

# ANGEL

Academic Network on Global  
Education & Learning

2020 Early Career Researchers  
Online Conference

## **ABSTRACTS BOOKLET**

Hosted by the University of Oulu



# FOREWORD

## ABSTRACT BOOKLET

This publication contains the abstracts of papers that will be presented by researchers in the breakout sessions on both days. Abstracts are listed alphabetically by the last name of the corresponding author.

## PROGRAMME

The detailed programme is available via the conference website (<https://www.oulu.fi/edu/angel-conference2020>) . This shows what is happening: who is presenting, what topic is being presented, who is chairing the session and what time it is happening.

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## REFERENCES

Where supplied by individual authors, references within abstracts can be found at the end of this publication. Please direct any queries regarding references to the relevant author.

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Title: Rethinking independent learning as a practice of academic freedom using student vlogs.

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Key Words: independent learning; vlogging; academic freedom; international students; experience

Independent learning and the development of independent learning skills expected of international students are at present significant topics in global education. It now needs to be considered the extent and ways independent learning is understood as a force for strengthening international student experience and expanding academic freedom.

In this paper, it is argued that vlogging as affective, behavioural and cognitive academic practice can inform understanding of independent learning as a practice for academic freedom. I suggest that learners can be positioned to have control over their learning, whereby vlogging emerges as an ethically practical means to critical thinking, self-reflection, and transformation, as well as enabling teachers and students to explore the possibilities of what it means to be critical global citizens, which is often undermined by teaching to the test and corporatisation of education. I argue, therefore, that such an approach implements and operationalises knowledge and practice approaches for independent learning, and ensures that independent learning is reconceptualised as dynamic experience rather than a continuum of linear processes for fostering autonomy. In England, where independent learning that aims to foster learner autonomy is increasingly relevant to improving the learning outcomes of learners, particularly those with no or little prior experience of any form of independent learning, I contend that vlogging reignites independent learning as an ethically responsive approach to nurture lifelong (global) learners.

This draws from a recent doctoral study exploring how independent learning, reconceptualised as affective, behavioural and cognitive experience, positions young people as agents of academic transformation. An exploratory qualitative research study, using the vlog-interview method (VIM), revealed international college students' growing understanding of independent learning, and the importance of an independent learning- as-experience approach to college education underpinned by ethically responsive pedagogy that affects international students positively.

Title: Supporting Development Education in the Adult and Community Education Sector: a Case Study of a Strategic Partnership in Ireland.

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Key Words: development education; adult education; community education; strategic partnership

Development education (DE) is a transformative, participatory learning process aimed at empowering people to play a role in achieving global justice, equality and sustainability. As such, it embodies education that “creates spaces where unjust systems can be identified and interrogated” (Madison, 2010, p159).

The development education sector, with the support of the Irish Government, has put in place strategic programmes to support development education at primary, post-primary and third level. Many of these initiatives involve structured programmes of learning in formal settings, albeit with a participative pedagogical approach. In contrast, DE in the adult and community education sector is much more diffuse in nature, incorporating educational opportunities in the informal, non-formal and formal spheres. Historically, practitioners in this sector come from outside formal education arenas, operating in the spaces between community development and community education and drawing on creative and imaginative pedagogical practices. This has helped the sector retain an authentic, radical dimension, an essential element of an education process aimed at societal transformation.

There is a clear symbiotic relationship between the work of the adult and community education sector and the work of the development education sector. However, the strength of that relationship has been weakened by successive austerity budgets in Ireland following the economic downturn in 2009 with many thriving initiatives breaking down in the past decade as a result of a funding cuts and a sectoral turn towards employability and work-based learning.

In this paper, a case study methodology is used to examine the case of ‘Saolta’ – a new and innovative strategic partnership. Saolta, an Irish word for the term ‘worldly wisdom’ consists of five non-governmental organisations partnered with the Irish Department of Foreign Affairs and Trade. Saolta is tasked with increasing the accessibility, quality and effectiveness of development education within the adult and community education sector. The paper explores the origins and rationale of this innovative arrangement, the role of each partner, and the key challenges and opportunities arising from a strategic partnership approach to Development Education in a sector known for its informal and diffuse nature.

Title: **Global Learning Reconceptualised as Embodied and Knowing Practice: Perspectives from Practitioners in DECs in England.**

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Key Words: change; critical pedagogy; embodied/knowing practice

This paper presents findings from PhD research exploring how Development Education and Global Learning (DEGL) is conceptualised and informed by theory in the context of practitioners working in Development Education Centres (DECs) in England. Whilst literature exploring DEGL has grown significantly in recent years, very little of this has focused specifically on the perspective of practitioners. Furthermore, a perception prevails that practice remains under-theorised and lacks a coherent conceptual base, contributing to ongoing marginalisation of DECs and related organisations.

Informed by Critical Grounded Theory, the research analysed data obtained through focus groups designed to engage practitioners in a process of collaborative reflexivity which involved them overtly in the process of interpreting data and the implications for their work. Findings highlight the way practitioners conceptualise DEGL as a process of enabling change at individual level, with the potential for transformative and wider social change. This reflects the shift towards process-orientated and pedagogical approaches seen in the literature. It also reveals a complex interplay of tensions between personal motivations and values, theoretical influences and the social, political and discursive contexts in which DECs' operate.

More significantly, by exploring the emphasis on DEGL as a practice and, drawing on wider literature on professional practice knowledge, evidence was found of practitioners engaging with DEGL through embodied and knowing practice. This challenged assumptions about a theory-practice divide and reframed this as a more mutually constitutive relationship. It also supported evidence of greater coherency between theory, critical pedagogy and practice, and opened up potential for practitioners to engage with more radical conceptualisations of DEGL, including those highlighting the role of embodied experience (Andreotti, 2010).





Title: **Approaching an online course on Global Education Development through decoloniality and social constructivism.**

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Key Words: **online studies; theory; decoloniality; social constructivism; pedagogical design; technologies**

The development of educational technologies and online courses exemplify how globalization reconfigures and modifies education (Peters and Besley, 2006, p.50, drawing from Carnoy & Rothen, 2000). Global Education Development (GED) is a five-credit online course offered by the University of Oulu and the Finnish University Partnership for International Development (UniPID) network. The aim of the course was to discuss global education and international development using the lens of decoloniality to critically reflect on power structures in policy, practice, research and knowledge(s) at the global and local levels. This online course is an example of internationalization within Finland, as the course participants were national and international students from nine Finnish universities. The theory of decoloniality was used as a pedagogical tool to inform the design and development of the course as global education and development have largely been defined by voices in the Global North, failing to take into consideration the multiplicity and heterogeneity present in the rest of the world. According to Mignolo (2000, as cited in Zavala, 2016, 2), decoloniality is de-linking from Eurocentric thought and knowledge to reclaim and develop "the enunciation and expression of non-Western cosmologies and for the expression of different cultural, political and social memories". We will first reflect on the implications of using decoloniality in an online space by looking at specific examples from the course in relation to the course content as well as interactions among the course participants.

