

# Paper Presentations: Abstract Book



Tues 25th, 14:00 - 15:30 Paper Presentation Session 1: Doctoral Research on Global Education

Strand	Name	Affiliation	Title	Abstract
P1	Brigid Golden	Mary Immaculate College	Towards a pedagogy of social justice: considering the key skills and dispositions for critical global learners.	<a href="#">Page 14</a>
	Claire Aindow	University of Bolton / UCL IoE	The Global Learning University	<a href="#">Page 17</a>
	Xi Tao	UCL Institute of Education	Becoming a Global Citizen Through Study Abroad: Chinese Students' Experience in the UK	<a href="#">Page 56</a>
P2	Caroline Rau	University of Bamberg	What do teachers' epistemological beliefs contribute to pupils' learning about global society?	<a href="#">Page 15</a>
	Kyoungwon Lee	Institute of Education, UCL	Understanding teacher agency for global citizenship education in South Korea	<a href="#">Page 40</a>
	Raffaella Faggioli	University of Bologna	Embodied Citizens	<a href="#">Page 53</a>
P3	Giannis S Efthymiou	UCL Institute of Education	Global Learning and Teaching: towards an ideological framework	<a href="#">Page 28</a>
	Johanna Lampinen	University of Oulu	Contextualizing human rights education in Finnish compulsory schools	<a href="#">Page 33</a>
	Palma Grano	TeachinGlocal	In-becoming research on teachers' professional development in glocal citizenship education	<a href="#">Page 50</a>

**P1. Chair: Annette Scheunpflug (University of Bamberg)**

**P2. Chair: Massimiliano Tarozzi (University of Bologna)**

**P3. Chair: Elina Lehtomäki (University of Oulu)**



Name	Affiliation	Title	Abstract
<b>Strand W1: Conceptual Debates 1. Chair: Nicole Blum (UCL Institute of Education)</b>			
<b>Aaron Benavot</b>	EPL Department, University at Albany, The State University of New York	Are distinctive conceptions of global citizenship discernible in Asian education systems? Emergent concepts in the intended curriculum of 20 Asian and Pacific countries	<a href="#">Page 7</a>
<b>Catherine Broom</b>	UBC Okanagan	Moving beyond Civic National Citizenship	<a href="#">Page 16</a>
<b>Jean-Pierre Raskin &amp; Stéphanie Merle</b>	Université catholique de Louvain	How to avoid pitfalls of pedagogical methodologies in a global citizenship project?	<a href="#">Page 31</a>
<b>Mags Liddy</b>	School of Education UCD, Ireland	Are we acting to perpetuate and maintain, or to alter and transform? - A critical reflection tool	<a href="#">Page 45</a>
<b>Strand W2: Social Justice, Sustainability and Global Citizenship. Chair: La Salette Coelho (University of Porto &amp; Polytechnic of Viana do Castelo)</b>			
<b>Adelina Calvo-Salvador</b>	University of Cantabria	What is meant by Social Justice? An exploratory study in Initial Teacher Education at the University of Cantabria (Spain)	<a href="#">Page 8</a>
<b>Eilish Dillon</b>	Department of International Development, Maynooth University	Learning to Change the Focus - Perspectives from Critical Global Education for NGO Communications	<a href="#">Page 22</a>
<b>Lisa Ferro</b>	Polytechnic Institute of Beja	The key role of Global Citizenship and Critical Education in promoting gender equality – evidences from an exploratory study developed in four municipalities of Baixo Alentejo, Portugal	<a href="#">Page 41</a>
<b>Lochlann Atack</b>	United World College Atlantic	Immanent Critique for Imminent Change: Can an immanent critique of Agenda 2030 advance Global Social Justice?	<a href="#">Page 42</a>
<b>Strand W3: Hope, Global Social Justice and Social Change. Chair: Fran Hunt (UCL Institute of Education)</b>			
<b>Anne Dolan</b>	Mary Immaculate College	Adopting a pedagogy of hope: teaching climate change in schools	<a href="#">Page 11</a>
<b>Antti Rajala</b>	University of Oulu	Pedagogy of Concrete Utopias: Fostering Students' Climate Activism and Civic Engagement	<a href="#">Page 13</a>
<b>Karen Taylor Burge, Zin Maung Maung &amp; Nay Myo Thura</b>	Phaung Daw Oo International University (PIU) Mandalay	Hope for Myanmar: Monastic School Teacher Education	<a href="#">Page 38</a>
<b>Madeleine Le Bourdon</b>	University of Bath	#GlobalCitizens: Social Media and Global Education	<a href="#">Page 44</a>



