

## Global Competence Through CTE Course Module Contents and Syllabus

### Syllabus

#### **Course Description**

Designed for CTE educators and stakeholders, this course provides a working knowledge of the strategies and resources for integrating global competence into existing career and technical education (CTE) curriculum. Delivered via online modules, the course covers a wide range of resources, including global career exploration, project management processes and tools, academic standards, 21st Century Skills, and Technical Skill Standards. This variable-credit course includes completing the Asia Society Global Competence modules at a minimum, which involves participating in an online community of learners, sharing curricular resources, and establishing a long-term collaborative network focused on integrating and implementing global competence into career and technical education classrooms.

#### **Texts**

Course resources are provided in the modules and the accompanying toolkit.

#### **Course Objectives**

This course will allow the student to understand global competence and project management, connecting CTE disciplines and curriculum to global competence while incorporating project tools and processes for curricular integration.

#### **Student Learning Outcomes**

By actively participating in this course and successfully completing all assignments, course participants will be able to:

1. Describe the need for global competence and project management in order to prepare students to meet the demands of careers in a global 21<sup>st</sup> century.
2. Illustrate the global career opportunities that exist in CTE pathways.
3. Integrate global competence and project management into CTE career exploration and classroom projects.

#### **Course Requirements**

- Each student will complete all Global Competence in Career and Technical Education Classroom modules, including the completion of all activities, completion of a lesson plan, and participation in the CTE Learn Community discussion forums.
- Each student is expected to participate and demonstrate professional behavior at all times.

# Module 1 Contents

## Welcome / Overview (Sections 1.0–1.5)

- *Videos:* [Overview of Global Competence](#)  
[Business Perspectives on the Global Nature of the Workplace](#)
- *Useful link:* [Global CTE Toolkit](#)

## Defining Global Competence (Sections 1.6–1.15)

- *Activities:* Self check on the domains of global competence
- *Discussions:* Where do you see a connection between your content area and global competencies in your classroom?
- *Videos:* [Namaste: One Teen's Look at Nepal](#)  
Interview with Future City students (only available in module)
- *Reading:* [“Preparing a Globally Competent Workforce and Citizenry”](#) (*Techniques Magazine*, September 2014)

## Workforce Readiness Skills and Global Competence (Sections 1.16–1.20)

- *Activities:* Mapping the Nation activity [worksheet](#) and [instructions](#)  
Self check on global workforce readiness skills and resources
- *Videos:* [Mapping the Nation](#)
- *Useful forms:* [Global Leadership Performance Outcomes and Rubrics](#)
- *Useful link:* [Mapping the Nation website](#)  
[Global CTE Toolkit](#)

## What Do Global Competencies Look Like In The CTE Classroom? (Sections 1.21–1.28)

- *Activities:* [Who Are My Students?](#)  
[Develop an Employability Rubric or Feedback form](#)
- *Discussions:* Choose a project to globalize  
Post your employability rubric or feedback form to share with others  
How could these projects reinforce global competence?
- *Videos:* Lesson on how culture impacts memory (only in the module)  
[Global Nature of Health Careers](#)
- *Useful forms:* [Employability Skills Feedback Form](#)

## Project-Based Learning and Project Management Overview (Sections 1.29–1.34)

- *Activities:* [PMIEF Project Management Skills Self-Assessment](#)  
Self check on project management tools
- *Discussions:* How are you using project management in your classroom?
- *Videos:* [Teaching Students How to Succeed](#) (Karl Ruff, teacher in Seattle, Washington)  
[SAGE - A Framework for Project-Based Learning](#)
- *Useful links:* [PMIEF Project Management Toolkit for Teachers](#)

## Wrap Up (Sections 1.35–1.38)

## Module 2 Contents

### Welcome/Module 1 Review (Sections 1.0–1.5)

- *Useful link:* [Global CTE Toolkit](#)

### Template, Toolkit, and Feedback Protocol (Sections 1.6–1.7)

- *Useful forms:* [Blank Project Template](#)  
[Sample Projects](#)  
[Crosswalks Aligning CTE Standards to Global Competence](#)

### Global Leadership Skills (Sections 1.8–1.16)

- *Videos:* [The Power of Global Competence](#)  
Student Competitive Event - World Food Prize (only available in module)  
[CTSO Competitive Event Example - FBLA/PBL Global Business](#)  
[Oxnard PAL & Oxnard High School's Hydroponic Garden](#)  
Leaders in Global Business – Developing Global Skills (only available in module)
- *Discussions:* If a global leader from your content area was interviewed, what would their career progression look like?
- *Useful forms:* [Global Leadership Performance Outcomes and Rubrics](#)

### Initiating the Project (Sections 1.17–1.28)

- *Activities:* Create Your Project – Global Issues Overview; Knowledge and Skills Sections; Project Definition and Goals; Scenario; and Support, Modifications, and Extensions section.  
Self check on essential questions
- *Discussions:* Support, modifications, and adaptations  
Global Issues Overview feedback
- *Videos:* [Question Formulation Technique introduction](#) (Rightquestion.org)  
[The Question Formulation Technique in a High School Science Class](#) (Rightquestion.org)
- *Reading:* [PMIEF Project Management Toolkit for Teachers](#) – Initiating folder (Slide deck)
- *Useful forms:* [Nina's Project](#)  
[Blank Project Template](#)
- *Useful links:* [Differentiation Strategies](#)

### Planning the Project (Sections 1.29–1.34)

- *Activities:* Create Your Project - Materials, Resources, or Constraints section; Assessment; and Calendar of Major Activities
- *Discussions:* Your draft Assessment
- *Reading:* [PMIEF Project Management Toolkit for Teachers](#) – Planning folder (Slide deck)
- *Useful forms:* Project Rubric samples (See PMIEF Project Management Toolkit for Teachers)  
[Nina's Assessment Rubric](#)  
[Sample Projects](#)

### **Executing the Project (Sections 1.35–1.39)**

- *Videos:* [Group Contracts for Collaborative Work](#) (Teaching Channel)  
[Engineering Success – Wing Project](#) (BIE.org)
- *Reading:* [PMIEF Project Management Toolkit for Teachers](#) – Executing folder (Slide deck)
- *Useful forms:* Team Status Report and Master Inventory (PMIEF Project Management Toolkit for Teachers – Executing folder)  
[Group Contract](#) (Lower right column – sign-in required)

### **Closing the Project (Sections 1.40–1.42)**

- *Activities:* Create Your Project – Methods for Student Reflection section
- *Videos:* [Blackstone Valley Regional Tech Global Ed Student Showcase 2016](#)
- *Reading:* [PMIEF Project Management Toolkit for Teachers](#) – Closing folder (Slide deck)
- *Useful forms:* [Nina’s Reflection Worksheet](#)

### **The CTE Toolkit and how it connects to Global Competence (Sections 1.43–1.45)**

- *Activities:* Final self check  
Upload your project draft
- *Useful forms:* [Project Management Student Self-Assessment](#) (PMIEF Project Management Toolkit for Teachers – Closing folder, Appendix page 12)

### **Wrap Up & Assessment (Sections 1.46–1.47)**

- *Useful links:* [Badging, CEU, and Microcredential Information](#)