We will then focus on the research carried out on the GED course. Following a case-study design, the research aims to examine the ways technologies are used by students and instructors in the performance and negotiation of their online social presence. The research analyses 22 student participants' learning artefacts, 6 online synchronous interactions and 6 semi-structured interviews. This study is grounded in social constructivism to circumvent technological determinism that pervades in discourses on educational technologies (Oliver, 2011). This view perceives educational technologies as causes of global and uniformizing changes. Social constructivism incorporates human agency in the design and the use of educational technologies, making it relevant to study the implementation of the online course on GED. This framework also recognises the effects of global processes affecting Higher Education, on the way educational technology and social presence are socially constructed, in the context of this course. Those processes range from competitiveness, internationalization and branding strategies (Kaplan & Haenlein, 2016, p.446; Haapakoski & Stein, 2018, p.42) to the urge for digitalisation and the incorporation of online education in on-campus universities (Kaplan & Haenlein, 2016, p.443). To illustrate the theoretical framework, the different purposes and meanings of using Zoom as a web-conference tool will be presented, drawing on some preliminary findings.

This presentation aims to open a dialogue on the role of theories in shaping pedagogical and research choices.



Title: **Enhancing student global learning through Social Justice Education: Conceptual clarification, learning and teaching methods.**

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Key Words: **social justice education; social issues; undergraduate curriculum; Hong Kong**

The application of social justice education in teaching and learning can develop students to possess a greater critical consciousness, a sense of awareness about inequality and the need for justice (Freire, 1970; Pitner and Sakamoto, 2005). A perspective of social justice can offer a citizenship angle in helping students to understand and analyse the current social issues both locally and in the global, such as ethnic justice, food justice and environmental justice.

Based on these premises, the author designed a teaching development project which aims at implementing social justice education curriculum and teaching materials for undergraduate curriculum, and using such curriculum materials to teach two undergraduate courses. The teaching methods include developing students' critical consciousness (Pitner and Sakamoto, 2005) by clarifying several important social justice concepts and recognising injustice issues in the society, problem-solving learning activities, and experiential learning for a site visit to an ethnic minority community, which aims at enhancing students' understandings and application of concepts in social justice. In particular, this project adopted problem-posing education (Freire, 1970), emphasising that teachers create an environment of hope, love and trust, encourage learners to act as critical co-investigators, and be involved in teacher-student dialogues.

The pre-and-post quantitative evaluation utilizes both Course Satisfaction Measures (Moely et al., 2002) and the Scale of Ethnocultural Empathy of Wang et al. (2003) in measuring students' understandings of and interest in social justice, ability to apply the concepts, and assessing their ethno-cultural empathetic attitude. The quantitative evaluation reveals that students can develop critical consciousness on injustice, and they develop positive attitudes of empathy towards ethnic minorities. The qualitative focus group interviews with the students found that they were impressed by the teaching and application of social justice concepts, having positive views of ethnic minorities, and that they were stimulated to reflect upon social issues through the dialogues with ethnic minorities during experiential learning. The student interviewees made suggestions for the teaching improvements, e.g., expanding lecture time to achieve greater depth, a broader context (e.g., collaboration with different learning stages), inviting practitioners (e.g., NGO staff) to share practical experience and organising experiential activities (e.g., site visits). That is largely consistent with the previous research and contributes to social justice education research on exploring classroom-based and experiential learning approaches (e.g. Adams 2016).

The remarkable impacts on student learning by combining lectures, experiential learning experience, and reflection suggest a possible need for a review of undergraduate foundational curriculum.



Title: **Examining Problem-Spaces in Development Education Policy.**

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Key Words: policy; development education; decolonial theory;  
modernity/coloniality

The Sustainable Development Goals provide an opportunity for us in the Global North to critically re-examine our approach to global education policy in Europe. However, with Sund and Pashby (2018), I argue this space can only have transformative potential, if it explicitly takes up the complicity of European education in the creation and perpetuation of our modern colonial imaginary.

According to Walsh and Mignolo (2018), modernity/coloniality has worked and continues to work to disavow, discredit and reject non-western knowledge systems and ways of being. Understanding policy as a 'world-making' act (Petersen, 2015: 64), it is particularly essential that we consider how Europe's colonial past has contributed to global education's position as a product and producer of de/post/colonial conditions (Coelho, Caramelo and Menezes, 2019).

David Scott (1994, 2004) argues the examination of our modern colonial past can be done through an interrogation of the present. Particularly, through the study of how discourses about the past are mobilised to secure truth claims in the present and in relation to hopes for the future. Scott argues an interrogation of the present requires a study of current 'problem-spaces' – historically contingent discursive formations that generate questions related to problems deemed worth tackling. Looking at the framing of a particular problem-space allows us to go beyond research that becomes restricted to a searching for and contesting of different answers. Through Scott's approach, it is possible to revive debates around current and former problem-questions and answers often shut down by their sedimentation into the policy text; and trace the discursive mechanisms involved in framing and naturalising the problem-space.

Part of a doctoral research rationale, this paper will have a theoretical focus. It will take stock of current global education policy research in Europe, and present Scott's approach as another way to analyse policy in the field.



Title: Global Education for the Privileged: power and 'transformative' pedagogy in a gap year programme.

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Key Words: power; privilege; transformative pedagogy

Global education and learning typically take place with learners from the Global North. These learners can, in many cases, be described as 'privileged' in several ways - not least in relation to people from the Global South who are often represented within global education's attention to issues of global social justice such as poverty and inequality. Yet there has been insufficient attention in the literature to the specific pedagogical implications of teaching privileged learners, and to the associated and important concept of 'power' in this context.

This presentation focuses on aspects of my critical ethnographic research within the setting of a gap-year global education abroad programme operated in Bolivia and Peru by a U.S.-based organisation called Breaking Boundaries (BB)<sup>1</sup>. The programme attempted to transform privileged young adults from the minority ('developed') world – in this case the U.S. – into critical global citizens. The premise is that participants would be empowered to critique and challenge social injustices after paying \$13,000 each to make a gap in their 'normal' lives – typically between leaving school and attending university – and spend three months participating in a form of experiential global education and learning in the majority ('developing') world.

