In Focus

Expert interview
Professor Jerry Lucido explains why Global Perspectives is now more important than ever

Teachers' perspectives
How remote learning has been working around the world

Survey
Insights from students on what matters most to them

Adapting to change
How the education community has rallied during the Covid-19 crisis
Welcome

ISSUE 34, JUNE 2020

“We don’t know what the future holds, so we must make this work. We don’t have a choice, because education is too important” - this sentiment expressed by Erin Garnhum, a teacher at Dulwich College in China (page 11), is one I’m sure we all share at the moment, wherever we are. If your school has closed due to the pandemic, or already started reopening like Erin’s, the last few months have been a huge challenge.

We know this is a difficult time for everyone, so we want to make sure teachers and students continue to feel supported by Cambridge International. We hope this special issue helps us achieve this, and you can find information on page 7 about some of the many ways we are offering support.

While everyone is eager to get back into classrooms once it is safe to do so, the sudden shift to teaching and learning online has presented us with unexpected benefits in education. Hearing some of the stories from teachers around the world (pages 9–13) made for really uplifting reading. From technology tips to tales of student resilience, now it is more important than ever to share our experiences.

Cambridge Global Perspectives Week was one of the last events we held for schools before the Covid-19 shutdowns, but what better time for students to learn the value of thinking critically about the big issues that affect the whole planet? We look back at some of the students’ work on page 22.

Thank you to everyone who contributed to this issue, which is only available electronically. This is not the Cambridge Outlook magazine, Cambridge Assessment International Education by John Brown.

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www.hoddereducation.com/cambridgeinternational

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About us
Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Any feedback on this issue? Anything you would like to read about in the next issue? Contact us at:

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Adapting to change
Lee Davis, Cambridge International’s Interim Director, Teaching & Learning, introduces this issue’s In Focus, which explores how schools worldwide have adapted in response to Covid-19.

As I write, schools around the world are trying to figure out how to transition teaching and learning back into the classroom now or at some point in the coming months. Unlike the initial shift from school to home learning, which occurred in response to the Covid-19 crisis, this time around things are proving a lot more complex and nuanced. Not all students and teachers can return at the same time, of course, and severe disruption to our children’s education is likely to continue for some months yet.

Unsurprisingly, there was no rulebook for this. It would have been rare, indeed, to find a section devoted to ‘Dealing with Pandemics’ on a school’s risk register or in the parent and teacher handbooks. We just weren’t ready.

And yet, school communities have continued to rally. They have shown remarkable resilience in the face of this global, public health emergency and have prevailed. We have seen countless examples of teachers coming to terms with virtual meeting and online learning environments; with incorporating new approaches to providing feedback to students and with establishing a more direct relationship with parents as the learning locus of control has shifted back towards the latter. It has not been easy, but everyone has persevered, because the outcomes matter.

At Cambridge International, we have wanted to support you from the outset. We created a space on our website for free resources (see page 7) to help you deliver effective teaching and learning outside the classroom, and to continue your own professional development (see page 14).

We have published resources for your learners, as well as guidance to help parents support their children at home. Critically, we established an online community of practice, offering tools to support remote learning, strategies to promote effective questioning and feedback, approaches that encourage student voice and suggestions for facilitating group work online. Throughout, our intention was to ensure that effective teaching and learning, developed through years of research into what works in the classroom, could be translated to the online medium.

So, as the mixed economy emerges – of some learning at home and some learning at school – Cambridge International wants to support you in that too. Working with colleagues at Cambridge University Press and the Centre for Evaluation and Monitoring (CEM), we are offering formative assessment services that help identify gaps in student learning and understanding, as well as providing dedicated resources and professional development. All geared towards helping you navigate the more complex terrain we now find ourselves in. Please visit our website for further details.

Welcome, then, to this latest edition of Cambridge Outlook. As always, I encourage you to explore its content fully and to see the diverse ways in which Cambridge programmes are being implemented across the world. On pages 9–13 we share a number of teacher stories with you explaining how they have met the challenges of shifting teaching and learning online, and we interview an admissions expert in the US on page 16 about how he is seeing the transition from secondary to tertiary education in the current climate.

In our ‘Top tips’ section on page 8, you can also find useful advice from teachers about resources to help with remote teaching and learning. We hope you find all the articles helpful.

