

JUST IN TIME

News from the Diversity, Equity and Human Rights (DEHR) Committee

We can only be good global citizens if we practise good citizenship beginning where we teach, working together as a community in our schools and in our classrooms.

The theme of this issue of *Just in Time* is global education. Now admittedly, we are setting ourselves up for a mighty task—global education is a very broad topic that encompasses many aspects, from environmental education to citizenship education. However, we in the ATA's Diversity, Equity and Human Rights (DEHR) Committee are intrepid if nothing else—we have taken on big topics before and we can do so again.

One of the reasons that we decided on this daunting theme was inspiration from a conference that the ATA and its Global, Environmental and Outdoor Education Council recently cosponsored in Canmore, Alberta, called Creating a Legacy Together: A Conference for Global Citizenship. This well-attended and well-received conference involved students, teachers, interested members of the public and some well-known public speakers like Craig Kielburger (founder of the Free the Children foundation), Chris Turner (author of the bestseller *The Geography of Hope: A Tour of the World We Need*) and Geoff Green (educator and environmental activist) in a discussion about just what is meant by *global education* and how it can help us solve some serious systemic problems.

Global education necessarily implies a much maligned, little understood and highly contentious concept: *globalization*. Some violently protest globalization; others vehemently promote it. However one understands it, there is no denying that as technology evolves, the entire world is becoming more and more interconnected, and we are more and more aware of our reliance on each other. As I write this, just about everybody on the planet is watching soccer teams from around the globe vie for the World Cup. On a much less joyous note, oil is still gushing out of a blown well in the Gulf of Mexico. This, too, will affect us all.

In a riff on the now old saw about the flutter of a butterfly's wings in Brazil setting off a tornado in Texas, everything we do has an effect on someone somewhere. We should try to make sure that it is a good effect, don't you think?

To this end, then, we offer some inspiring words from both students and educators on what it means to be a global citizen.

—Karen Virag



How to Inspire Environmental and Global Citizenship in Students

Student leaders in environmental education and global citizenship in Alberta presented to 350 adult delegates at the 2010 Canmore conference. Following is a summary of student comments compiled by Gareth Thomson.

What Can Teachers Do for Global Citizenship?

Teachers can integrate environmental and global learning into their curriculum. They can create a safe place in the classroom, seed important conversations that help students find their passion

and bear witness to students as they discover those passions. They can challenge students with statements like "There are problems in this world. What are you going to do about it?"

Teachers can inspire, help students commit to making a difference and teach them responsibility by holding them accountable to that commitment. Teachers can go outside the job description to help kids achieve their dreams—when they do this, students notice! Teachers can present an issue and encourage students to get involved—but better than that, a teacher can say "Hey, come join me,

let's do this together"—or perhaps even "Hey, can I join you? Let's do this together!"

The very best teaching occurs through modelling, when the teacher walks the talk: "Be the change you want to see in the world."

What Can Schools Do for Global Citizenship?

Schools can organize schoolwide themes to engage entire student bodies. And schools and classrooms can look for ways to practise what they preach: we can only be good global citizens if we practise good citizenship beginning where we teach, working together as a community in our schools and in our classrooms.

What Can Parents Do for Global Citizenship?

Parents can instill values in their children, model citizenship behaviours, and be a rock solid and

active source of support that their children can rely upon.

What Can Community Groups Do for Global Citizenship?

Community groups can present to students and develop mentorship programs in partnership with schools. Community experts can develop significant mentorship roles as they strike up and nurture important one-on-one relationships with students and their parents.

Gareth Thomson is executive director of the Alberta Council for Environmental Education. A long-time environmental activist, he received a lifetime achievement award from the Global Environmental and Outdoor Education Council (GEOEC) of the Alberta Teachers' Association and the national Non-Profit—Individual award from the Canadian Network for Environmental Education and Communication.

DIVERSE THOUGHTS

Students 4 Change (S4C)

By Sabrina Niesman

This article first appeared in volume 30:1 of Connections, the journal of the Global, Environmental and Outdoor Education Council of the Alberta Teachers' Association.