I will explore how power and pedagogy shaped the BB programme and address the broader implications for (global) education and learning. I argue that despite the purportedly transformative pedagogy used in the programme, in several cases it appeared to facilitate processes in which students reinforced their pre-existing, problematic understandings of social inequality. I suggest that global education and learning ought to focus on teaching and learning more explicitly about social power relations and call for a specific pedagogy for the privileged in global education and related forms of learning.

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<sup>1</sup> A pseudonym

Title: Learning world citizenship and democracy for German-Turks.

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Key Words: world citizenship; democracy; identity; orientation; hybridity

Studies on learning about world society suggest difficulties in dealing with the world social dimension of political understanding and its embedding in basic democratic convictions since globalization obviously does not automatically lead to world social understanding, reflexive thinking, and political action. When it comes to immigrants, tendencies of isolation, paternalism, and nationalism have been observed. The 2017 Turkish referendum has revealed that a significant proportion of German-Turks is not averse to populist politics. In this vote, the majority of the German-Turks have voted in favour of amendments for the dismantling of democratic structures. This result shows a lack of acceptance and support for democratic principles among German-Turks and a paradox that they perceive freedom in Germany, but restrict in Turkey.

The aim of this research is to investigate which global societal orientations include German-Turks, how they locate themselves with regard to political participation, and which learning experiences lead to moderation of experiences with regard to openness and democratic participation in a global context.

A reconstructive-qualitative approach has been chosen for the data process. Interviews were conducted with German-Turks and evaluated with the help of the documentary method that makes it possible to understand the attitudes and explicit knowledge and to trace their implicit, action-guiding orientations. 20 interviews have been conducted so far and it will continue until the contrast cases collected and the sample is saturated. The results were discussed in interpretation groups and the abductions will lead to locating ideal-typification.

Title: **Global Learning as an opportunity for teachers' agency: the case of one Greek primary school.**

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Key Words: global learning; action research; teachers' agency

Global Learning in this study is understood as a pedagogy of learning that focuses on exploring global issues as well as questioning issues of inequality and social justice. The importance of this pedagogy has been highlighted by many international agencies such as GENE and UNESCO and it has been explored by researchers within different contexts across the world in formal and informal education spaces (Bourn, 2020).

However, the concept of Global Learning has been underdeveloped in the context of Greece, although the country has been affected by globalisation trends, such as the refugee crisis. The limited number of studies that explored the aspect of citizenship in formal education practice in the country, show that there are limited opportunities in the school curriculum to explore global issues and critically engage with them (Bastaki, 2016; Karagrigoriou, 2018; Noula, 2014).

This study through an action research methodology, explores the implementation of Global Learning in one Greek primary school. Teachers from the school have had the opportunity to engage with theoretical underpinnings of Global Learning, reflect on them and implement them as part of their teaching and learning practice. Questionnaires, lesson observations and teacher interviews were used to collect data in the different stages of the study. Preliminary findings from lesson observations present how teachers adopted their teaching and learning approaches to incorporate Global Learning, as well as how their practice changed through the different stages of the study. Also, further evidence from interviews, lesson observations and teachers' reflections, suggest that teachers viewed their engagement with Global Learning practices as an opportunity to professionally develop and enabled them to act as "agents of social change" (Bourn, 2016).

Title: **Cooperation between schools and NGOs in the global education context: orientations of NGO professionals towards schools and global learning.**

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Key Words: NGO-school cooperation; NGO professionals; professional orientations; system-theory approach; global education

The global education initiative in Germany has led to the establishment of cooperation between non-governmental organizations (NGOs) and schools. In the discourse, the benefit of cooperation for global learning at schools is seen i.a. in the NGOs' expertise in global issues or their civic embeddedness. Despite the establishment of NGO-school cooperation, the acting of NGO professionals in schools is hardly addressed in current research about global education. The research project sheds light on this gap and explores the implicit know-how of NGO employees in their professional practice with schools. The empirical results are reflected referring to the conceptualisation of global learning as the attempt to support learners to deal with complexity and uncertainty in a world society, to foster abstract thinking and to shape abstract social relations (Scheunpflug & Asbrand 2006; Scheunpflug 2011; Scheunpflug und Schröck 2000; Treml 2011).

Drawing on Mannheim's sociology of knowledge, the research study aims at exploring the implicit or 'atheoretical' knowledge – the orientations – that shapes the professionals' actions on an unconscious level. Empirical data on NGO employees' experiences with schools in the global education context were collected with 16 narrative interviews according to the strategy of theoretical sampling. The documentary method was used to analyse the interviews and thus to reconstruct the orientations of NGO professionals.

The empirical results reveal that schools are perceived as legitimate space for NGO action. Moreover, three types of orientations of NGO professionals towards schools, learning processes and global education contents were reconstructed. Reflecting the results referring to the system-theory approach, the NGOs' authenticity for global issues, civic engagement, advocacy for other people and world improvement implies both opportunities and risks for global learning at schools. It is a challenge that the cooperation with NGOs serves as didactic support and does not bias pupils (and teachers).

Title: **Supporting student teachers to develop critical thinking skills through engagement with global education.**

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Key Words: initial teacher education; critical thinking; action research

This paper outlines an ongoing PhD action research project undertaken to explore the impact of global education modules within initial teacher education on student teachers' ability to think critically. This research project aims to identifying best practice to support student teachers' development of critical thinking skills.

This research is guided by multiple perspectives of global education. Due to its Irish context, this study focuses on conceptualisations of development education offered by Irish Aid who focus on supporting students to understand evolving global inequalities and to develop skills to act to transform structures which perpetuate this inequality. Additionally, this study draws on definitions of development education offered by Tormey (2003) who conceptualises three interlocking elements of education as development, education for development, and education about development.

Additionally, due to the specific focus on critical thinking, this study draws on Shah and Brown's (2010) framework for understanding critical thinking in the context of global learning and includes interrelated elements which outline the skills needed for criticality when engaging with issues of global justice and provides a focused framework for educators to draw on.

Data collection in this action research project followed a multiple methods design which included focus group interviews, surveys, reflections and observations, conversations with critical friends, and collection of in class tasks and activities.

Data analysis thus far indicates that a core facilitator of critical thinking was the development of a 'discussion culture' within the classroom. This culture enabled rich discussions which allowed students to engage with multiple aspects of criticality such as making connections, developing empathy, personalising issues, questioning status quo stories and hearing multiple perspectives. Ultimately through the sharing of power within the classroom, students were enabled to create and develop new knowledge and understanding as key agents in their own learning and development.