Keep well, everyone!

“Adapting to change”
Lee Davis, Cambridge International’s Interim Director, Teaching & Learning, introduces this issue’s In Focus, which explores how schools worldwide have adapted in response to Covid-19.
Support for schools during Covid-19

We are supporting Cambridge schools during the Coronavirus outbreak by giving you easy access to resources that will help with the challenges you are facing.

Teaching and learning

We are regularly adding more resources to the ‘Teaching and learning when school is closed’ section of our website. This has been developed for teachers to help them continue to deliver effective teaching and learning outside the classroom and continue their own professional development. Find all the resources outlined below at www.cambridgeinternational.org/support-for-schools-covid-19

Tools to support remote teaching and learning
Remote teaching creates huge opportunities for effective learning and collaboration outside the classroom, and there are many online tools available to support teachers. These include:
• tools for facilitating discussion and collaboration
• tools to help you create online learning content
• interactive quizzes and games
• forms for submitting feedback.

Our web pages include links to some of these online tools and tips on how to use them in lessons.

Resources for teachers and students
We have created some guides based on the most common issues that you have told us you and your learners are experiencing with remote learning. Subjects covered include independent learning, group work, effective questioning, learning effectively at home and managing stress.

Resource Plus is free to all schools during the Covid-19 outbreak. Find access to videos, lesson plans and teaching materials to support selected subjects at www.cambridgeinternational.org/resourceplus

Webinars and online training courses are held regularly. You can join webinars live or watch recorded sessions after they’ve taken place. See pages 14 and 15 for details.

Blog posts have been created by teachers and experts sharing their experiences of online teaching and learning, with tips and advice. Read their contributions at www.cambridgeinternational.org/blog

eBook resources from Cambridge International publishing partners at Cambridge University Press, Collins and Hodder Education are available free of charge while schools are closed. You can find details of all their offers on our web pages.

An online community has been set up to provide a space for Cambridge teachers to share best practice and ideas on remote teaching and learning. To join, go to learning.cambridgeinternational.org

IN FOCUS

CAMBRIDGEINTERNATIONAL.ORG 7
Top tips: Remote teaching

We asked teachers to share their tips on how to effectively support student learning, engagement and mental health when classes are taught remotely.

1. Establish a clear routine. A planned daily or weekly schedule will assure students that learning will continue in such uncertain times and will also help to reduce their anxiety levels.

2. Take advantage of online training courses offered by various organisations. Teaching and learning might never be the same again, but professional development is still really important.

3. Variation is the key. Make the lessons engaging and enjoyable. Teachers need to be creative and look at different strategies so that their learners look forward to classes in the absence of personal interaction with teachers.

4. Share tutorials on how to use online tools with parents. Since very few students are actually reading the tutorials on the learning platforms, it helps to include parents in any guidance you give on how to use online tools effectively, so that they can support their child.

5. Hold virtual gatherings. Isolated living can take a toll on some students’ mental health. Create virtual opportunities to socialise, like lunch with their teachers or a trivia game. Share resources on managing stress and self-care with your colleagues.

6. Pick a buddy teacher. Find someone to help coordinate classes and share ideas with. This will help to ensure that the challenges of remote teaching never feel too overwhelming.

7. Listen to feedback. It is very important to listen to students and parents to evaluate the impact of remote teaching. This will help schools and staff understand what’s working.

8. Be kind to yourself and your learners. Collaborate with colleagues and always remember that we’re all in this together. Sharing is caring!

9. Coordinate classes and student work. Frequent check-ins with teachers and students make sure work is kept on track.

10. Find ways of keeping students engaged. Sharing has been incredibly helpful to keep my lessons varied and other teachers I have been able to share ideas with. This in turn has helped keep students engaged.

Overall, I have found this experience has really highlighted just how adaptable students can be. I found my students online ready to learn and complete their work. Even when it came to past paper questions they all completed them and were happy to engage.

By sharing best practices with other teachers I have been able to keep my lessons varied and that in turn has helped keep students engaged. Sharing has also helped to make what could be a lonely experience much more fun and engaging.

I am looking forward to getting back into the classroom and know that I will definitely be getting students to put away their laptops for a while! But I feel like everyone will come out of this with a much stronger sense of school community. I also feel schools will become more streamlined as they have seen the benefits of staff being freed up to focus on teaching, planning and working together.