Throughout high school I have had the opportunity to be involved with a social justice group called Students 4 Change. It is in this group that I have

found my voice and my passion for social justice. I have been involved with many initiatives, including our annual Breaking Bread potluck dinner for women's education in Afghanistan, our environmental CLEAN sweep initiative, Human Rights Week this past December and Amnesty letter-writing campaigns, among others. We focus on many different issues—really, anything that a person from the group is passionate about. I am particularly interested in women's rights, education and how we can use education to further development in the developing countries. This year we helped raise about \$3,000 for the nonprofit organization Canadian Women for Women in Afghanistan through our annual potluck dinner. It takes only \$750 to pay for one female teacher's salary for a year in Afghanistan. With this she can begin to support her family and spread her knowledge to other young women. With the help of this organization, there are now young girls being educated because of what Students 4 Change has accomplished. This is all the gratitude I need.

Sabrina Niesman, a former student at George McDougall High School, in Airdrie, Alberta, will be attending the University of Calgary in September 2010.



Canada's Global Soul

By J Craig Harding

I know I'm a Canadian—my passport says so. For some that might mean I am a cool, crisp lager. Does being a Canadian suggest that I am a bland, generic-tasting, inoffensive beer made for the masses? While that may be true, I thought I should look at it in a deeper way than a cheap (like the beer) pandering attempt at humour and stereotyping (much like Molson ads). So, searching for some definitive sense of my/our identity, I looked at the Molson ads. Their latest ads suggest that it is geography that provides a central focus for identity.

Does that mean, then, that Canada is just a location—not a real unified nation? After thinking about this some more, I realized that Molson is merged with Coors, from the US. Perhaps, then, we are simply a market for this multinational corporation.

I narrowed this conundrum down to several choices. Canada is either a nation, a location or a market for American corporations. Surely, more than this must define a nation. We need to have a unifying ethos or a moral project as part of our psyche. Several years ago, the *New Republic* held a contest for the most boring headline, inspired by a headline in the *New York Times*: "A Worthy Canadian Initiative." Are we really that boring? Aren't some of the funniest people Canadian? As just one example, Matt Groening, who created *The Simpsons*, has Canadian roots.

Perhaps it is just that Canada is a work in progress—in other words, unfinished. Despite our 143-year history, we are no closer to defining this moral project. "What about our shared beliefs in liberal democracy?" you may ask. You may point out that the many people who immigrate here looking for freedoms so elusive in their country hold Canadian democracy in high esteem. I have one word for you—prorogue. I could go on to explain that our parliamentary system has been severely eroded and much of the country is run mainly through executive orders as opposed to legislative decisions. It appears that our democratic institutions remain unfinished.

Multiculturalism seems to be a noble moral project—Montreal writer Yann Martel calls Canada "the greatest hotel on earth," because it welcomes people from everywhere. But Hungarian-born Canadian journalist George Jonas warns that instead we are more like a railway

station, where passengers mingle and occasionally bump into each other, sharing a common destination but no common destiny or moral purpose.

A 2005 parliamentary committee reaffirmed that citizenship was a right rather than a privilege and that there are some responsibilities associated with this right. Those responsibilities remain undefined. Citizenship and Immigration Canada provides a broad list of noble obligations that could establish a powerful moral compass, but they remain, in a truly Canadian manner, simply a set of suggestions. So maybe embracing the idea of Canadians as citizens of the world who possess a global soul could be part of our moral project. After all, we eat at Vietnamese noodle houses and Japanese sushi bars;

have futons for friends to sleep on and give generously to global causes. Surely this is much more appealing than simply being cast as a syrup sucker by Stephen Colbert. In the late 1980s, *Morningside*, a CBC Radio show, urged viewers to complete the following statement: "As Canadian as ..." The winner was "As Canadian as possible under the circumstances."

Suddenly, however, at 4:48 PM on Sunday, February 28, I had an epiphany. Thank you, Sidney Crosby, assisted by Jarome Iginla. Despite my attempts to avoid stereotypes, it is hockey that leaves us with glowing hearts. Since Roch Carrier's short story "The Hockey Sweater," penned in 1978, hockey has become a rich source of inspiration for fiction, poetry and beer ads. Hockey builds community and transcends all, especially when we win a gold in overtime—doubly especially when we beat the Americans in our game. Our moral purpose (well, I guess we can call it a moral purpose) was never more clear than it was that day. Canadians have never been more united, never more proud of the romanticized vision of Canada—a frozen landscape of snow and ice. More than 25 million Canadians watched at least some of that game. I was proud to be a Canadian, even if I am mistaken for a bland, generic-tasting, inoffensive lager. Now, how can I include this in what I teach (moral purpose, that is, not beer)? But maybe I don't have to teach it ... we just have to feel it as we become "as Canadian as we want to be."