Name	Affiliation	Title	Abstract
<b>Strand W4: Research on Teachers and Schools. Chair: Namrata Sharma (State University of New York)</b>			
Corinne Angier	University of Stirling	Making space for global awareness in mathematics lessons	<a href="#">Page 18</a>
Pamela Burnard & Michelle Loughrey	University of Cambridge	Creativities of hope: Inspiring change in Primary Education	<a href="#">Page 51</a>
Paula Mattila	University of Jyväskylä (Finnish National Agency for Education)	Students' thoughts of the year 2050 - Implications on curriculum development?	<a href="#">Page 52</a>
Susanne Timm, Mervi Kaukko & Inkeri Rissanen	Otto-Friedrich-Universität Bamberg, Oulu University & Tampere University	Understanding teacher students' implicit knowledge in regard to diversity, culture and societal change	<a href="#">Page 55</a>
<b>Strand W5: Research on Higher Education. Chair: Dalila Coelho (University of Porto - FPCEUP/CIIE)</b>			
Gabriela Martinez Sainz & Daniel Capistrano	University College Dublin	Critical Hope in Development Education: Pedagogical opportunities and challenges of using thinking routines for social justice in Higher Education	<a href="#">Page 27</a>
Hanna Posti-Ahokas	University of Helsinki	Envisioning the future of global education: perceptions of students in an international Master's programme in Education	<a href="#">Page 30</a>
Jon L. Smythe & Denise Blum	Oklahoma State University	Beyond "Feeling Blessed": Using International Documentary Film to Foster Global Awareness in an Online College Course	<a href="#">Page 35</a>
Lynn Clark-Wright & Margaret Chaika	University of Bolton & Malawian Institute of Management	Glocal relevance of TNE curriculum and knowledge sharing practices in a UK-Malawi HE collaborative Transnational Education (TNE) programmes on the impact towards achieving sustainable development goals in Malawi	<a href="#">Page 43</a>



Name	Affiliation	Title	Abstract
<b>Strand T1: Conceptual Debates 2. Chair: Adelina Calvo-Salvador (University of Cantabria)</b>			
Aamna Pasha	University College London	Global Education and Pakistan - Exploring a pedagogical approach for a non-western context	<a href="#">Page 6</a>
Greg William Misiaszek	Beijing Normal University; Paulo Freire Institute, UCLA	An ecopedagogical, ecolinguistical reading of the Sustainable Development Goals (SDGs): What we have learned from Paulo Freire	<a href="#">Page 29</a>
Misbah Samar	Central Queensland University Australia	Teachers' interpretation of the global competence in primary schools in Punjab, Pakistan	<a href="#">Page 47</a>
Stephanie Mitsuko Kukita	Soka University	Personalized and Dynamic: Life Experiences Tailor How Young People Engage Locally and Globally	<a href="#">Page 54</a>
<b>Strand T2: Education for Sustainable Development &amp; the SDGs. Chair: La Salette Coelho (University of Porto &amp; Polytechnic of Viana do Castelo)</b>			
Angela Daly	Liverpool John Moores University	'My School, My Environment, Nepal': Photovoice, action learning and sustainability	<a href="#">Page 10</a>
Elsa Lee	University of Cambridge	Connecting Water to Global Citizenship via Education for Sustainable Development	<a href="#">Page 24</a>
Johanna Lochner	Humboldt-Universität zu Berlin	Virtual School Garden Exchange – An Innovative Learning Tool in the Context of Education for Sustainable Development	<a href="#">Page 34</a>
Nese Soysal	Middle East Technical University, Turkey	Steps Forward to a Sustainable World in the Turkish National Curriculum	<a href="#">Page 49</a>
<b>Strand T3: Putting Global Education into Practice. Chair: Sara Franch (IPRASE)</b>			
Annette Scheunpflug	University of Bamberg, Germany	Global values in school curricula	<a href="#">Page 12</a>
Dalila P. Coelho	University of Porto/FPCE-CIIE	Global Education and the co-curricular dimension in Higher Education: experiences and implications	<a href="#">Page 20</a>
Karena Menzie-Ballantyne & Miriam Ham	CQUniversity	Interpreting global competence in the classroom: An Australian perspective	<a href="#">Page 39</a>
Mónica Lourenço	University of Aveiro	Building hope in an unpredictable year: pre-service teachers growing as global citizenship educators during the pandemic	<a href="#">Page 48</a>