Thanks to Bianca Caligher at Aubrick School, Brazil, Carol Hinde at Chisipite Senior School, Zimbabwe, Abdarahman S. Al-Hamumi at Ahmad Bin Majid Private School, Oman, Amy Boven at Imagine Prep at Surprise, US and Leena Rao at CHIREC International, India.

Philip Jackson
Economics and business studies teacher at Sha Tin College, Hong Kong.

The school I work at had to adapt to school closures because of the Hong Kong protests earlier in the academic year, so when schools closed due to the virus we all already had experience of working from home.

Teaching students online has its benefits as well as its drawbacks. I find myself doing more marking, which means I have lots of data to track students’ progress, and I have been able to offer more one-to-one support than before. I am also now able to spend more time setting work as time-consuming physical meetings are no longer a feature of day-to-day teaching.

The majority of students adapted well— they have a school laptop and most students are used to doing work online. The problem has been not getting to interact in person. There are some good platforms such as Zoom’s breakout room feature, but this does not compensate for the lack of human interaction.

I feel like everyone will come out of this with a much stronger sense of school community.”
Erin Garnhum
Cambridge IGCSE™ English as a Second Language teacher at Dulwich College, Suzhou, China

I was luckier than many, in that our school had an online learning platform in place already. But nothing prepares you for the reality of having your whole paradigm shifted under you in an instant.

In the beginning it was a mix of worksheets, some videos with PowerPoint presentations and some online collaborative group work via chat or video. In the first week of school being closed I took work in whatever fashion they could get it to me – email, Microsoft Teams assignments, photos of work written on the back of random notebooks – we were all finding our way.

Technological challenges were the biggest problem, such as low bandwidth issues and students without reliable internet access. In the beginning we were wildly ambitious with how much work we were setting students too. We had to dial back our expectations.

Now that schools in China have gone back we have moved to an integrated lesson model because some students have been unable to return due to the lockdown in other countries. How can I include students who are dialling in to a lesson? Can this activity work in class, but also at home?

We’ve totally remade our expectations about what it means to ‘attend’ a lesson. For example, today, I had a student out with a foot injury. She and another student, still in Korea, both joined my lesson via Teams. When it came time for group work, they worked together using the ‘chat’ function.

I had another student who couldn’t stay after a class for an extra session, so he will do the work from that period on his own tonight and then watch the feedback video when he is ready for it.

It has been exhausting. Everyone is going full tilt. We fall onto the school bus at the end of the day. I feel like whole sections of my brain are being rewritten at times. We don’t know what the future holds, so we must make this work. We don’t have a choice, because education is too important.

“We don’t know what the future holds, so we must make this work… education is too important”
Dr Seth Alper
AS & A Level Psychology
Instructor & Trainer, Florida, US

Overall, the transition to remote teaching was fairly smooth as I have had a flipped classroom for seven years now. The most challenging aspect was probably to coordinate schedules, as learners have had to take on more responsibilities outside of school now (such as being caregivers or having to go to work with family to help financially at this time).

I believe that some students are putting on a smile and persevering whereas others have relaxed a bit too much, but I think most have adapted fairly well to the situation.

Students have told me that their biggest challenge is organisation and motivation. Right now, there is no magical solution. I think that we’re all learning to adjust and we’re all doing the best that we can.

Some days are better than others. Interestingly, I have found that talking about issues outside of school can really help some students increase their academic motivation.

With this in mind, I would like to increase the opportunities for learners to connect with their peers beyond the subject matter. For example, I would like to bring back ‘Feelings Friday’ for Abnormal Psychology where we would collectively discuss life outside of the classroom and provide opportunities for learners to support each other.

I think for most of my students the ‘time off’ has provided a relaxation from the intensity of papers and tests, and has enabled them to build closer family and neighbourhood relationships, especially for those going to university next year.

Dr Manoj Singh
Managing Partner, Anisha Education Society, Pune, India

Covid-19 has forced the world to come to a standstill. The development of young minds, however, cannot be put on hold. At Anisha Global School, the students of lower secondary and above were well equipped with Microsoft Teams as it was already a part of their blended learning. The challenge was to get primary students on board.

