



## Global thinking

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# Two key questions:

- What is **global competence**?
- How can we use **global thinking routines** to nurture students' global competence?

*‘Global competence  
is the capacity and disposition  
to understand and act on issues of  
global significance.’*

(Boix Mansilla & Jackson 2011:xiii)

<https://asiasociety.org/files/book-globalcompetence.pdf>

# Globally competent individuals...



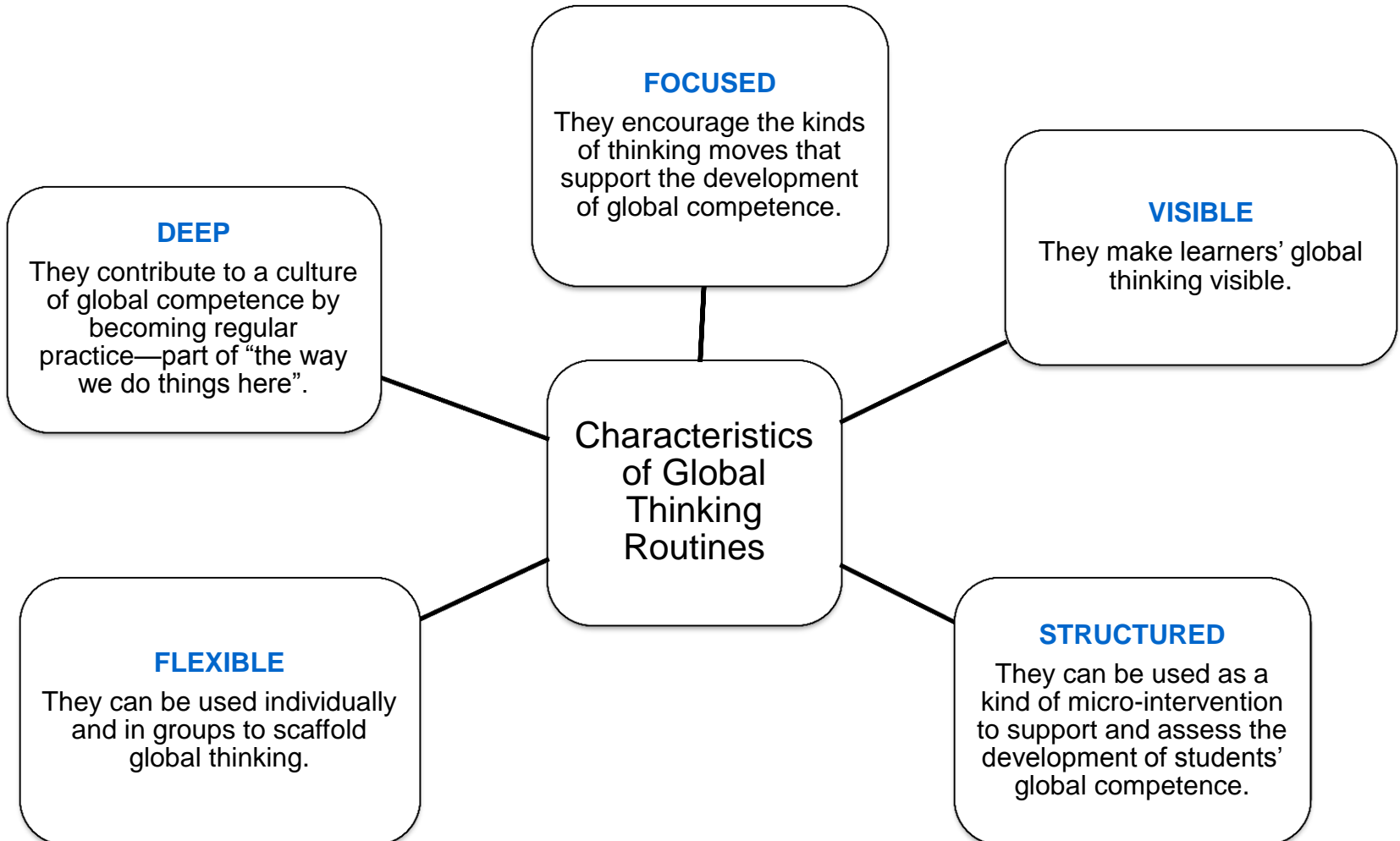
(Boix Mansilla & Jackson 2011:11)

# Global thinking routines

Simple patterns of thought used repeatedly to facilitate the development of **global competence** among learners.