Name	Affiliation	Title	Abstract
<b>T4: Training and Professional Development of Teachers. Chair: Joanne O'Flaherty (Ubuntu Network / University of Limerick)</b>			
<b>Fran Hunt and Nicole Blum</b>	UCL Institute of Education	Training teachers in global education: access and engagement on an online professional development course	<a href="#">Page 25</a>
<b>Jennifer Liston</b>	Mary Immaculate College (MIC)	Global Education in Initial Teacher Education in Ireland - Reflecting on journeys to integration; looking forward with hope.	<a href="#">Page 32</a>
<b>José Luis Parejo &amp; Benedicta A. Lomotey</b>	University of Valladolid & University of Ghana	Global Citizenship Education in Ghana: Current perceptions and future perspectives	<a href="#">Page 36</a>
<b>Joyce Raanhuis</b>	Centre for International Teacher Education (CITE, CPUT)	Teachers as agents of social cohesion: The role of Continuing Professional Development for Social Cohesion in post-apartheid South Africa	<a href="#">Page 37</a>
<b>T5: Conceptual Debates 3. Chair: Magdalena Kuleta-Hulboj (University of Warsaw)</b>			
<b>Amy Strachan</b>	St Mary's University, Twickenham	A global learning approach to primary science education: A paradigm shift	<a href="#">Page 9</a>
<b>Dalene Swanson &amp; Mostafa Gamal</b>	University of Stirling	Global citizenship's double-facedness: embracing contradiction towards radical hope	<a href="#">Page 19</a>
<b>Elizabeth Anastasiadou</b>	University of Jyväskylä	Reframing Global Citizenship Education through Planetary Phronesis	<a href="#">Page 23</a>
<b>Francisco Parrança da Silva</b>	Centro de Investigação em Didática e Tecnologia na Formação de Formadores, Universidade de Aveiro, Portugal	Global Citizenship Education in Portugal: what is expected? An analysis of Portuguese education policy documents	<a href="#">Page 26</a>
<b>Maria Barry</b>	Centre for Human Rights & Citizenship Education, Dublin City University	School-based action: Empowering students to experience democracy within enabling and experimental environments	<a href="#">Page 46</a>

**Presenter(s):** Aamna Pasha (University College London)

**Presentation title:** Global Education and Pakistan - Exploring a pedagogical approach for a non-western context

**Session:** T1: Thurs 27th, 10:30 BST. **Type of presentation:** Short

**Keywords:** *Global Education, Pedagogical Approach, Non-western perspectives*

**Abstract:** Pakistan as a developing, post-colonial context continues to play a role in global politics as a result of its geo-political positioning. It has a high vulnerability to climate change and is home to the largest population of young people ever recorded in its history. These alongside socio-economic realities necessitate an educational response that prepares students for the complex reality of the world they are to inherit. Global education (GE) is an umbrella term for associated educational traditions rooted in the objective of preparing learners to adopt a complex and interdependent world and respond to the needs of such a planet. While GE offers a valuable outline, it is largely monolithically and mono-epistemologically informed.