While at home, younger students must remain engaged, focused and happy, particularly during such challenging times. Keeping this in mind, we initiated a virtual bonding session using Teams. This was followed by a home visit from an artificial intelligence educational robot called Miko 2.

As a personal social companion and coach, Miko 2 has been designed to facilitate remote learning for primary grades. Students were able to learn and have fun with the robot in their free time.

Esther Glen
Head of Inclusion, The Westminster School, Dubai, United Arab Emirates

The first few days of the school closure seemed very challenging as it was all very sudden. As Head of Inclusion I take care of students with special educational needs, and I am now using Microsoft’s Teams to connect with my students.

I conduct small group learning support for students and keep in touch with their parents through emails and Teams calls. Overall the students have adapted well, and they seem to open up and participate actively in their online lessons.

Certain Microsoft tools like Immersive Reader and Translate really helped students who had difficulties with reading and comprehension. Teachers could spend extra time with their focus group after the session was over too, and this helped most students with special needs to get one-to-one support.

I think this experience has taught us that online learning tools can be very effective for those students who are off school for longer durations due to sickness or for psychological reasons, even when regular lessons resume.

Steven Shannon

When the Covid-19 crisis hit, we had just finished the third quarter of the school year and were setting off for a week’s vacation. As a result, there was a natural pause already in my class. My first decision in terms of teaching was whether or not to proceed with reading the literature which I had scheduled to teach.

My daughter happens to be a student of mine. She is taking many other Cambridge International AS & A Level courses right now, too. I have, therefore, a unique view of a student trying to navigate this type of learning while I try to navigate this type of teaching. One of the struggles she has faced is teachers asking for too much too soon. I’ve come to accept that as long as what I’m asking students to do is valuable, the quantity of what I’m asking for is not that relevant.

I’ve never subscribed to the notion that quantity yields quality. That’s even truer in these circumstances.

In a face-to-face classroom, I can provide a great deal of feedback. That is, I can show an example of work and talk through strengths and weaknesses I can do it once, and the students will all hear it. They can then adjust their work.

In these online circumstances that becomes far more difficult. I’m receiving work at different times from students and they need feedback so they can proceed to the next stage. It’s difficult, but I’ve found that it helps to break assignments down into smaller parts.

For example, I assign writing a thesis one week, students write and submit it, and I give them feedback. The next week I assign the introduction for the essay, then they write a body paragraph based on the thesis, and so on.

Working in this way gives students a great deal of practice with their writing. I am able to provide feedback in a timely and valuable way without becoming overwhelmed by entire essays.

As a result of my approach to online instruction, I have also had more meaningful dialogue with some of my more reticent students. The faceless interactions clearly make some students feel more comfortable about asking questions and asking for help. That has been quite nice to see, and I’m still trying to come to terms with what I can do when face-to-face classes resume to help facilitate this kind of communication with those students.

This situation has been unlike anything most of us could have imagined, but the way teachers and students have had to adapt has brought some semblance of normalcy to so many of our lives and made this strange time a little less so. For that, I am quite thankful.
One of the heart-warming aspects of life during the Covid-19 crisis has been that everyone has reached out to help each other. This is especially true of teachers in Cambridge schools around the world who have drawn on their own professional values, skills and knowledge in adapting quickly to new realities, and shared their ideas and experiences with each other. These insights are being shared through our free webinars which we are recording onto face-to-face training in China until Covid-19 changed their plans. Here she talks about her experience of training teachers who were having to adapt to teaching online.

Delivering training during this time has been interesting because I’m also a teacher. I find I can give examples of my own experiences of teaching my students remotely, and that has meant a lot to teachers who are in the same position. I covered the usual course content, with some adjustments. We talked a lot about online teaching techniques, such as how to avoid lecturing. A key challenge of remote teaching is how to engage students in an activity without everyone inadvertently interrupting each other, or having a stilted discussion.

We also explored using online tools for group work. For example, I’ve been using a program called Miro to do card-sorting activities with my students. They move sticky notes around the screen to sequence events, as a way to get us all working together.

A forum for sharing
There was a lot of sharing of ideas in the ‘virtual staffroom’ area of the course. The participants have now set up a network where they are still supporting each other.

That often happens with the online courses. You get to meet teachers in a similar situation as you, but in a different setting, and you bond with each other.