J Craig Harding is a teacher at Vincent Massey Junior High in Calgary and the editor of Focus, the newsletter of the Social Studies Council.

A version of this article appeared in volume 38:2 of Focus.



So maybe embracing the idea of Canadians as citizens of the world who possess a global soul could be part of our moral project.

Promoting a Sense of Place for Children in Natural Areas

By Glen Hvenegaard

This article first appeared in volume 30:1 of Connections, the journal of the Global, Environmental and Outdoor Education Council of the Alberta Teachers' Association.

Childhood experiences in nature play a key role in developing positive environmental attitudes and behaviours in adults (Wells and Lekies 2006). However, children are losing opportunities to make meaningful connections with the natural world, due to urbanization, dwindling natural spaces and a fear of the outdoors (Louv 2005). At the same time, children have alternative access to nature through electronic media, many competing demands for their time and parents who are increasingly safety conscious (Charles et al 2008). Thus, children fail to develop a sense of place in the remaining natural areas.

Why Is Sense of Place Important?

Sense of place suggests an emotional attachment between people and a location or area (Williams and Stewart 1998). Other terms have been used to explain this relationship. For example, *geopiety* means a human relationship with place that is characterized by reverence, pity, compassion, affection, gratitude, respect and reciprocity (Tuan

1976). Alternatively, *topophilia* suggests strong affective ties between humans and places (Tuan 1974). Regardless of the term used, sense of place requires first-hand interactions in which children are able “to love the places [they] can see, touch, smell, and experience” (Orr 2004, 147).

Why should teachers promote children’s sense of place through outdoor experiences in natural areas? First, from a *classroom perspective*, this approach can improve children’s academic achievement. An American study showed that students in schools with place-based education had higher scores in reading, mathematics, science and social studies (Sobel 2005). Students were able to “do science” (p 28) rather than read about science. Moreover, as students were more engaged in learning, there were fewer classroom discipline problems.

Second, from an *environmental perspective*, place-based education can increase stewardship of local natural and cultural features. People who are emotionally attached to places, especially because of regular interactions in nature with adult mentors, will act to protect those places (Kaltenborn and Williams 2002). With a sense of place, children view that place as a set of *relationships*, rather than as a set of *things* (Hay 1992). In turn, as adults, they will manage resources in the context of *communities*, rather

than *commodities* (Rolston and Coufal 1991).

Third, from a *health perspective*, outdoor activities in nature are recognized as being critical to normal childhood development (Louv 2005). Moreover, children and teachers who have regular access to green spaces have less stress and recover faster from mental fatigue (Charles et



Sense of place develops positive relationships and a community perspective with the natural world.

al 2008). Children in a Scandinavian Outdoors in All Weather program had 80 per cent fewer infectious diseases than children in regular indoor programs (Sobel 2005).

Fourth, from an *awareness perspective*, Wendell Berry says, “You can’t know who you are until you know where you are” (quoted in Harwell and Reynolds 2006). Having a sense of place in the natural world and how it shapes us is critical today as many environments are undergoing rapid change, and as most children are losing direct connections with nature. Sense of place will encourage deeper awareness of ourselves, natural features and processes upon which human survival depends.

Last, from an *intrinsic perspective*, developing a sense of place allows us to respond to our natural tendencies. *Biophilia*, literally a *love of life*, is the innate need for human beings to affiliate with other living beings (Kellert and Wilson 1993). Teachers should capitalize on this natural love of life and desire for learning by, for example, incorporating outdoor field trips and projects on wild animals into the curriculum.

