

# Effects of Globalization on American Education

## MODULE DESCRIPTION

This module shall use the documentary, *“Two Million Minutes”*, a Broken Pencil production, to examine social, educational and economic trends as well as behaviors and attitudes of 21<sup>st</sup> Century students in three superpower nations: U.S., China, and India. Emphasis during class discussions shall center on economic trends and the interconnectedness of these three nations through job outsourcing and the influx of high-tech professionals into American businesses. Such trends have given American scholars and economists reason to look closely at the nation’s educational system and its business practices. Focus questions for discussion are: Is America losing its competitive edge? Does America need to revise its educational system? Should U.S. students spend more time preparing for the competitive global market? How will the drop in high school graduation rates across the nation impact America’s future workforce?

Other documentaries used to develop this module include two productions by UNCTV: *North Carolina Now - Globe Watch: China* and *North Carolina Now: Learning from India*.

The primary goal of this module is to help students master specific skill sets necessary for successfully passing the official GED Social Studies test. A secondary goal is to give students an opportunity to explore, in a more international context, current economic and educational trends, as well as gain a broader perspective on how these three cultures view and value education.

## OBJECTIVES

Students will be able to:

- Distinguish fact from opinion as presented in specific narratives based on the DVD documentary *“Two Million Minutes”*
- Demonstrate the ability to draw conclusions based on information presented in the documentary *“Two Million Minutes”*
- Compare and contrast student and parent behaviors and attitudes towards academic rigor as demonstrated in DVDs *“Two Million Minutes”* and *“North Carolina Now Specials”*
- Recognize unstated assumptions about education and skills necessary to stay competitive in the job market
- Restate information about the drop in high school graduation rate in cities across the country

## METHODOLOGY

- Discussion/Cooperative Learning  
The class will engage in discussions and cooperative learning activities (e.g. think-pair-share, small group and round robin discussions) that aim to *build background knowledge* related to the following topics:
  - American students maintaining their competitive edge
  - Revising the American educational system
  - Time management, attitudes and behaviors affect American students' preparedness for the global market
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- Lectures by Instructor and Guest Speaker
  - Dr. Angela Hicks, Educator and Professional Grant writer.  
Having spent one year in Beijing, China, Dr. Hicks will engage students in activities that lead them to better understand the Chinese education system as she gives a first hand account of her experience as an English teacher of tenth graders during the 2006-2007 school year
- Audio-visual Presentations
  - DVD - "*Two Million Minutes*", a Broken Pencil production
  - DVD – "*Globe Watch: China*", a NC Now Special by UNC-TV
  - DVD – "*Learning from India*", a NC Now Special by UNC-TV

## EVALUTION

Passing the Official GED Test is the primary evaluation tool. However, secondary assessments may include quizzes (in-class or take-home), posters presentations and completing an in-class Official GED Practice Tests

## RESOURCES

### Audio-Visuals

- DVD Documentary – "*Two Million Minutes*", Broken Pencil Production, 2007
- DVD – "*Globe Watch: China*", a NC Now Special by UNC-TV
- DVD – "*Learning from India*", a NC Now Special by UNC-TV

### Books

- Contemporary GED Social Studies , The McGraw Hill Companies, Inc. 2002
- Tamarkin, Kenny. Top 50 Social Studies Skills for GED Success, The McGraw Hill Companies, Inc. 2007

## Articles

- Dittoe, Liza. Press Release: “*No longer ‘a Nation at Risk’; Now a Nation Way Behind*”, April 28, 2008 [www.2mminutes.com](http://www.2mminutes.com) (click on press release)
- Dittoe, Liza. Press Release: “*Are You Smarter Than a Third World Tenth Grader?*”, July 1, 2008 [www.2mminutes.com](http://www.2mminutes.com) (click on press release)
- Jackson, Shirley Ann, Dr. “*The Quiet Crisis - America’s Economic and National Security at Risk: Falling Short in Producing American Scientific and Technical Talent*”  
[www.rpi.edu/homepage/quietcrisis/](http://www.rpi.edu/homepage/quietcrisis/)
- Ramirez, Eddy. “*Comparing American Students with Those in China and India – Americans*”,  
<http://www.usnews.com> (type in the article’s title in the search box)
- Swanson, Christopher B., Dr. “*Cities in Crisis: A Special Analytic Report on High School Graduation*”, April 1, 2008. [www.americaspromis.org](http://www.americaspromis.org) (key title in the search box)
- “*Education and Skills: The Key to Staying Competitive in The Job Market*”  
[http://www.soc.duke.edu/NC\\_GlobalEconomy/furniture/](http://www.soc.duke.edu/NC_GlobalEconomy/furniture/) (click on overview.shtml)
- “*Reach Higher, America: Overcoming Crisis in the U.S. Workforce*”, Executive Summary – Report of the National Commission on Adult Literacy, June 2008.  
[www.nationalcommissiononadulthoodliteracy.org](http://www.nationalcommissiononadulthoodliteracy.org)

