

GLOBAL COMPETENCE MATRIX FOR TRADE AND INDUSTRIAL EDUCATION

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
<p>Students investigate the world beyond their immediate environment and how it affects their industry.</p>	<p>Students recognize their own and others' perspectives as applied to an ever changing world of trade and industrial education.</p>	<p>Students communicate their ideas, knowledge, and experiences effectively with diverse audiences.</p>	<p>Students use their trade knowledge and skills to translate their ideas and findings into actions to improve conditions.</p>
<p>Students:</p> <ul style="list-style-type: none"> ■ Identify themes or issues and frame researchable questions of local, regional, or global significance that call for or emerge from investigations into developments in your trade or industry. ■ Use a variety of technical terminologies and domestic and international sources of media to identify and weigh relevant evidence to address globally technological developments. ■ Analyze and synthesize information using knowledge, research methods, and critical thinking skills in trades and industries to construct coherent responses to globally significant issues. ■ Develop an argument based on technical research that considers multiple perspectives and draws defensible conclusions. 	<p>Students:</p> <ul style="list-style-type: none"> ■ Recognize their own perspective on situations, events, issues, or phenomena in their given trade and industry and determine how that perspective along with their entire understanding of the world influences those perspectives. ■ Examine how the perspectives of other people, groups, or schools of thought influence the ways technical findings are interpreted and applied, and, conversely, how an understanding of and access to trade and industry local, regional, and global perspectives. ■ Explain how the development of technical knowledge is based on the contributions of different cultures and influenced by cultural interactions and how societies and cultures are influenced by trade and industry. ■ Explore and describe how differential access to knowledge, technology, and resources affects quality of life and perspectives. 	<p>Students:</p> <ul style="list-style-type: none"> ■ Recognize and express how diverse audiences may interpret differently and/or make different assumptions about technical information and how that affects communication and collaboration. ■ Listen to and communicate effectively with diverse audiences, using appropriate verbal and nonverbal behavior, technical terminology, and strategies. ■ Select and use appropriate technology and media to communicate with diverse audiences and collaborate with experts and peers around the world. ■ Reflect on how effective communication affects understanding and collaboration in a global economy. 	<p>Students:</p> <ul style="list-style-type: none"> ■ Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve everyday life through the provision of products and services. ■ Assess options, plan actions, and design solutions based on scientific evidence, technical advancements, and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences. ■ Use trade and technical skills and knowledge to personally or collaboratively act in creative and ethical ways to contribute to sustainable improvement locally, regionally, or globally and assess the impact of the actions taken. ■ Reflect on how proficiency in technical knowledge and skills contributes to their capacity to advocate for improvement locally, regionally, or globally.

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