

Defining Global Education

Graham Pike and David Selby, *In the Global Classroom: 2* (2000)

Global education requires “worldmindedness”: “a commitment to the principle of ‘one world,’ in which the interests of individual nations are viewed in light of the overall needs of the planet.”

J. Michael Adams and Angelo Carfagna, *Coming of Age in a Globalized World: the Next Generation* (2006)

“A global education clearly reveals the connections that characterize our world. From the local to the national to the global, from the cultural to the political to the financial, world citizens can connect the dots that draw our world together and form new patterns of understanding.”

Robert Hanvey, *An Attainable Global Perspective* (1976)

Global education has five major dimensions: 1) perspective consciousness, 2) state of the planet awareness, 3) cross-cultural awareness, 4) knowledge of global dynamics, and 5) awareness of human choices.

Merry Merryfield, “The Difference a Global Educator Can Make,” *Educational Leadership* 60:2 (2002): 18-21.

Global education requires: “a willingness to confront stereotypes and exoticism, and resist simplification of other cultures and global issues.” It has eight key elements: human beliefs and values, global systems, global issues and problems, cross-cultural understanding, awareness of human choices, global history, acquisition of indigenous knowledge, and the development of analytical, evaluative, and participatory skills.