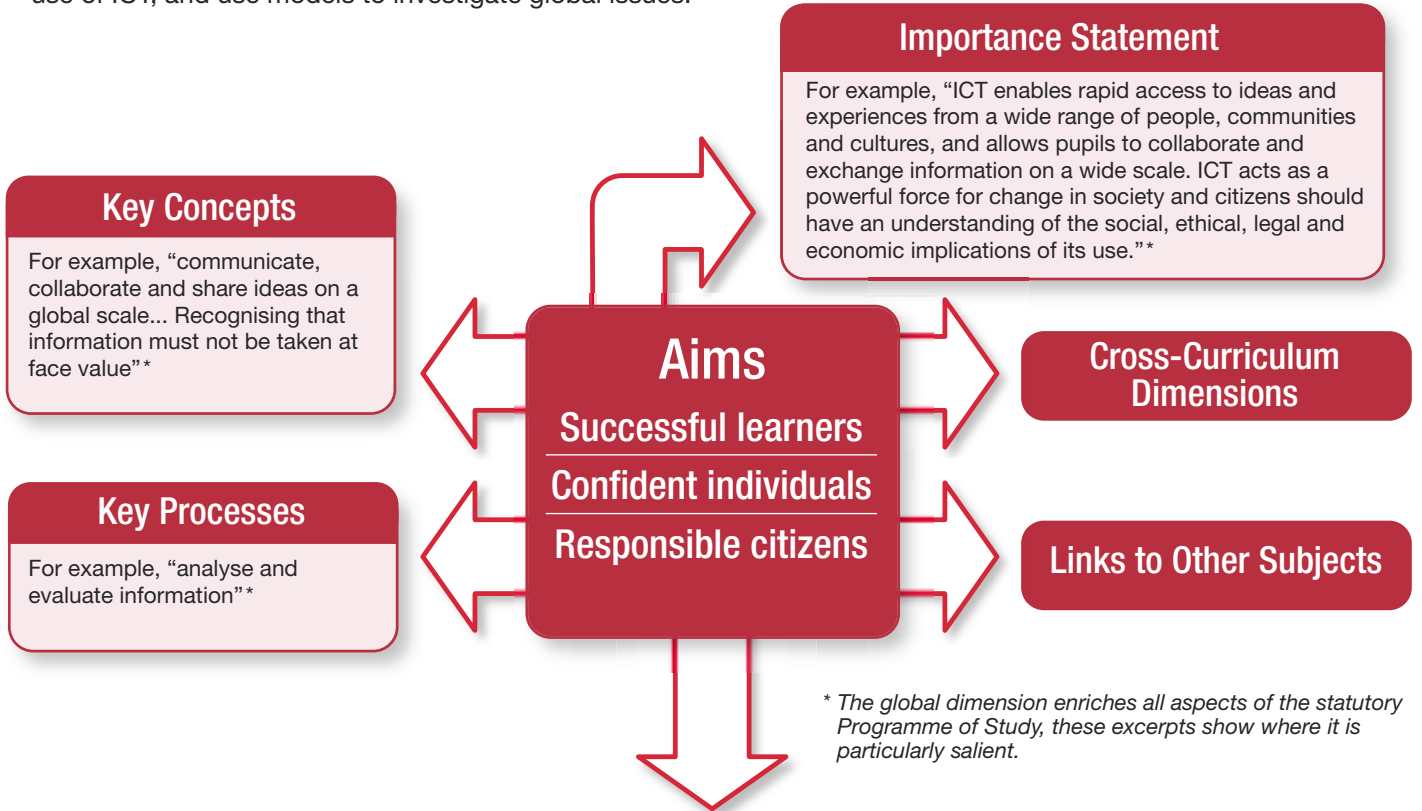


Exploring the Global Dimension to ICT

ICT provides opportunities to appreciate different perspectives through communicating and collaborating with others from a range of cultures and countries; explore the moral, ethical, environmental and social impacts of the use of ICT; and use models to investigate global issues.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, exploring the role of ICT in social change.

Interdependence

For example, using ICT to investigate interdependence through particular issues such as climate change or trade.

Social Justice

For example, exploring the impact of unequal access to ICT globally.

Human Rights

For example, the relationship between human rights abuses and access to information.

Conflict Resolution

For example, the role of different forms of communication in responding to conflict.

Diversity

For example, appreciating diverse perspectives on global issues and how identities affect opinions and perspectives.

Sustainable Development

For example, developing models to analyse global economic, environmental and social patterns and processes.

Values and Perceptions

For example, exploring the values and perceptions portrayed and promoted by a range of media.

The eight key concepts form part of the cross-curriculum dimension, 'Global dimension and sustainable development'.

A few examples

Manipulating data

Real life data can be used when learning about spreadsheets and databases, for example, logging water use at home and researching water use in another locality.

Students can develop ways to investigate a particular global issue, such as the causes and effects of acid rain or the depletion of particular fish stocks and the impact on local fishing communities. Students gather information from a range of different sources and in relation to two or more localities and do a comparative analysis. They can display this information graphically, discuss differences and possible reasons for them. They can consider the benefits and limitations of models in representation.

Media bias

Students can explore issues of bias in the media in terms of a particular global issue or event by researching information from a range of different media sources. They can consider how the particular issue is portrayed from a range of viewpoints, exploring how the media influences people's opinions and perspectives.

Access to ICT

Students consider the distribution and use of technology around the world; for example, who in which countries have computers in their schools, how global internet access is, which languages are most commonly used in ICT and on the internet.

Students can explore the rapid and widespread adoption of mobile phones and their innovative uses in countries where landlines are rare.

Find out more

The Global Dimension Website

Search for a wide range of global dimension teaching resources; find local organisations to support you, including Development Education Centres; and sign up to the termly Global Dimension newsletter at: www.globaldimension.org.uk

To download additional copies of this leaflet and tell us how you have used it, please go to: www.globaldimension.org.uk/explore

Naace

The professional association for those concerned with advancing education through the appropriate use of ICT.

www.naace.org

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>