To find out more about online training and to book a place go to cambridgeinternational.org/events
Thinking differently

PROFESSOR JERRY LUCIDO FROM THE UNIVERSITY OF SOUTHERN CALIFORNIA TELLS US WHY DEVELOPING A GLOBAL PERSPECTIVE IS NOW MORE IMPORTANT THAN EVER

How important is it for students to develop a global outlook from an early age? We don’t need any more dramatic demonstration of the need for a global outlook than Covid-19. We have a worldwide scientific community working through a health crisis, we have political boundaries that diseases, climate change, pollution and economic issues do not respect, and our ability to understand one another for our common good has never been more critical.

On a more human level, a global outlook makes it far easier to tackle problems if we have an understanding of each other’s perspectives, cultures and traditions – valuing what those different perspectives bring. When we bring

different perspectives to a problem we tend to solve it more creatively, and with solutions that have an opportunity to last.

What kinds of attributes do you look for in students?

As a professor, and as someone who was previously responsible for admissions, I think it’s critically important to have students who are well versed in all areas of the curriculum. We want to teach students who have an open mind. Students who are open to evidence and difference, who will challenge us and challenge each other in the classroom. It makes for a much more exciting, productive environment for learning. We hope to identify students who have a strong academic background and who can build upon multiple areas of study to solve problems, but we’re also looking for individuals who will be engaging and engaged – students who are interested in the world and solving worldwide problems.

How does the Cambridge curriculum, including Global Perspectives, build these attributes?

We see in the Cambridge curriculum in particular, and in some other advanced curriculum offerings, this notion of an engaged active learning environment – where students are presented problems, where they can identify the issues, and where they do some independent research. They draw conclusions and then have to communicate them to their peers and to faculty members.

In higher education we use abstract terms like critical thinking, analysis and synthesis – but what we’re really talking about is the ability to identify problems, to isolate an area of study that would be worth examining, collect data, apply relevant bodies of knowledge using multiple lenses to arrive at conclusions, to understand limitations, display and communicate results, and have an openness to feedback. All these things are critical – and we’re going to expect students to do that on our campus. Students who already have an introduction to these skills can take education to a higher level.

How important is it for students to develop critical thinking skills?

There’s so much information out there which is simply incorrect – news that is intentionally fake. For example, the Russian tampering in worldwide elections is an interesting example – as is information that’s delivered over social media where you might not know that it’s coming from a source that might be hostile, or which has a particular position. How would you know if a source is trustworthy if you don’t start to think critically and understand social media?

How do you begin to develop these critical perspectives and the understanding that you need to look at and check multiple sources? I think for most students, that kind of critical engagement with information is going to be increasingly important during their lifetimes.

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University admissions in a time of change

“The Covid-19 pandemic has hit every country in the world and exams have either been cancelled or postponed everywhere, so the higher education sector has been very flexible. We started working with universities at a very early stage. It’s been a long process, but the feedback we have been getting has been really positive.

The main thing for us is to provide reassurance for Cambridge International students – reassurance that all the work they’ve done will be acknowledged by university admissions tutors.

One thing universities everywhere always look for is independent learners. The way students have had to learn over the last few months will have made them far more independent. The Cambridge approach involves teaching a spiral curriculum – meaning you start a topic at a lower level and then you revisit it with increasing complexity. I think that’s really helpful during a time like this, because Cambridge students already have the knowledge base to start working on their own.

In terms of being able to write essays without too much help, to construct lab reports and conduct research – that’s all going to be invaluable for moving on to higher education.

Universities are all keen for things to get back to normal as quickly as possible, but how likely that is to happen is difficult to say. The way some universities have adapted to long-term online learning could be a good example for others, but it does seem too soon to tell at the moment.”