Title: **Glocal affective citizenship? Transcending national-global debate around citizenship education.**

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Key Words: affective glocal citizenship; citizenship education; teacher education; secondary school; citizenship; grounded theory

This presentation will consider challenges of the implementation of the global citizenship(s) education in the context of the secondary schools in Ticino (Switzerland). It will also introduce the concept of *glocal* affective citizenship as a way of extending the debate in citizenship education through belonging and responsibility on a larger scale than the state.

In the last decades, there has been attention on expanding further civic education in secondary schools by pushing its focus not just at a national level but also by adding a global perspective in its agenda (Schultz et al., 2011). In Ticino, the general study plan for secondary schools suggests linking topics related to local and global issues with citizenship in every subject and interdependently.

In my doctoral work, which consists of a critical and interpretative case study, I am analysing the perception of global citizenship(s) education (Andreotti & de Souza, 2013) of a group of secondary school teachers in the region of Ticino, as well as their educational needs and their difficulties in treating global citizenship(s) at a disciplinary and interdisciplinary level. The study consists of key informers' semi-structured interviews, document analysis, focus groups with teachers and non-participants class observations.

During the first stage of analysis, which combines grounded theory with thematic analysis, it emerged that some elements could be related to the concept of *glocal* affective citizenship as a citizenship that cares for global and not only national issues. This approach identifies the emotional relations through which identities are created (Gatens, 1996). The data collection process showed that the link between emotions and reason cannot be taken apart from the citizenship debates.

Title: **Concept mapping and visual harvesting: Conceptualizing equity and social justice in cross-cultural research.**

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Key Words: equality; concept mapping; epistemologies; visual harvesting; cross-cultural research; teacher education

In global education research, the equitable provision of education for all children is articulated as a universal human right. However in cross-cultural research, conceptualizations of equity - and related ideals such as equality and social justice - must be located within particular historical and discursive contexts. Given shifting and localized ways of conceptualizing the common good in education, this paper explores the epistemic groundings which underlie the groupings of related concepts in sociocultural research.

Using the example of my current postdoctoral research on equity and social justice in teacher education in Finland and the United States, the paper contextualizes discursively meditated conceptualizations of equity and social justice in the context of Finnish and Californian education. Drawing on existing literature, I map a process of conceptualizing equity and social justice, and explore how this framework guides the methodological choices in my research.

The paper combines the method of concept mapping with the technique of visual harvesting in order to expand the notion of conceptualization to include aesthetic visualization. I propose the bracketing of normative epistemic expectations in cross-cultural research, allowing for multiplicity in contexts, translations, and interpretations around a shared ideal. The paper takes into consideration the positionality and lived experience of the researcher as a valid starting point for inquiry, while recognizing the importance of responding to current academic conversation by situating the researchers' conceptualizations with other trends in global education research.

I conclude that conceptualizations in education need not imply monolithic, hegemonic, normative or relative frames in cross-cultural research. By embracing the presence of multiple consensuses, the epistemic grounding for inquiry in global education research can shift from normative to generative.

Title: **The Contribution of Empathy-based Pedagogy towards Global Citizenship Education: Kazakhstani context.**

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Key Words: global citizenship education; empathy; pedagogy; secondary schools; Kazakhstan

The fast-growing interest in Global Citizenship Education has brought changes, challenges and opportunities to the area of education, particularly within secondary schools. It has created the tension to encourage young people to become more engaged with global issues and challenge them with practical implementations and actions in their local communities. Many Global Citizenship Education approaches and models have been offered over the last decade, however, in the pedagogical area there is a need to address which approaches should be used in the learning process. One potential route for this is through an Empathy-Based Pedagogical Approach (EBPA) which can be a valuable mechanism for transforming a learner's view about themselves and their roles in the global and local community.

The purpose of this paper is to discuss the relevance of EBPA discourse within Global Citizenship Education, particularly on how secondary school students in Kazakhstan can learn about global issues through 'walking a mile in the shoes of other people'. The research employed a comparative case study methodology and was conducted in three secondary schools which use three different educational systems. Kazakhstan, with its historical background and recent developments and reforms within its secondary school system, was a unique platform to study various initiatives underpinning the development of the new system. As every country within the former USSR it was forced to learn how to adjust to the rapidly changing globalised world with its own conditions and its own developments, it made the current context a good case study for the current research, having had to deal with global citizenship issues.

The outcomes provided very strong evidence that 'walking in the shoes of other people' helped the students to deepen their knowledge, become emotionally engaged with global issues and participate in critical discussion. The analysis was able to identify a number of challenges which were highlighted during the current study. The study provides a discussion on how the found challenges could be addressed and implemented in the area of policy, curriculum and practice within the secondary schools in Kazakhstan.

Title: **The complexity of analysing 'politicization' in global education research: examples from a study on NGO-school cooperation.**

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Key Words: politicization; depoliticization; interpretative ethnography; NGOs

This paper sets out to discuss the concept of politicization in the context of global education and the challenges involved in using this concept in empirical research. Global education is often related to ideas of social justice, equality and responsibility, which are all politically contested. The ways in which the political character of global education is understood theoretically and manifested empirically in educational settings need to be mapped in order to grasp the complexity of the concept of politicization, and its counterpart, depoliticization. In this paper, the topic is approached through the following three questions: 1) which theoretical discussions are useful in conceptualizing politicization? 2) what are the challenges involved in conceptualizing politicization 3) how can these challenges be pragmatically resolved when applying the concept to empirical research?

In discussing these questions, this paper draws from ongoing doctoral research on global education in the context of NGO-school cooperation in Finland. The theoretical framework combines decolonial perspectives with social movement theory, in dialogue with critical pedagogy. In addition to politicization and depoliticization, the paper addresses literature on related categorizations such as soft versus critical global education, hegemony vs. counterhegemony, indoctrination vs. open-endedness as well as progressive vs. reactionary politicizations.

Empirically, the ethnographic research focuses on NGO involvement in textbook production, curriculum reforms, teacher education and educational activities with students in secondary schools. The material is gathered between 2016 and 2019, consisting of participant observation, interviews, statements and educational materials. Examples from the material are used to illustrate – and collectively interrogate – the utility of politicization and depoliticization as analytical tools, particularly when theory and material seem to be in an awkward relationship to each other. To conclude, the paper suggests that analysing politicization always entails an interpretative process, where contextualization and intersubjectivity are perhaps more important than fixed conceptualizations.

