositions

ELEMENT	Nascent	Beginning	Progressing	Proficient	Advanced
<b>1. Empathy and valuing multiple perspectives</b>	I have not yet explored how my personal beliefs have shaped my worldview.	I can identify my personal beliefs and experiences and recognize how they shape my view of the world. I recognize that I might hold stereotypes.	I understand that my beliefs and experiences are <b>not universally shared</b> . I can identify the <b>influences</b> that shape how others and I view the world. I am <b>willing to explore</b> the experiences and perspectives of people who <b>challenge</b> my beliefs.	I recognize <b>biases and limitations</b> of my own perspective and those of others' perspectives. I recognize how my personal beliefs influence my <b>decisions as a teacher</b> . I empathize by <b>seeking to understand</b> the perspectives of others.	I <b>challenge</b> my personal assumptions to understand viewpoints that differ from my own. I <b>value</b> diverse perspectives, including those that challenge my own.
<b>2. Commitment to promoting equity worldwide</b>	I have not yet considered local and global inequities.	I care about the well being of others. I recognize that inequities exist locally and globally (e.g., poverty and discrimination).	I understand that there are <b>barriers</b> to equity locally and globally. I <b>seek opportunities</b> to contribute to efforts to address inequities.	I <b>engage in opportunities</b> that address particular issues of local and/or global inequity (e.g., poverty and discrimination). I take responsibility for <b>helping my students</b> and others in my school to recognize inequities.	I actively seek to understand <b>why</b> inequities exist and challenge those <b>underlying causes</b> . I lead students and others in my school to <b>act on</b> issues of equity locally and globally.

# Collaborative Opportunity We Will:

- Discuss additional detail of the IDI (if so desired)
- Consider specific strategies that can be used to map the IDI across the teacher ed curriculum
- Become more familiar with the Globally Competent Teaching Continuum as a tool that may be used to facilitate program development