How to Develop a Sense of Place in Children

Children can develop meaning in natural places in many ways. Brooks, Wallace and Williams (2007) identify four key contributors to sense of place. First, children need *physical interactions in a place*. These interactions can include spontaneous play or ritualized activities, but a longer history with a place encourages deeper connections. Second, *social interactions in a place* include any type of shared experience with others, such as family members, friends or teachers. The shared experience encourages different types of interactions, a collective memory of the activities and a reason for future discussion of those activities. Third, *physical interactions with a place* include, for example, sensory contact and lessons learned from good and bad experiences. Children especially want tactile experiences, such as digging dirt, smelling flowers or building forts. Finally, *satisfaction about a place* suggests feeling good about one’s time there; positive memories of that place and time enhance one’s attachment to place.

In designing nature experiences for children, David Sobel (1996) encourages teachers to consider a child’s stage of development. He suggests that we should develop in children a sense of awe for nature before a sense of concern about the fate of nature. “If we want children to



Discovery of small creatures helps create new types of bonds with nature.

flourish, to become truly empowered, then let us allow them to love the earth before we ask them to save it” (p 39). Thus, for children aged 4–7, teachers should promote empathy with the natural world; for example, through activities that emphasize animals (imagination through dress-up or imitation). On outdoor field trips, connection is primary, whereas proper identification of natural features is secondary. For children aged 8–11, teachers should focus on exploration of the natural world by emphasizing, for example, stream courses, pathways and forts. For children aged 12–15, the emphasis can shift to social action, so that teachers can build on each child’s increasing feeling of connectedness to and responsibility for the world. Projects could include recycling, reclamation, contributions to community decisions or whatever local opportunities arise.

Sobel (2008) recognizes seven key principles of children’s interaction with nature. Teachers should take advantage of these tendencies in developing teaching plans and projects to promote sense of place in children. With a little imagination, the applications are endless.

- *Adventure* suggests excitement, novelty and action, all of which develop interest in and connection with a place.
- *Fantasy and imagination* promote creative play, deeper understanding of abstract concepts, a sense of purpose and fun. Isn't that what children want most?
- Encouraging interactions with *animal allies* can [create] empathy for the natural world. Children can imitate, anthropomorphize, and play with animals, both real and imaginary. What a great way to develop love and caring.
- *Maps and paths* allow children to explore their local areas in meaningful ways.
- *Special places*, such as forts, are important places in which children can hide, socialize with friends and retreat from the "other" world. Special natural places can help develop children's desire for sustainability.
- *Small worlds*—children are intrigued by miniature worlds and microscopic organisms. The fragility of small worlds can enhance children's concern for sustainability.
- Our natural desire for *hunting and gathering* promotes attention to detail and takes us back to our primitive past and the excitement of discovery.

Conclusion

Developing a sense of place is important for childhood development and adult concern for the environment. Teachers and parents have important roles to play in providing time and space for children to interact with nature in ways that are natural to them and that develop meaningful connections. We should follow research-supported design principles that build on children's natural tendencies toward play and the natural world.

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Let's All Take Edu-action!

By Michael Fisher

I saw a misspelling today of the word *education*. It was spelled *eduaction*. Without realizing it, someone sparked a call to arms—a wake-up call to what needs to happen in classrooms around the world. Any of the following could be their own blog post, and I encourage you to blog it up and share your thoughts. What are you doing to take action in your classrooms? In your district? In your work that relates to the learning of students, whatever your role?

Are you

- upgrading your curriculum and finding alternative, twenty-first century ways of providing evidence of student learning;
- reaching out to other parts of the world and bringing global opportunities into your program;
- upgrading methodologies and teaching in a way that reflects a classroom in 2010 and not one that reflects a classroom from 1975;
- letting research-based instructional strategies guide what you do;
- creating communities for learning that include students;
- letting students be stakeholders in curriculum and assessment design;
- integrating twenty-first century skills beyond technology: critical thinking, collaboration, evaluation, and so on; and
- replacing dated assessments with more modern evidence of learning?

Michael Fisher, a nationally certified former teacher with over a decade of classroom and professional development experience, is a full-time educational consultant and instructional coach in the US. He works primarily with school districts in sustaining curriculum mapping initiatives and using instructional technology, and specializes in the integration of research-based instructional strategies, particularly those related to twenty-first century skills, to facilitate transformations of curriculum design and professional practice.