Title: **Forming Critical Perspective: Rural School Teacher Perception towards Global Education in China.**

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Key Words: global education; teacher perception; cultural diversity; sustainable development; global competencies

A wide range of ideological and pedagogical assumptions of global education seem to be found in China's education initiatives. This study draws on global education from non-Western contexts to critically explore whether and to what the extent rural schoolteachers perceive and practice global education. It focuses on the rural schoolteachers lived experiences because the rural-urban gap in education from preschool to university is not only reflected in the inequality of access to education and out-of-school participation (Golley & Kong, 2017), but also embodied in opportunities for engaging in-service teacher education and teaching resources. The study assumes rural schoolteachers may perceive global education differently within the context of their particular situation and country's priorities, and if possible, perceive global education more thoroughly when they are actively involved in it, which has not yet been explored much in China.

The study gathered data through 2 rounds of semi-structured interviews with 12 teachers of different subjects across rural primary and secondary schools. The semi-structured interview questions were developed based on the framework provided by the policy "Core Competencies and Values for Chinese Students' Development" (2016), some questions were designed to gather information on the way individual teachers' experiences and school context played into their conceptions. All questions were asked in Chinese, which allowed teachers to freely present a broader response.

Through in-depth teacher interviews and extensive data analysis, rural schoolteacher perceptions towards global education was dominated by state-led global education and seemed to suggest a relaxed notion of moral development in much discourse. With regards to the implementation framework of global education, rural schoolteachers mainly carried out global education within the established curriculum system and incorporating with linking activities with cross-cutting themes or initiatives. However, the effectiveness of global education was profoundly shaped by rural schoolteacher's individual understanding and teaching experiences, and it was rare for rural schoolteachers to list a set of underlying principles when they interpreted global education in the curriculum and school activities. Framed by critical discourse analysis, both teacher perceptions and teaching practices use ambiguous approaches to global education rather than from the critical perspective, which reflects the challenges of addressing global education in rural China. From comparative perspective, the disparities of global education do exist in the dominant educational ideologies, yet it shares more similarities in terms of the applicability that focuses attention on cultural diversity, sustainable development and global competencies.

Title: **Seeking Alternatives: A post-secular approach to education in India.**

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Key Words: India; post-secularism; alternative pedagogies; Hindutva; decolonial praxis

As recent as January 2020 India has seen a rise in misguided Hindutva nationalism and Anti- Muslim narratives which have erupted in violent protests. There is a limited focus in Indian education that addresses the issue of the Hindu-Muslim clash. Post-Independence India was built on secular narratives, which have guided India's education practices. While religion is inextricably linked with socio-cultural institutions in India, it is deliberately excluded from the secular educational context.

This paper examines the socio-historic constructions of Indian secularism as well Hindutva ideology. It argues that both concepts are rooted in a colonial understanding of religion. Hindutva nationalism cannot be fought with only secularism. Instead, education practice needs to take a decolonial lens and conceptualise a post-secular approach which allows for the exploration of alternative pedagogies and diverse cultural knowledges, that have traditionally been rejected as religious doctrine.

Post-secularism has, thus far, had limited exploration in the field of education. This paper conceptualises post secularism in the context of other 'post' traditions (post colonialism, post structuralism etc) which challenge universalism. Instead 'post' traditions tend to focus on contextualised solutions. The context of India is different from the contexts in which secularism emerged. This paper is a call to conceptualise alternative pedagogical practices, which account for India's unique socio-cultural fabric. There is a crucial need for education to specifically address the growing movement of religious fundamentalism and communal division in India.

This paper is the starting point of an ongoing Master's thesis, which in turn is aimed towards developing a PhD proposal.

Title: **(Un)expected Learning Outcomes of Virtual School Garden Exchanges in the Field of Education for Sustainable Development.**

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Key Words: school garden; virtual exchange; education for sustainable development; learning outcomes; qualitative content analysis

It is widely accepted that in times of global crises global solidarity is paramount. Also, in Education for Sustainable Development (ESD) global solidarity is essential (Rieckmann, 2012, 2018; Scheunpflug & Asbrand, 2006; UNESCO, 2017a). Virtual School Garden Exchange (VSGE) links local gardening and global thinking. It provides many parallels with ESD (Lochner, under review).

In VSGE elementary and secondary school students in different parts of the world exchange about their school gardens and related topics via digital media (Lochner et al., 2019). The educators' perspectives and the learning outcomes they observed during the VSGEs, are the focus of this study. It remains contentious, whether VSGE is a suitable instrument for implementing ESD and if it results into the learning outcomes prior expected by the educators.

We used 20 semi-structured interviews with VSGE educators analysed in an abductive and qualitative manner (Mayring, 2000). The results show a strong overlap with their expected learning outcomes as well as with the aims of ESD (Lochner, under review). Nevertheless, the data demonstrate different ways how learners engaging with their international peers, influenced by their stereotypes and norms. On the one side, VSGE can lead to ‚Othering‘, which is neither congruent with ESD nor the expected learning outcomes. On the other side, it can inspire transformative learning processes, which do contribute to the objectives of ESD.

Therefore, depending on a complex interplay of various factors, there is potential in VSGE, but it is not guaranteed to be good ESD practice.

Title: **Learning through play to build inclusive contexts together. A training experience in Italian multicultural schools.**

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Key Words: learning by playing; experiential teacher education; multicultural contexts; inclusion

An increasing number of young children in Italy lives in educational poverty – the country is one of the worst affected in the EU (Save-the-Children, 2016). Migrant status is a key risk factor: a harbinger not only of phenomena like school dropout rates and social exclusion but also of vulnerability to hate and racist incidents. Creating inclusive contexts – with teachers who can strengthen intercultural dialogue and contrast educational failure by collaborating with local communities (as SDGs suggest) - is the urgent challenge education system should face. However, teachers are often unprepared to handle the numerous difficulties from multicultural schools. Abstract methods with subject matter-oriented beliefs (Buchs et al., 2017) still prevail, although educational research (Bertolini, 1982; Miato et al., 2003; Malusà, forthcoming) proves that i) play is essential; ii) and each child represents a resource for her classmates to foster inclusive education.

This study aimed at identifying the effective components of cooperative play for inclusion as well as an innovative teaching method to promote social skills. The project is ongoing and involved three public schools with a high percentage of students with migrant backgrounds in three cities in northern Italy, so far.