For information on university recognition for June 2020, go to cambridgeinternational.org/university-recognition-for-june-2020

Professor Jerry Lucido

Jerry Lucido is the executive director and founder of the USC Center for Enrollment Research, Policy and Practice at the University of Southern California. As professor and center director, he initiated the Master’s program in Enrollment Management and Policy at USC and conducts research in the areas of admission and enrollment management.
Cambridge Lower Secondary Global Perspectives™ resources

Authored by Keely Laycock, and tried and tested by schools around the world, our learner’s skills books and teacher’s books:

• Encourage students to become global citizens
• Develop important 21st century skills, such as research and analysis
• Provide unparalleled teacher and student support for the lower secondary curriculum framework
• Build a trackable portfolio of student skills development

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New for 2020

Cambridge Lower Secondary Global Perspectives™ resources

AS PART OF CAMBRIDGE GLOBAL PERSPECTIVES™ WEEK (1–7 MARCH 2020) CAMBRIDGE INTERNATIONAL CONDUCTED A SURVEY TO GATHER STUDENT VIEWS ON SOME OF THE BIGGEST ISSUES FACING THE WORLD. MORE THAN 11,000 STUDENTS AGED 13–19 TOOK PART AROUND THE WORLD.

SURVEY

What matters most to you?

CAMBRIDGE GLOBAL PERSPECTIVES survey 2020

AUTHORED BY KEELY LAYCOCK, AND TRIED AND TESTED BY SCHOOLS AROUND THE WORLD, OUR LEARNER’S SKILLS BOOKS AND TEACHER’S BOOKS:

• ENCOURAGE STUDENTS TO BECOME GLOBAL CITIZENS
• DEVELOP IMPORTANT 21ST CENTURY SKILLS, SUCH AS RESEARCH AND ANALYSIS
• PROVIDE UNPARALLELED TEACHER AND STUDENT SUPPORT FOR THE LOWER SECONDARY CURRICULUM FRAMEWORK
• BUILD A TRACKABLE PORTFOLIO OF STUDENT SKILLS DEVELOPMENT

BE ONE OF THE FIRST TO LOOK INSIDE OUR BOOKS AT WWW.CAMBRIDGE.ORG/EDUCATION/GP7-9

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SURVEY

What matters most to you?

CAMBRIDGE GLOBAL PERSPECTIVES survey 2020
Our Cambridge Global Perspectives survey took place before the wider effects of the Covid-19 pandemic took hold, but it’s clear that a variety of issues were a big concern for students all around the world before the virus forced us all to rethink our place in the wider global community.

“Global issues have never felt more local,” says Peter Monteath, former Regional Director Europe at Cambridge International. “Students are aware of the impact these issues could have on their futures and are active in raising awareness of them, so it makes sense that they want to learn about global issues in the classroom, as well as the chance to debate with other students. We believe schools should offer this opportunity, helping to direct keen minds to become engaged global citizens who want to find the innovative solutions to the complex problems we face.”

Were the survey to be conducted again it’s certain that the virus would dominate the results – perhaps with an additional focus on other issues that have now become more prevalent such as health care, financial stability and social inclusivity – but the study stands as a vital snapshot of what was important to students before Covid-19, and what will surely be just as important for us all in the future.

Almost half of students taking part in the survey in New Zealand, Spain and the United Kingdom ranked climate change as their most concerning global issue. They were closely followed by the US, where 58% of students said climate change was their top concern.

Pollution (including plastic waste) topped the poll in China and Indonesia, while Brazilian students deemed poverty and inequality the most pressing issue.

Access to good healthcare, telecoms and infrastructure scored low among students globally.

Chinese students were the most optimistic for the future, with 58% believing today’s key global issues will be better by 2030.

Spanish students, however, were perhaps less optimistic - three-quarters said they expected the situation to be worse, more than any other country surveyed.

Political action was most popular in the US, with 16% of survey respondents saying they had contacted political representatives about the issue that mattered most to them.

Almost 92% of students around the world said they take personal action to tackle global issues.

92% of students felt the most strongly that global issues should be covered in school (99%).

SURVEY

Mason Arnold
Student at John Overton High School in Nashville, Tennessee, in the United States

“Global Perspectives is a very good research class. In this class the teacher is not necessarily a teacher, they’re more of a guide. They’re not supposed to hold your hand, but they open you up to the topics. It definitely helped me in my English courses, because it enhanced my methodology in writing, and for history it has taught me how to be a better researcher and how to use sources more effectively in a paper.

Last year I did a paper on the ethics of artificial intelligence, and I also looked at immigration in the United States. It definitely changed my mind on things. I’d had vague assumptions but doing the research helped me understand the nitty gritty of the subjects. It has helped me mature as a student. I’m doing all this research and actually formulating it myself. Global Perspectives is a very interesting opportunity to learn about something that you wouldn’t normally learn about in school. You become the teacher, you are making the curriculum, and you are making the lesson plan.”