NC Community College Faculty - Curriculum Development Project  
 GED Social Studies Class – Durham Technical Community College  
**Affects of Globalization on American Education**

**Distinguish Fact from Opinion**

Teaching Methods	Activity Description	Resources
Full Class discussion  Think-pair-share	First Day: View DVD “Two Million Minutes” and take notes  Second Day: <ul style="list-style-type: none"> <li>• Group students into pairs</li> <li>• Each pair will review and discuss information found on the handout for about 10 minutes to determine which statements are facts and which are opinions</li> <li>• A full class discussion follows the 10 minute breakout session</li> </ul>	DVD “Two Million Minutes”  Teacher made handout - Fact or Opinion worksheet

**Compare/Contrast**

Teaching Methods	Activity Description	Resources
Lecture/Discussion & Cooperative Learning	<b>Leading Question:</b> Does America Need to Revise its Educational System? <ul style="list-style-type: none"> <li>• Teacher leads class in discussing the key question, making note of points made in the both cited articles</li> <li>• Students are placed in small groups and asked to compare and contrast academic rigor, study habits, parental involvement and general attitudes of students and parents toward education as exhibited in the documentary. Each group shares answers and provides information to support their position. Support may be based on prior knowledge, the DVD, and/or the two articles cited</li> </ul>	“Comparing American Students With Those in China and India” by Eddy Ramirez  “The Quiet Crisis” by Dr. Shirley Ann Jackson, President, Rensselaer Polytechnic Institute

### Draw Conclusions

Teaching Method	Activity Description	Resources
Cooperative Learning	<p><b>Leading Question:</b> Is America Loosing its Competitive Edge?</p> <ul style="list-style-type: none"> <li>Students are asked to draw conclusions about short passages presented in a handout developed from resource articles cited</li> <li>After discussion with a partner, each team presents its position; furthermore, they shall cite key reference statements that guided them to their conclusion</li> </ul>	<p>“No Longer ‘A Nation at Risk’; Now a Nation Way Behind” by Liza Dittoe</p> <p>“Reach Higher, America; Overcoming Crisis in the U.S. Workforce: Executive Summary Report by the National Commission on Adult Literacy”, June 2008</p> <p>Teacher handout</p>

### Restate Information

Teaching Method	Activity Description	Resources
Small Group Discussion	<p><b>Leading Question:</b> How will the drop in high school completion rates in cities across the nation impact America’s future workforce</p> <ul style="list-style-type: none"> <li>Students read short passages and review tables, graphs and/or charts</li> <li>In small groups of three or four, students select statements that best restate information provided in passages, graphs and/or charts</li> <li>Full class discussion follows small group discussions</li> </ul>	<p>“Cities in Crisis: A Special Analytical Report on High School Graduation” by EPE Research Center</p> <p>Teacher handouts</p>

### Recognize Unstated Assumptions

Teaching Method	Activity Description	Resources
Round Robin Discussion	<p><b>Leading Question:</b> Should U.S. students spend more time preparing for the global competitive market?</p> <ul style="list-style-type: none"> <li>Teacher leads students in ‘round robin’ discussion while reading and reflecting on information found in the first article</li> <li>Student work independently on the second article. Each is asked to respond to the leading question after 10-15 minutes</li> </ul>	<p>“Are You Smarter Than a Third World Tenth Grader?” by Liza Ditto</p> <p>“Education and Skills: Key to Staying Competitive in the Job Market”</p>