Michael Fisher blogs at www.digigogy.com/index.html



The Alberta Council for Environmental Education (ACEE) works in collaboration to advance environmental education in Alberta. Please see the listing under Notices and Events for information about a September workshop.
www.abcee.org/

The Centre for Global Citizenship Education and Research (CGCER) at the University of Alberta is an initiative in the Department of Educational Policy Studies. Its vision is to create a comprehensive understanding of global citizenship education that enhances and sustains basic citizenship rights for all people. CGCER focuses on theoretical and practical works in the areas of citizenship education, human rights education, and education for social justice and social development, and is a hub for research, policy and dissemination in the area of global citizenship education.
www.uofaweb.ualberta.ca/edpolicystudies/nav02.cfm?nav02=86314&nav01=42309

The Council for Global Education provides links to mail-order catalogues for books and curricula, NGOs and other organizations worldwide.
www.globaleducation.org/10.htm

The Global Citizenship Curriculum Development (GCCD) project is a joint initiative of University of Alberta International and the Faculty of Education (specifically the International Office and the Centre for Global Citizenship Education and Research). The project began in 2007 as a response to U of A President Indira Samarasekera's *Dare to Deliver* and *Connecting with the World* documents, which state the importance of fostering student excellence in the area of global citizenship. GCCD supports teaching and research that promotes global citizenship through the development of curricula and professional development opportunities. Currently, the centre is developing teaching resources to support instructors in educating students for and about global citizenship. For inquiries, e-mail: gccd@ualberta.ca.



The Global Education Association provides resources to school and community educators to help them create an educated, engaged and empowered generation of active leaders in search of ecological balance, social justice and global partnership.
www.globaleducationassociation.org

The Global Education Collaborative invites participants to join students, parents, teachers, administrators, higher education professionals, nonprofit organizations, consultants and businesses to find common interests related to global education. Its mission is to bring people together to build the professional relationships necessary for effective collaboration.
<http://globaleducation.ning.com>

The Global Education Network provides links for teachers, students and interested persons to resources in alternative media, development, environment, human rights and peace. The site is produced with the support of the Canadian International Development Agency.
www.global-ed.org

Global, Environmental and Outdoor Education Council (GEOEC) of the Alberta Teachers' Association.

GEOEC promotes teacher professional development in the area of global, environmental and outdoor education. For more information, go to <http://www.geoec.org/>.

Green Street: Engaging in Our Communities as Global Citizens —An Educator's Workshop

This workshop actively engages educators in environmental learning and global education. It encourages teachers to promote student personal responsibility for the environment and fosters a commitment to sustainable living. Solidarity, peace, democracy and the environment are explored in depth throughout the unit. Activities are inquiry based and interactive, and teacher resources and student materials are provided. The unit has possibilities of implementation in all subject areas. "Engaging in Our Communities as Global Citizens" connects schools in Canada to national environmental education organizations. It is sponsored by Green Street, the Canadian Teachers' Federation and the ATA's Global, Environmental and Outdoor Education Council.

To book a workshop for your school or area, contact Rita Poruchny at reporuchny@cbe.ab.ca.



GreenLearning Canada is a solar oven challenge, a carbon calculator and a unique field school. It is eLearning activities and hands-on construction plans. It is curriculum-aligned Web-based resources for students, Grades 4 and up, and professional development workshops for Canada's innovative teachers.

www.greenlearning.ca/

The National Education Association (in the US) has a website with links to many resources for teachers.

www.nea.org/home/37409.htm

Pembina Institute envisions a world in which our immediate and future needs are met in a manner that protects the earth's living systems; ensures clean air, land and water; prevents dangerous climate change: and provides for a safe and just global community.

www.pembina.org

Simon Fraser University's Centre for Dialogue has created **Canada's World**, a three-year project to engage and renew Canadians' interest in Canada's place in the world. The website contains information about the process and results, a documentary video, and a list of global education resources for teachers.

www.canadasworld.org/learnmor/resourcecegu/forteach

UNESCO Associated Schools Network gives concrete expression to UNESCO's overarching mission of promoting peace and international cooperation through education. Schools that join ASPnet are committed to promoting UNESCO's ideals by undertaking projects that prepare young people to meet the challenges of an increasingly complex world. ASPnet teachers and students have the chance to work together to develop innovative educational approaches, methods and materials at the local, national and global levels.