Due to the COVID-19 outbreak, only the preliminary phase of the project was activated, consisting of a short in-service experiential training with operators and teachers about methods of cooperative play. The sample comprised one supervisor, nine operators from a non-profit specialized in integrating refugees and asylum seekers and 45 primary and middle school teachers. The data was collected through a questionnaire on self-efficacy and beliefs, participant observation and debriefing meetings.

Preliminary results of qualitative thematic analysis (Mortari & Ghirotto, 2019) regard the following categories: the discovery of self and other in a relational atmosphere of festive fun; complicity, collaboration and trust as indispensable prerequisites for jointly planning educational pathways. Further studies are needed to evaluate the impact of this experiential training on multicultural classrooms and the inclusion and equity level of the schools.



Title: **Indigenous and local knowledge engagement in formal education: fantasy or reality? An analysis of Indonesian education policy.**

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Key Words: education for sustainable development; indigenous knowledge; education policy; pandemic; covid-19

According to the UN 80% of the world's remaining diversity is harboured by indigenous people (UN, 2019). In Indonesia, 40 million hectares out of the 190 million hectares of total land mass belong to indigenous people (Indigenous Territorial Registration Body - Indonesia, 2019) and most of the indigenous territory is Indonesian tropical rainforest. Göldenboth (2006) claims that the Indonesian archipelago is one of the most diverse, complex and interesting biogeographical regions in the world.

In 2016 The Scientific Advisory Board of the UN Secretary General released a policy brief on the links between indigenous and local knowledge and sustainable development (UNESCO, 2017b). However, at the national level, the engagement is so much depended on national education policy. Indonesian policy has several layers which control the implementation of formal education. The foundation for all public policy is the 1945 national constitution. A second layer is the 1979 national education act. The third layer for formal education comprises a set of national education standards, followed by presidential decrees and ministries decrees.

This study uses directed qualitative content analysis to analyse how Indonesian education policy conceptualized indigenous and local knowledge engagement in formal education. By using directed qualitative content analysis, the key concepts of the study were derived from Paulo Freire's theory that I use in defining educational dialogue. As McCoy and Scully stated that deliberative dialogue can build and expand community engagement (2002).

According to Freire, in educational dialogue, community should be an equal partner. Freire also mentions that dialogue has constitutive elements which construct the idea of action and reflection, and it should link to its social context as well as to the complexity of its environment (1970).

The data findings show that the engagement is possible, however there are some restrictions in the process and content limitation, which then give some challenges in the implementation of the engagement.

Title: **Articulating and Implementing Global Citizenship Education: A Constructivist Grounded Theory Study.**

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Key Words: global citizenship education; international mindedness; grounded theory

Global citizenship education (GCE) is of increasing interest to educational communities the world over. In recent times various government and non-government organisations, including the United Nations, the Organisation for Economic and Cooperative Development, the International Baccalaureate and Oxfam, have prioritised GCE. Although growing existing literature, including empirical studies, explore the concept, questions remain as to how international schools articulate and implement GCE, practically and meaningfully.

This paper presents the process and outcomes of research into the articulation and implementation of GCE in a single international school. As a result of the ongoing application of constructivist grounded theory (CGT), the researcher developed a substantive theoretical framework. The framework includes three sub-core categories.

The first category reflects the exploration of GCE by reaching beyond symbols and determining values within the school. The second category describes and explains participant focus on acting empathetically. The third category outlines the way participants extended their comprehension of sustainability and intercultural understanding. These three sub-core categories fuse to form the core category. In addition to contributing toward GCE theory, this paper also extends the possibilities for research by applying fresh and innovative approaches to CGT.

The research approach and resulting substantive theory have relevance to those seeking to articulate and implement GCE, broaden and deepen understandings of GCE, and explore, with greater clarity practical examples of GCE.

Title: **Conceptualising Global Education: perspectives from Sub-Saharan Africa.**

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Key Words: global education; global citizenship; Ubuntu; research methods; Kenya; South Africa

This presentation will consider the practicalities around conducting research in Global Education that is committed to dialogue and learning from the non-Western knowledge systems.

The paper will begin by outlining five possible interpretations of global education, according to which the concept can be understood. It will then discuss a literature review around the Sub-Saharan African concept of Ubuntu – the review forming part of a doctoral study on the contribution of perspectives from Kenyan and South African scholars and the ethical consideration of doing that work as a European researcher.

By engaging in a dialogue with various understandings and contestations of Ubuntu, I will argue that its significance lies in providing a ground for discussions about (re)designing international policy frameworks (SDGs), contributing to human rights discourses by placing an emphasis on collective commitments and efforts to safeguard the collective welfare of people, and finally in enriching the pedagogical framework of Global Education with non-Western approaches to understanding the world.

The presentation will end with a discussion on the data collection stage, the screening survey on “Global Education and Global Citizenship in the context of Kenyan and South African academia.” I will outline some of the challenges that it has posed and highlight the rationale behind choosing this research method.

Title: **Teaching culture in the humanities – the education of pupils for a life in the world society.**

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Key Words: world society; intervention; epistemological beliefs; transculturality; humanities; teacher education

Life in the global society requires dealing with different complexity requirements (Luhmann, 2015) and learning to deal with different cultures. Pupils should develop intercultural and transcultural competences (Scheunpflug, 2003). In the background of this the aim of the study is to reconstruct the epistemological beliefs of humanities teachers and to elaborate how they conceptualize culture in the humanities. These beliefs show how teachers teach culture in the humanities. The focus of study is to elaborate how teachers construct culture in the humanities. Do humanities teachers prepare pupils for a life in the world society? Do they teach culture as a hybrid construct that has transcultural elements and overcomes the nation state?

The methodology of the study is based on the qualitative-reconstructive research paradigm: The data were collected by group discussions (n=19, 78 teachers) and analysed using the documentary method (Bohnsack, 2010). With these methods, it is possible to gain empirical information about the implicit knowledge, which guides teachers' practice in humanities.

The results show: The humanities teachers understand a cultural content in dimensions of a nation state. Humanities teachers introduce students to cultural essentialism (Rau, 2020). Based on these results, it can be expected that teachers do not introduce pupils to a life in the world society but to a life in a national state. Therefore these results are the basis for an intervention concept – in form of a university course for teacher students. The course concept has been developed to introduce teacher students to "Cultural Education in a school context". Part of the concept has been to motivate the students to reflect on their own (problematic) epistemological beliefs.

The paper will present and discuss the study and the concept of the intervention course and its effects on the change of the epistemological beliefs of teachers students.

