Global Sense – Developing Global Sensitivity among Student Teachers

Mirjam Hitzelberger,
Claudia Bergmüller-Hauptmann (both University of Education Weingarten)
Lucy Bell (Nantes University)
Preliminary remarks

„Global Sense – Developing Global Sensitivity Among Student-Teachers”

Research project supported by the European Commission through the Erasmus+ Key Action 2 Programme „Cooperation Partnerships in Higher Education“ (2021-2024)
Preliminary remarks

„Global Sense – Developing Global Sensitivity Among Student-Teachers”

Research project supported by the European Commission through the Erasmus+ Key Action 2 Programme „Cooperation Partnerships in Higher Education“ (2021-2024)

Focus:

– role of teachers for educating students as “global citizens” or at least sensitizing students for a globally-oriented kind of citizenship

– possibilities of qualifying teachers for that role
Agenda

I. Context of the project
II. Conceptual aspects of „Global Sense“
III. Research design
IV. Selected results
V. Discussion and outlook
I. Context: International (educational) policies (selection)

- Sustainable Development Goals (UN, 2015), esp. SDG 4.7
- PISA 2018: Global Competencies
- Global Education Network Europe (GENE): Declaration on Global Education in Europe to 2050
I. Context: International (educational) policies (selection)

– Sustainable Development Goals (UN, 2015), esp. SDG 4.7

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”
I. Context: National educational policies
Germany: Curriculum of the federal state Baden-Württemberg (2016)

General guiding perspectives:

Democracy education, ESD, prevention and promotion of health, professional orientation, media education, consumer education, education for tolerance and acceptance of diversity

ESD – Education for Sustainable Development

"[...] enables learners to make informed decisions and to act responsibly to protect the environment, for a functioning economy and a just world society for current and future generations. This primarily involves respecting the natural limits of the Earth system's capacity and dealing with growing social and global injustices. This requires responsibly applied creativity, intelligent solutions and foresight [...] willingness to engage and take responsibility, dealing with risks and uncertainty, empathy for other people's life situations and sound judgment on future issues."

http://www.bildungsplaene-bw.de/Lde/3748176
I. Context: National educational policies
Germany: Curriculum framework for ESD (KMK & BMZ, 2015)
I. Context: National educational policies
France: a focus on training future French republican citizens

I. Ministerial circular of 20 June 2016: the “Citizen journey”

II. Ministry of education official bulletin, 26 July 2018: the 3 aims of moral and civic education (MCE)
The 3 aims of MCE
(cf. Ministry of education official bulletin, 26 July 2018)

Respecting others

- “Civic morality taught at school is closely related to the principles and values of the republican and democratic citizenship. It is based on the awareness of the dignity and integrity of the human person”.

Acquiring and sharing the values of the Republic

- “(School’s) task is to transmit to young people the fundamental values and principles enshrined in our country’s constitution. (They) form the basis of the republican pact, which guarantees national cohesion, and protects the freedom of every citizen” (article L 111-1 of the Code of education).

Building a civic culture

- “The civic culture supported by moral and civic education articulates four areas (including sensitivity). Culture of sensitivity helps to identify and express feelings, such as understanding how others feel”.

II. Conceptual aspects of Global Sense

cf. Vare et al. (2019): Training teachers to facilitate GCED should not be limited to the transmission of academic knowledge, but also include the development

- of an awareness of
- and sensitivity to

how they & others might act as citizens in a complex, interconnected world.

This point of connection between global content and teaching methods is Global Sense’s area of research and practice.
II. Conceptual aspects of Global Sense

a. The consortium’s five teams have been implementing the same pedagogical activity = initiating online global exchanges.

b. The goals:
   - For student-teachers to question the relationships between global and local aspects of citizenship education;
   - For them to refine their pedagogical ideas in light of critique and alternatives suggested by their peers from other countries, who might have different cultural and political views on the topic and different pedagogical approaches;
   - Ultimately, for the student-teachers’ perceptions of teaching citizenship and/or global issues to be influenced by this exchange.
II. Conceptual aspects of Global Sense

Pedagogical Design

Content Introduction
- location-specific seminars in combination with common didactical materials
- subject knowledge concerning the topic of migration (e.g. country’s laws, current political and societal debates)
- Didactical approaches for teaching (global) citizenship and global issues

Lesson Planning
- shared topic: migration
- use of common template by the student teachers
- Support of lesson planning through the instructors in the local seminars

International Exchange
- ZOOM meetings between the student teachers on...
  - ...the topic of migration and challenges their countries are facing
  - ...what students should know in order to deal with global challenges
  - ...how to arrange learning settings dealing with such challenges

Reflection
- Question-based personal self-reflections about the learning effects of the international exchange meetings
- Retrospective group discussions about learning processes and the impact of the seminar on their perceived role as future teachers in a globalized world
III. Research Design

Methods of Data Collection and Current Sample

<table>
<thead>
<tr>
<th></th>
<th>Summer 22</th>
<th>Winter 22/23</th>
<th>Summer 23</th>
<th>Winter 23/24</th>
<th>Summer 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans</td>
<td>n = 27</td>
<td>n = 47</td>
<td>t. b. a.</td>
<td>t. b. a.</td>
<td>t. b. a.</td>
</tr>
<tr>
<td>Audio Documentation</td>
<td>8x / n = 85 participants</td>
<td>14x / n = 121 participants</td>
<td>t. b. a.</td>
<td>t. b. a.</td>
<td>t. b. a.</td>
</tr>
<tr>
<td>of International</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exchange</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Reflections</td>
<td>n = 53</td>
<td>n = 87</td>
<td>t. b. a.</td>
<td>t. b. a.</td>
<td>t. b. a.</td>
</tr>
<tr>
<td>Group Interviews</td>
<td>4x / n = 16 participants</td>
<td>9x / n = 46 participants</td>
<td>t. b. a.</td>
<td>t. b. a.</td>
<td>t. b. a.</td>
</tr>
</tbody>
</table>

