

DEVELOPING GLOBAL COMPETENCE THROUGH INTERCULTURAL
COMMUNICATION IN ELEMENTARY SCHOOL STUDENTS

By

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Summary of Project

The research question addressed for this capstone project is: What components of a classroom project builds intercultural communication between students of different countries, develops their sense of global competence, and promotes a mindset oriented towards peace? The purpose of this capstone was to produce a series of lessons where students engage in the process of intercultural communication, develop the skills associated with the ability of global competence, and discover that they share common life experiences with students who live in different countries. For the purpose of this capstone intercultural communication is defined as the capacity “to communicate with people from different cultures” (Mitchell & Benson, 2018, p. 1) and global competence is defined as the ability to understand the world and interact with it (Mansilla & Jackson, 2012).

This capstone project developed lesson plans to be utilized and adapted in elementary school classrooms across the world. These lessons engage students in intercultural communication and the skills associated with global competence, and have students discover that they share common experiences with all people in the world.

For this capstone project students engage in intercultural communication using various modes of communication. The lessons created for this project are based off of the 14 Step Cross-Cultural Communication (3C) model developed by Larsen et al. (2014). In these lessons students exchange written letters, make and share short films, participate in online video conversations, and engage in reflection.

By engaging in these forms of intercultural communication students have the opportunity to develop the four competencies related to global competence. The lessons developed for this

project include goals where students develop the globally competent skills established by Mansilla and Jackson (2012): (1) investigating the world beyond their immediate environment; (2) recognizing perspectives, both their own and others; (3) communicating ideas effectively with diverse audiences; and (4) taking action to improve the world.

These are skills that students will need to create a world where there is greater cultural understanding and a reduction in global conflict and extremism. Furthermore, students will need these skills as the world is transformed by the flattened global economy, mass global migration, and the effects of climate change. These skills will hopefully influence students to develop a mindset oriented towards peace. As a teacher I believe it is our responsibility to teach students that pursuing peace is a valued and foundational norm for the world.

Capstone Project

Title of Capstone Project: DEVELOPING GLOBAL COMPETENCE THROUGH INTERCULTURAL COMMUNICATION IN ELEMENTARY SCHOOL STUDENTS

Overview of Capstone Project: This capstone project developed lesson plans to be utilized and adapted in elementary school classrooms across the world. These lessons engage students in intercultural communication and the skills associated with global competence, and have students discover that they share common experiences with all people in the world. In these lessons students write, exchange, and reflect on letters written from students in different countries. And students prepare for, engage in, and reflect upon online Skype chats. By engaging in these forms of intercultural communication students are given the opportunity to utilize the competencies of global competence: investigating the world, recognizing perspectives, communicating effectively, and taking action. These are skills that students will need to create a world where there is greater cultural understanding and a reduction in global conflict and extremism. Furthermore, students will need these skills as the world is transformed by the flattened global economy, mass global migration, and the effects of climate change.

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