University of Alberta International Week is the largest annual education extracurricular event on the U of A campus and fosters global citizenship through engagement with today's most pressing issues. Many varied events feature faculty, students, community and government.

www.iweek.ualberta.ca/nav01.cfm?nav01=97262

USC-Canada provides a list of links to a variety of resources and organizations, including Oxfam Canada, Physicians for Global Survival and Kairos.

<http://usc-canada.org/resources/links/global-education-resources>

World Learning is a global nonprofit organization that runs international development and exchange programs for high school, college and university students in many countries. Its efforts focus on five primary program areas: civil society and governance; education; HIV/AIDS; international professional, academic and cultural exchanges; and capacity development and training.

www.worldlearning.org

Cradle to Cradle: Remaking the Way We Make Things,
by William McDonough and Michael Braungart

New York: North Point, 2002

In *Cradle to Cradle*, the authors call for a new industrial revolution that would render both traditional manufacturing and traditional environmentalism (for example, recycling) obsolete. The authors, an architect and a chemist, want to eliminate the concept of waste while preserving commerce and allowing for human nature. They offer several examples of corporations that are actually doing some good for the environment and their neighbourhoods while making money in the process.



August 9–13, 2010 : Canadian Centre for Genocide Education, Toronto, Ontario

2010 Genocide Education Institute

The Genocide Education Institute is designed to encourage teachers to teach their students about the lessons of genocide—the importance of tolerance, of upholding democracy and human rights, and of helping others in need—and to help prepare them to effectively and appropriately communicate those lessons in the classroom so that students can better reflect on the world that they live in and their role in it. Teachers will receive resources, including a teaching manual and key books to help them begin to build a personal library.

www.genocideeducation.ca

September 9 (Calgary); September 10 (Edmonton): Alberta Council for Environmental Education workshop on environmental education programs

In this workshop participants will

- learn what a logic model is;
- build a logic model for an existing or new environmental education program;
- review instruments that can be used to measure outputs, outcomes and impacts; and
- create a draft evaluation plan that can be used to evaluate the success of your environmental education program.

For more information, go to <http://abcee.org/pd/2010-acee-workshop-series>.

September 29–October 2, 2010: North American Association for Environmental Education

Buffalo-Niagara, NY. Environmental Education: Building Connections—Bridging Gaps

Conference strands include arts, culture and spirituality; conservation education; innovative programs and practices; network and leadership development; and socioecological justice and community engagement. Conference threads that will be found in the various strands include diversity, early childhood, K–12 formal education, service-learning, and research and evaluation.

www.naaee.org/conference

October 28–30, 2010: Character Education Partnership. San Francisco. National Forum on Character Education: Service and Leadership: Profiles in Character

Sessions at this conference include

“International/Global Character Education,”

“Classroom Strategies” and “Community Involvement.”

www.character.org/2010forum

November 19–20, 2010: Institute of Education (London) and Beijing Normal University

London, UK. Education and Citizenship in a Globalising World

The conference is based on the themes of moral education, values and citizenship; multicultural education, diversity and social cohesion; patriotism, cosmopolitanism and education; and sustainability, development and global citizenship.

www.ioe.ac.uk/about/37498.html

November 25–27, 2010: International Association for the Study of Cooperation in Education (IASCE), Brisbane, Australia. Cooperative Learning: Pedagogy, Policy and Practice Conference

The six conference topics include Cooperative Learning Beyond the Classroom and Cooperative Learning for Inclusion and Diversity, both of which will be of interest to teachers concerned with global education issues.

www.uq.edu.au/education/index.html?page=120110

December 2–5, 2010: International Academic Forum/Birkbeck, University of London/Waseda University, Osaka, Japan. The Asian Conference on Education 2010: Internationalization or Globalization?

The conference has a particular focus on adult, distance and access education, in light of the fact that education systems across the world are becoming increasingly socially, culturally and ethnically diverse.

<http://ace.iafor.org>

April 16–17, 2011: New York Institute of Technology/Nanjing University of Posts and Telecommunications, Nanjing, China.

Crossing Borders: Travelling, Teaching and Learning in a Global Age

The conference focuses on borders, both real and imagined, and will feature interdisciplinary sessions on teaching, communication and linguistics, the arts, culture and identity, science and technology, philosophy and rhetoric, and travel.

www.ioe.ac.uk/about/37498.html

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