Muhammad Bin Amjad
Student at Lahore Grammar School in Pakistan

“I’d heard from my teachers that Global Perspectives is different from all of the other subjects. In Global Perspectives you can have ideas but you can actually do something about the problems you discuss in class, so that’s what really made me choose the course.

You have a lot of freedom, and there is never just one direction you have to go in. If you want to look at the environment, or technology, or any other personal interest you may have you can go there and do something about it, and get credit for it.

We looked at ways of improving the physical environment in a poorer part of our town and we decided to plant trees to help improve the air quality. We asked ourselves at the start, “how are we going to incentivise people to actually take care of these plants?” People have to put in a lot of effort for which they don’t see a result for a long time. They have other more pressing problems to cater to, day by day, with their jobs and their families.

We came up with the idea of using plants that are going to be fruit-bearing for the majority of the year, so people can either consume the fruit or sell it off. This means they have monetary benefits as well as health benefits.”
How our schools enjoyed Global Perspectives Week 2020

Cambridge Global Perspectives Week took place between 1 and 7 March this year. Over 1000 primary and secondary schools across 75 countries took part in trial lessons to see what the subject could offer their students. For many, this was the last week in the classroom before the lockdown started. The Cambridge Global Perspectives programme offers students the chance to develop life-long skills like critical thinking, research and evaluation, while learning more about the topics and global issues they care about from different perspectives.

Schools already offering the programme got involved by sharing what they were doing in their regular lessons that week, while students and teachers that were new to Global Perspectives showed us how they got on during the trial lessons.

**Crown City Academy, Tanzania**

We started our #GlobalPerspectivesWeek with discussions of our planet, searching for materials that make a clean beach.

**Southland Girls High School, New Zealand**

@CambridgeInt Global Perspectives Week @ Southland Girls High School! Completing the learning challenge about reliable research. #GlobalPerspectivesWeek

**Antoniadis International School, Egypt**

Cambridge learners making their healthy eating plate that gives us a guide of how much we should be eating every day to maintain a healthy and balanced diet. #AntoniadisInternationalSchool #GlobalPerspectivesWeek

**Boca Raton Community High School, US**

Mr Harreveld’s #CambridgeLearners class are learning about trustworthiness and reliability of sources #GlobalPerspectivesWeek

**The British School of Warsaw, Poland**

Year 10 Global Perspectives students enthusiastically embrace Global Perspectives Week through Cambridge International. A true global lesson with 1000s of other students. Real Global Citizenship!

**Erudito Licėjus, Lithuania**

The school is running its first stage 1 Challenge to kick off GP Challenge Week! We are doing our analysis challenge on the topic Fun with Fruits. Today we were discussing how it is possible to get a variety of fruits in your home country if your country does not grow these fruits, and where are some of our favourite fruits grown in the world?

**Heritage International School, Moldova**

#GlobalPerspectivesWeek @HIS.Moldova extends to reading an article about caring for the environment and the problems of litter. Cambridge learners develop skills of observation and analysis using photographs as evidence.

**Brainworks Integrated School Thingangyun, Myanmar**

Total Learning Academy and Brainworks students successfully celebrated Cambridge Global Perspectives Week. They recognised the features of different sources of information, providing them with the skills to analyse these and determine their trustworthiness. These important activities promoted their interest in news and topical events while employing their critical thinking and evaluation skills.

**Chettinad-Sarvalokaa Education, India**

Learners celebrated “Grandparents Day” by organising a poetry-reciting session with their grandparents while learning about the Global Perspectives challenge of People – Young and Old. They dedicated poems to the young and old in their families.

Teacher and student experiences of Global Perspectives and more detailed findings from our survey are available to view at www.cambridgeinternational.org/gpweek
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You can also find the latest ‘Syllabus Changes’ guide here to help you plan ahead. It’s normally published every September, but we produced an extra issue in February. Endorsed resources from our publishing partners are also now available to accompany our new or revised syllabuses for first examination in 2022. Endorsed resources have been through a rigorous quality-assurance process to make sure they closely reflect the syllabus and are appropriate for Cambridge schools worldwide. As some schools have started to re-open around the world we have been looking at ways we can support — look out for new resources coming soon.

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