Title: **Global Learning and Culture: a theoretical approach to specify global learning as a cross-sectional discipline.**

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Key Words: internationalization; higher education; mobility; marginality

This paper engages insights from critical and reflexive accounts of Global Citizen Education (GCE). Scholars have highlighted that embedded notions of identity and belonging often assume an “us” and “them” in ways that reproduce constructions of the colonial other (Pashby 2018). Furthermore, meanings of GCE are contextually situated (Andreotti 2011). Hence, notions of “us” and “them” must also be understood within their particular contexts. This paper contributes to these critical reflections by examining South-South relations in higher education between Brazil and African countries that have Portuguese as official language.

To examine Brazilian South-South cooperation, I conducted a qualitative case study of the University of International Integration of Afro-Brazilian Lusophony (Unilab), a public university created under the presidency of Luis Inácio Lula da Silva (2003-2010) with the explicit mandate to strengthen the cultural integration between African countries and Brazil. Between 2012 and 2015, I completed four months of ethnographic fieldwork in Ceará, organized into repeated visits. I interviewed 49 professors, students, and administrators and participated in countless informal conversations. I spent over 130 hours in classrooms. To gain insights into African students’ experiences in rural Brazil, I participated in university-supported extracurricular activities and activities that took place outside the realm of the university for over 400 hours. To get a sense of the university’s self-representation, I collected official documents. The repeated visits and long-term observations allowed me to follow the emergence of different power constellations and shifting negotiations surrounding the everyday making of the university. I saw students from African countries – many came to Brazil in pursuit of better futures – struggle to find and afford housing in a small, rural town that was not prepared for their arrival. I watched the emergence of intercultural friendships and support networks, which were being shaped by intersecting social divisions of class, gender, race, and otherwise. Ultimately, the cultural integration the Brazilian government had envisioned when creating the university, while never completely absent, happened mainly in ways that were reflective of the powerfully racialized class hierarchies that characterize contemporary Brazilian society.

Engaging Stambach’s and Hall’s (2016) theorization of participation in education as a way of being in the world and coming to know it, but which also confronts particularly African youth with their own marginality and limited ability to participate in global modernity (Bordonaro, 2007), this paper seeks to highlight that global learning endeavours must be more than fostering people’s knowledge about the world and their open-mindedness. Becoming globally-competent includes the valuing and listening to all perspectives. In order to think beyond this study, the paper will further build on the insights gained from it to reflect on international students’ experiences in the International Master Program “Educational Quality in Developing Countries” at the University of Bamberg in partnership with three African universities (Protestant Institute of Arts and Social Sciences (PIASS) in Rwanda, and in cooperation with the Université Evangelique du Cameroun (UEC) and the Université Libre des Pays des Grands Lacs (ULPGL) in Goma in the Democratic Republic of Congo.

Title: **The extent to and ways in which global learning can be used to raise the profile of primary science education.**

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Key Words: global learning; professional development; sustainable development goals; agents of change; beliefs

The UN Global Indicator framework for sustainable development (UN, 2017) puts a focus on mainstreaming global citizenship education, but it now needs to be considered how this can be operationalised. In this paper, it is argued that teacher knowledge, personal and professional commitment to global issues can inform a more relevant and purposeful science education, empowering children as agents of change. We suggest that there is an opportunity, by exploring Sustainable Development Goals and their relation to the Primary Science Curriculum in England (DfE, 2013), as well as developing a repertoire of pedagogical strategies in line with global learning, that teaching and learning in primary science becomes more engaging and purposeful beyond fulfilling an assessment framework.

This draws from a doctorate study exploring how global learning, defined as an approach towards learning that equips young people to make a positive contribution to a globalised world (Bourn, 2015), can be used to ensure primary science supports our future global citizens. The research uses an embedded mixed-methods research design (Creswell and Plano Clark, 2011), using a quantitative attitudinal survey and semi-structured interviews to explore and inform the use of a planning framework to support schools, teachers and pre-service teacher in the integration of a global learning approach to science education. Professional development sessions along with the attitudinal survey used to measure attitudes towards global learning in primary science aimed to support practitioners to connect core curriculum objectives to global dimensions, sustainable development goals, and global learning pedagogical strategies.

Findings highlight the importance of a multi-pronged approach to a primary science education fit for global citizens including challenging practitioner beliefs about the purpose of primary science, providing high quality resources underpinned by a security of knowledge related to global issues and science knowledge, as well as more explicit identification of sustainable development goals and issues in science curriculum policy. It is identified that such an approach does not only support the operationalisation of sustainable development goals, but simultaneously ensures that primary science education is valued as dynamic process rather than a static body of knowledge, in which practitioners can be supported to put into practice. In England, where the status of science as a core subject has been weakened due to a focus on high-stake accountability testing in English and Maths (Wellcome trust, 2017), we contend that this approach reignites science as a subject to nurture active, global citizens.

Title: **Constructing global citizenship in vocational education: critical analysis of the future competency needs of the working life.**

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Key Words: vocational education; future competencies; critical global citizenship education

This paper will present my PhD research plan which focuses on a neglected research field within global citizenship education (GCE): upper secondary vocational education and training (VET). Despite the growing interest on researching GCE worldwide (e.g. Bourn 2020; Merryfield et al. 2015), VET has been addressed in extremely few studies. Yet, in Finland, almost half of the youth opt to study in the vocational track, and thus excluding VET students from global citizenship is not only a concern of equality in education, but may also have serious consequences for social cohesion and democracy.

This qualitative doctorate research will explore how GCE is understood and enacted in the context of VET on different levels. Through this presentation, I would like to receive feedback on the first sub-study, and the theoretical framework that will form the basis for data analysis. My research will be guided by Andreotti's (2011) critical GCE framework which emphasises reflexivity on one's own culture and role in maintaining the colonial patterns of unequal distribution of wealth and power. However, there is a need for more empirical research on the potential and limitations of critical GCE in educational practices.

The first sub-study will analyse the types of global citizenship constructed in documents describing the anticipated future competency needs within VET by UNESCO, Cedefop, and the Finnish National Agency for Education. The critical discourse analysis will be grounded on Biesta's (2010) categories of the functions of education as qualification, socialisation and subjectification. The analysis will also draw on the classification of GCE typologies by Pashby et al. (2020) into neoliberal, liberal and critical discursive orientations, and interfaces between these orientations. The document analysis will contribute to a better understanding of what kind of global citizenship is seen as desirable and possible in the historical, social and ideological contexts of VET.