Methods of Data Analysis

- Qualitative Content Analysis (Mayring 2015 [1983])
- Documentary Method (Bohnsack 2010; Pfaff et al. 2010)
Empirical results of the Qualitative Content Analysis of the self reflections

The results of the analysis of the learning results in the student teachers‘ self-reflections can be summarized in six different categories

**C1: Perception of global issues in general (personal / private level)**

- change of perception of global issues
- enrichment of content expertise / expansion of knowledge (cognitive learning)
- sensitization for international multiperspectivity
- globally oriented empathy (emotional learning)

*Anchor Example*

“My participation in the online meeting changed my perception of global issues as, from the discussion with the other students, I understood that we all have a very different vision of the topic.”

[student teacher (4) for secondary school, female, Belgium]
IV. Empirical results (selection)

Empirical results of the Qualitative Content Analysis

**C2: Awareness for the relevance of global issues as a topic in school / class (professional level)**

- role of school education in educating for a better future
- global issues as an important learning matter for students
- importance of dealing with diversity and alterity in school
- implementation links of global issues in school (different school types, certain subjects, interdisciplinary contexts)
- role of teachers in creating an awareness for global issues among students

**Anchor example**

“My participation enabled me to think about the importance of dealing with diversity and alterity in my future classroom but also gave me the opportunity to have different reflections about how to teach students about global issues.”

[student teacher (1) for secondary school, male, Belgium]
C3: Perceptions of competencies that students should have

- knowledge of world issues and understanding of interconnectedness of global and local issues
- sensitivity for different perspectives
- awareness for role as global citizens
- media competencies
- critical thinking
- knowledge about options to act

Anchor Examples

“I would like my students to realize that while an issue is very important for us here in Israel, it can also be relevant in other places and we can maybe learn from each other.”

[student teacher (35) for secondary school, female, Israel]

“I want to educate my students about how events happening around the world can all have an impact on our own country […]”

[student teacher (36) for secondary school, female, United States]
IV. Empirical results (selection)

Empirical results of the Qualitative Content Analysis of the self reflections

C4: Enrichment of didactical expertise

- sensitization for didactical approaches of teaching global issues (e.g. interdisciplinarity, knowledge-based approaches, emotion-based approaches, creative approaches)
- knowledge about specific methods (e.g. case studies, map visualization, poem writing…)

Anchor Examples

“However, they put much more emphasis on the values of democracy and principles such as tolerance towards others, which I think is very important for the students to understand. Indeed, working on emotions and values (not only in the 6th grade as the French programs suggest) allows students to develop their citizenship.”

[student teacher (9) for secondary school, female, France]

“After that discussion I think for teaching our future students global issues it is very important to try to cover as many perspectives as possible and to always provide a room for discussion between the students and for personal opinions.”

[student teacher (5) for secondary school, female, Germany]
IV. Empirical results (selection)

Empirical results of the Qualitative Content Analysis of the self reflections

C5: Perception of challenges in teaching global issues

- content-based challenges (e.g. complexity and controversy of global issues)
- lack of teaching-competencies of global issues
- challenges arising from within the school system (e.g. lack of resources, lack of time, curriculum)
- difficult framework conditions outside the school system (societal challenges)

Anchor Examples

“We discussed the challenges of teaching students global issues, this was somewhat relieving, but most insightful for me because I am afraid of handling what can be deemed “controversial issues” in the future.”

[student teacher (25) for secondary school, female, United States]

“The discussion with the other student-teachers has impacted me in the sense that I have understood how complex it is to approach global issues in the classroom. We are restricted in time when we teach and some topics require to take enough time to make sure of comprehension issues.”

[student teacher (13) for secondary school, female, Belgium]
Empirical results of the Qualitative Content Analysis on self reflections

C6: Perception of society

- alterity and diversity as part of society
- global issues as part of children’s everyday reality
- similar societal challenges across different countries

Anchor Examples

“In my opinion it is very important to teach the students about the global issues because they are also affected by them. The kids in primary school face the topic of migration everyday and it is important that you deal with it from the beginning.”

[student teacher (28) for primary school, female, Germany]

“This is why I will certainly use art when trying to cope with alterity and diversity in my future classroom as this topic is really present in Belgium (there already a lot of diversity and alterity regarding the different communities of our country).”

[student teacher (1) for secondary school, male, Belgium]
V. Discussion and outlook

- Teacher professionalization as learning in a personal (private) and a functional (professional) dimension (Bergmüller et al., 2021)

- Enabling the development of corresponding personal convictions, values and competencies (authenticity)

- Enabling the development of subject knowledge, didactical knowledge and organizational knowledge

- Overcoming a cognition-based approach of ESD/GCED (socio-emotional and behavioural focus)

- Including learning spaces for inter- and transdisciplinary cooperation (if possible in an international dimension: multiperspectivity)

Next steps: further enrichment of QCA-results concerning the self reflections; analysis of lesson plans according to the didactical approaches the teacher students are using to find more about their qualification needs
Thanks for your attention!

The Global Sense Team
Bibliography

- Global Education Network Europe (GENE) (2022). The European Declaration on Global Education to 2050. https://static1.squarespace.com/static/5f6decace4ff425352edd4a/t/636d0eb7a86f6419e3421770/1668091577585/GE2050-declaration.pdf [18.01.2023].