By critically analyzing the theoretical foundations of GE, influences on and interpretations of the field, I consider the suitability of dominant narratives of GE in post-colonial developing contexts. Examining existing and alternative pedagogical models, this paper suggests a pedagogical framework for GE for the Pakistani context; one that makes greater connections with religio-cultural orientations as a rational, linear, logical approach is independently insufficient in developing feelings of connection and commitment to issues of social justice in non-western contexts.

**Presenter(s):** Aaron Benavot (EPL Department, University at Albany, The State University of New York)

**Co-authors:** Yuxuan Gong, Khem Sedhai, Shreelakshmi Subbaswamy, Kana Takahashi; EPL Department, University at Albany, The State University of New York

**Presentation title:** Are distinctive conceptions of global citizenship discernible in Asian education systems? Emergent concepts in the intended curriculum of 20 Asian and Pacific countries

**Session:** W1: Wed 26th, 13:30 BST. **Type of presentation:** Full

**Keywords:** *Global Citizenship Education, Asian perspective*

**Abstract:** International interest in global citizenship education (GCED) has increased in recent decades. Approaches to GCED, typically rooted Western perspectives, tend to focus on state-citizen relations, global interconnectedness and intercultural understanding. However, in the intended curriculum of many Asian countries, notions related to global citizenship draw upon a different set of assumptions and first principles. Foremost among them are moral education, international mindedness and a cosmopolitan attitude. In addition, many education systems prioritize the notion of “self-cultivation” as a pathway to actively engaging in the world. In this paper we report an on-going analysis of more than 160 official curriculum documents (mainly, subject syllabi and national curriculum frameworks) pertaining to lower secondary education in 20 Asian and Pacific countries. Through a careful review, categorization and coding of these documents we find preliminary evidence of distinctive Asian conceptions of global citizenship in school curricula, drawing on concepts like “self-cultivation” “strong communities” and “people-society-nature relations” as well as cultural and religious values from Confucianism, Buddhism, Daoism, and Islam. The relative prevalence of such concepts in official curricula has implications for developing a valid measurement approach of global citizenship competence in the region.

**Presenter(s):** Adelina Calvo-Salvador (University of Cantabria) **Co-authors:** Carlos Rodríguez-Hoyos (University of Cantabria), Elia Fernández-Díaz (University of Cantabria)

**Presentation title:** What is meant by Social Justice? An exploratory study in Initial Teacher Education at the University of Cantabria (Spain)

**Session:** W2: Wed 26th, 13:30 BST. **Type of presentation:** Full

**Keywords:** *Social Justice, Qualitative Research, Initial Teacher Education, Global Citizenship Education*

**Abstract:** This communication is part of a wider research project aimed at promoting the Global Citizenship Education approach in initial teacher education at the University of Cantabria (Spain). The first exploratory phase of the project analyses the meanings that future teachers attribute to concepts linked to Global Citizenship Education such as Social Justice. A questionnaire with open-ended questions, administered online, was used as the data collection technique. The aim of the second phase is to design educational actions focused on Social Justice within the framework of Global Citizenship Education.

More specifically, this communication presents the results of the exploratory phase in which 248 students from the University of Cantabria's Infant and Primary Education undergraduate degree courses participated during the 2018-2019 and 2019-2020 academic years. The results show: (a) the different meanings that young people attribute to the concept of Social Justice, (b) their view of the extent to which they consider that we live or do not live in a just society and (c) the agents and the institutions that work to achieve Social Justice. This research is based on the premise that teachers should be agents of social change. This requires initial socio-critical training which analyses power relationships and structural global inequalities, as well as an understanding of Social Justice from its triple dimension of redistribution, recognition and participation.