Title: **Peace in Education as a Foundation for Global Learning. The Case of Cameroon.**

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Key Words: violence; educational quality; peace; open spaces; global learning

Global learning needs and focuses on peace, the absence of violence and a nonviolent communication. Violence at home is a great contributor to distress, it reduces self-esteem, and school attendance, impairs concentration and diminishes the ability to learn. The education system in Cameroon endeavours to promote access, equity, holistic quality education guided by an inclusive approach void of violence as per the policies and regulations. However, quality education is still not provided as about 43 % of students do not reach basic competences.

This study sets out to examine the effects of violence on the learning of students in schools in Cameroon. The research question focuses on the extent of violence in education. The results of the study are discussed in the light of its implication for global learning. My study was conceived using quantitative methods. Questionnaires were administered to a sample population of 912 students in grade six and seven. The collected data has been transformed by controlling the social background and reflecting different types of experiences of violence using ANOVA and other procedures. The results indicate acute prevalence of violence in school, in the dimension of physical victimization, the danger of sexual violence in schools for girls and psychological violence as seen by problems with the self-esteem of the students.

The findings show that schools are not open spaces for transformational education for sustainable development. The study results provides empirical evidence for an often neglected precondition for global learning in the Global South: the absence of violence in the classroom and the need to integrate anti-violence awareness in global education.



Title: **Global Learning and Culture: a theoretical approach to specify global learning as a cross-sectional discipline.**

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Key Words: global learning; culture; hybridisation; cross-sectional

With the background of an empirical study on culture in teacher education, which comprised 28 group discussions with 112 participants, in this paper three attempts are undertaken to relate culture to global learning. The study itself was led by a theoretical foundation in cultural studies and its semiotic understanding (Geertz 1973/2016). The guiding question of the paper is how the insights into the constructions of culture by student teachers can enrich conceptual thinking on Global Learning. The empirical outcomes of the study will be presented in the paper and discussed in the following perspectives:

(1) The relationship between global learning and culture is fundamentally paradoxical: Global Learning is a theoretical educational concept that cannot be thought of without culture as it is connected to normative frames and targets of action. At the same time, independence from specific cultures is a key condition for Global Learning. To explain this framing paradox for the relation of Culture and Global Learning, insights in some understandings of culture are given.

(2) Not only in everyday language use "culture" is often short-circuited with "art". This also applies to the discourse on cultural and art education. Cultural Education is about the initiation and practice of aesthetic experience and the handling of aesthetic products. In the context of Global Learning, cultural education seems peripheral according to this understanding, but it is precisely while dealing with aesthetics that areas of overlap arise. As will be explained, Cultural Education offers opportunities for competence acquisition in the sense of Global Learning as it deals with variation, with understanding of symbolic meaning in changing appearances and contexts of otherness and surprise.

(3) In view of the scientifically changed understanding of culture in recent decades, for example in terms of hybridisation (Bhabha 1994), constructions of difference, their understanding and the way in which they are processed play a key role for the relationship between the concepts of Global Learning and Cultural Education in the sense of a cultural sensitization. The ambivalent relationship between global learning and culture formulated in the first paragraph can be centred and intensified via the axis of difference: Culture as a mechanism that produces, processes and changes difference then becomes a core element of Global Learning as cross-sectional discipline.

Title: **Foundations of a Concept of “Didactics 5.0” in the Age of the “Society 5.0”.**

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Key Words: didactic theory, ESD, globalization, digitalization

In the globalizing and digitalizing society, more and more emphasis should be given to teach the global sustainable issues in the digitalized world. Globalization brings an increasing pressure to act under conditions of uncertainty, while the digitalization has been changing the form of knowledge. These drastic transformations challenge didactical theory as well as education in the classroom. The study behind this presentation focuses on the foundation of new didactic theory on Education for Sustainable Development.

The government of Japan has proposed a new concept of the future society as “Society 5.0”, in which the cyberspace and the physical space should be connected effectively with each other through high technologies (i.e. artificial intelligence). This concept is conceptualized as a response to the related sustainability problems in the shrinking Japanese society through an active anticipation of digitalization. Reflecting these challenges, a new didactical theory can be constructed as “Didactics 5.0” by contrasting to the four traditional approaches. The new didactics should deal with uncertainty and reflect solutions under the condition of boosting complexity.

For this presentation, the foundation of “Didactics 5.0” will be reflected. The first aspect can be described as an abandonment of the “correct” answer. Secondly, a long-term perspective should be taken. It is not expected just to pick up an apparent solution from the cyberspace without any reflections. The third component can require the perspective changes and reconciliation of a contradiction. In this process, an idea of students continuously ought to be inquired through irritating questions from different perspectives. A discussion can be deadlocked sometimes, but such confusion gives an opportunity to encounter a new curious idea and to hope a desirable future. The fifth component can be described as the development of the self-allocation skill, which enable students to act autonomously in the chaos of the “Society 5.0”.

Title: **Global Citizens in the 21st Century Classroom: A Mixed-Methods Study of Motivational Aspects of Global Awareness.**

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Key Words: mixed-methods research; global awareness; motivation; global competence; 21st century skills

The present global landscape is increasingly driven by the interdependence of heightened environmental, political, socio-economic, and technological forces. As a result, today's students need a variety of important 21st century skills, including global awareness, to succeed on both professional and personal levels.

A convergent parallel mixed-methods design was utilized for this study to examine how an ethnically, racially, and socio-economically diverse group of high school students (n = 172) reported their motivational characteristics associated with their global awareness levels as a result of participating in a global-themed curriculum program.

Data collection and analyses were grounded in Self-Determination Theory (Ryan & Deci, 2000). To assess the participating students' levels of motivation and global awareness, an electronic survey was administered including the following measures: (a) the Situational Motivational Scale (SIMS) (Guay, Vallerand, & Blanchard, 2000), (b) the Programme for International Student Assessment – Global Competence Student Information Questionnaire (PISA) (OECD, 2018); and, (c) a demographic questionnaire. Quantitative data were obtained from this on-line survey instrument. Qualitative data derived from focus group discussions presented students' (n = 23) various motivators for their enrolments and participations in the global-themed courses and perceived benefits from developing global awareness.

The major findings of the study were as follows: (a) detailed data analyses revealed the students' various compelling motivations to seek more in-depth knowledge from global studies; and, (b) the students' achieved global awareness and perceived benefits received from participating in the courses, including heightened universal perspectives, led to enhanced empathy and desires to become social cause advocates.

This study has important implications for researchers in the field of educational psychology and educators engaged in the creation and delivery of 21st century skills and global awareness-inspired curricula.

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