

Presenting...

Worldwise Learning

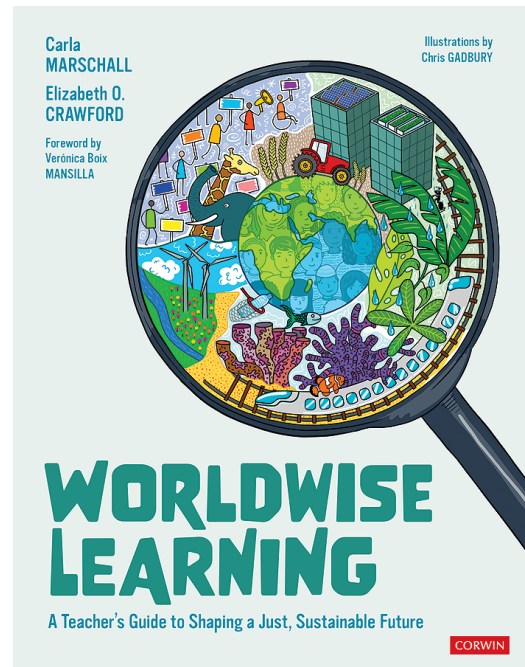
A Teacher's Guide to Shaping a Just, Sustainable Future

Carla Marschall and Elizabeth O. Crawford

Create inclusive, democratic classrooms that prepare knowledgeable, compassionate, and engaged global citizens.

Worldwise Learning presents a "Pedagogy for People, Planet and Prosperity" that supports K–8 educators in nurturing "Worldwise Learners": students who both deeply understand and purposefully act when learning about global challenges. Coupling theory with practice, this book builds educators' understanding of how curriculum and meaningful interdisciplinary learning can be organized around local, global, and intercultural issues, and provides a detailed framework for making those issues come alive in the classroom. Richly illustrated, each innovative chapter asserts a transformational approach to teaching and learning following an original three-part inquiry cycle, and includes:

- Practical classroom strategies to implement Worldwise Learning at the lesson level, along with tips for scaffolding students' thinking.
- Images of student work and vignettes of learning experiences that help educators visualize authentic Worldwise Learning moments.
- Stories that spotlight Worldwise Learning in action from diverse student, teacher, and organization perspectives.
- An exemplar unit plan that illustrates how the planning process links to and can support teaching and learning about global challenges.
- QR codes that link to additional lesson and unit plans, educational resources, videos of strategies, and interviews with educators and thought leaders on a companion website, where teachers can discuss topics and share ideas with each other.



\$34.95, 360 pages, ISBN: 9781071835944

"Worldwise Learning: A Teacher's Guide to Shaping a Just, Sustainable Future is a thought-provoking book that is much needed today. Carla Marschall and Elizabeth O. Crawford present a powerful and reasonable approach to global competence and global learning, exactly what we are looking for in Post COVID education."

—Yong Zhao, University of Kansas