Global Sense - Developing Global Sensitivity Among Student Teachers

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**Background**
- Society is challenged by increasing polarization, extremism, xenophobia, and the erosion of foundational democratic values. This becomes especially visible in the field of globally oriented citizenship education.
- UN Sustainable Development Goals (SDGs), esp. SDG 4.7 focusing on Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) [UN 2021].
- International discourse on Global Competence in PISA (Weill et al. 2020).
- Global Education Network Europe (GENE): Declaration on Global Education in Europe to 2050 (GENE 2022).
- GCED reflected in national educational policies and curricula in a variety of countries (e.g., Germany National Action Plan (NAP) ESD/BMBF 2017 and Curriculum Framework ESD BMZ/KMK 2015).

**Research Focus**
- Role of teachers in educating students as “global citizens”, i.e., sensitizing students for a globally-oriented kind of citizenship.
- Possibilities of qualifying teachers for this role.

**Key Questions**
- How do online interactions between student teachers from the participating countries (France, Belgium, Germany, Israel, and the US) influence student teachers’ perceptions on teaching global citizenship?
- How do student teachers reconceptualize their understanding of “Global Sense” into learning arrangements for their students? What are their guiding principles and action-leading orientations?

**Research Design**

- **Content Introduction**
  - Location-specific seminars at the participating universities in combination with common didactical materials.
  - Focus 1: subject knowledge concerning migration (e.g., country’s laws, statistics, current political and societal debates).
  - Focus 2: didactical knowledge concerning (global) citizenship education.

- **Lesson Planning**
  - Shared topic: migration.
  - Use of common template by all participating 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.

**Methods of Data Collection and Current Sample**

- **Lesson Plans**
  - Summer 22: n = 27
  - Winter 22/23: n = 47
  - Summer 23: t. b. a.

- **Audio Documentation of International Exchange**
  - Summer 22: 8 × n = 87 participants
  - Winter 22/23: 14 × n = 121 participants
  - Summer 23: t. b. a.

- **Self-Reflections**
  - Summer 22: n = 53
  - Winter 22/23: n = 87
  - Summer 23: t. b. a.

- **Group Interviews**
  - Summer 22: 4 × n = 16 participants
  - Winter 22/23: 9 × n = 46 participants
  - Summer 23: t. b. a.

**Methods of Data Analysis**

- **Qualitative Content Analysis** (Mayring 2015, 2019)
- **Documentary Method** (Bahnackers 2010, Pfaff et al. 2010)

**Perspectives of Theory-Practice-Transfer**
- Contribution to further development of teacher training concepts with regards to Global Citizenship Education.
- Policy recommendations in terms of enhancing global/multicultural sensitivity and digital capabilities in higher education.
- Enhancing transdisciplinary, multi-perspective research concerning teacher education in a cooperative, international setting.

**Team**

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**Literature**