See: <http://idglobal.gse.harvard.edu/project/global-thinking-routines>

# Global thinking routines



# Two thinking routines for exploration

- See-Think-Wonder
- Three 'Ys'

See, the Visible Thinking initiative at Project Zero:  
<http://www.pz.harvard.edu/projects/visible-thinking>





Source: Tuca Vieira



# Thinking routine: See-Think-Wonder

- What do you **see**?

Name the qualities of the image you notice.  
Refrain from judgment or interpretation.

- What do you **think**?

What does the image make you think about ?

- What do you **wonder**?

What questions do you have about this image?



Source: Tuca Vieira

# The Urban age

“Cities are becoming more and more important statistically—while only 10% of the world’s population lived in cities in 1900, the number has risen to about 50% today and is likely to hit 75% by 2050.

Yet very few of the people running our cities have any solutions, particularly when we look beyond Europe to the megacities, whose sheer scale make the problems seem nearly intractable.

It’s not only the question as to how we live today in the big cities—but also how we can continue to survive in them in the future. [The prospect] is not all that catastrophic if we remain flexible in our thinking.”

Ricky Burdett, London School of Economics

*(Burdett studies Megacities such as New York, Shanghai, Mexico, Johannesburg and São Paulo).*



# Paraisópolis, São Paulo

**Megacities and Atmospheric Pollution**  
Molina, Mario J.; Molina, Luisa T  
*Journal of the Air & Waste Management Association*; Jun 2004; 54, 6;  
ProQuest Atmospheric Science Collection  
pg. 644

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**CRITICAL REVIEW**



Mario J. Molina



Luisa T. Molina

## Megacities and Atmospheric Pollution

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## CHALLENGES AND REALITIES OF WATER MANAGEMENT OF MEGACITIES: THE CASE OF MEXICO CITY METROPOLITAN AREA

Cecilia Tortajada

Megacities—characterized as metropolitan areas of 10 million or more inhabitants—have become an important focus in terms of water provisions, sanitation services and the related impact of urban development on natural resources. While basic needs of residents of smaller cities are very similar, the emphasis placed on megacities lies in the fact that these massive urban conglomerates have grown to almost unmanageable dimensions. This, in turn, has made water provision and sanitation services to the entire population a bleak, if not unachievable, task.<sup>1</sup> In most megacities of the developing world, clean water is both scarce and expensive to produce. Large sectors of the population in such densely populated urban areas do not have access to potable water, and even larger sectors of the population do not have access to sanitation. Non-revenue water—water that is produced and enters the distribution system but that is never billed to consumers because it is lost due to leakages or illegal connections—is up to 30 to 40 percent. Infrastructure is either scarce, becoming complex or deteriorating. In addition, water supplies are largely underpriced and necessary investments are estimated to reach billions of dollars. However, as complex as these matters are, the real challenges in terms of water provision point in another direction. The main problem in urban concentrations, which is further heightened in megacities, is the lack of appropriate management, adequate institutions and sustainable planning to address these challenges beyond short-term approaches.



# Thinking routine: 3Ys

Consider what we are beginning to learn about life in the rising megacity and use a different Post-It note to respond to each prompt:

Why does understanding the topic matter to:

- the world?
- my community/place/people?
- me?



# Reflection

How might you use **see-think-wonder** or **the 3Ys** in your classrooms?

# Reflection

I used to think...

Now I think...

# Find out more

To find out more about nurturing global competence through global thinking routines, visit:

- [www.pz.harvard.edu](http://www.pz.harvard.edu)
- The Visible Thinking initiative at Project Zero:
- <http://www.pz.harvard.edu/projects/visible-thinking>

Boix Mansilla & Jackson (2011):

- <https://asiasociety.org/files/book-globalcompetence.pdf>

**Thank you!**