**Presenter(s):** Amy Strachan (St Mary's University, Twickenham)

**Presentation title:** A global learning approach to primary science education: A paradigm shift

**Session:** T5: Thurs 27th, 10:30 BST. **Type of presentation:** Short

**Keywords:** *Global learning, primary science education, professional development, agents of change*

**Abstract:** Global learning is a pedagogical approach which puts global citizens at the heart of learning. As an area of evolving terminology, it is rarely considered in the delivery of discrete subject disciplines. This presentation considers how primary science education can be underpinned by a global learning approach through supporting teachers as agents of change.

Using an embedded mixed-methods approach with 180 attitudinal surveys and 30 semi-structured interviews of key primary science stakeholders, together with three case study schools who trialed the global learning approach to primary science over a year-long period, data (including teacher interviews, planning and work samples) was used to inform a framework supporting a global learning approach to primary science education.

The findings of this research revealed that whilst teachers' attitudes towards global learning were positive, support is needed to enable them to align the approach to the formal science curriculum. For example, when practitioners were able to identify links between the approach and policy framework, they were more likely to consider its integration. Furthermore, when practitioner beliefs about primary science aligned with the aims of a global learning approach, the practitioners were more likely to engage with the professional development. In relation to professional development strategies, school culture (such as opportunities for collaborative planning and Senior Leadership support), together with a global learning framework (planning tools, modelled strategies, resource banks and links to Sustainable Development Goals), were important factors supporting teachers as agents of change. Developing practitioner Pedagogical Content Knowledge in both global learning and primary science appeared imperative to the sustainability of the approach.

**Presenter(s):** Angela Daly (Liverpool John Moores University) **Co-authors:** Babu Kaji Shrestha, Global Action Nepal

**Presentation title:** 'My School, My Environment, Nepal': Photovoice, action learning and sustainability

**Session:** T2: Thurs 27th, 10:30 BST. **Type of presentation:** Short

**Keywords:** *photovoice, environment, primary school, Nepal*

**Abstract:** This paper presents a pre-Covid-19 pilot action learning project for teaching science and social studies in a primary school near Kathmandu, Nepal. The project 'My School, My Environment', employed creative methods and photovoice methodology to explore the natural environment in and around the school grounds with pupils and teachers. Photovoice is participatory photography that aims to elicit young people's views and observations about what is important to them. Pupils and teachers used their photovoice research and observations to connect to their curriculum and teaching and learning methods including working scientifically and using secondary sources. Pupils curated their own images and captions into a school-based community exhibition. The paper offers reflections on impacts on pupils and teachers, including debating how nature, humans and infrastructure interact and the changing school and neighbourhood environment over time. While Covid-19 enforced a temporary hiatus, work has recommenced at the Global Action Nepal Learning and Research Centre to further engage teachers and pupils on including sustainability in curriculum topics using action learning. This paper addresses the theme 'Lessons from research in schools or other settings on the most effective ways to engage learners in playing a positive role in shaping a more just and sustainable world'.

**Presenter(s):** Anne Dolan (Mary Immaculate College)

**Presentation title:** Adopting a pedagogy of hope: teaching climate change in schools

**Session:** W3: Wed 26th, 13:30 BST. **Type of presentation:** Full

**Keywords:** *climate change, pedagogy of hope, resilience, advocacy*

**Abstract:** We can be absolutely certain that climate change will have a significant impact on all aspects of our lives. Nevertheless, the world appears to be unprepared for the anticipated political, cultural and economic events which will unfold over the next 30–50 years. As educators we have a moral duty to tell the story of climate change. While climate change may potentially generate feelings of hopelessness and fear, this paper proposes strategies which encourage young people to think positively and critically about their futures. Specifically, this paper focuses on teaching climate change through a pedagogy of hope. Young people need to have an opportunity to consider a different future and to imagine the world differently. Hope does not mean denying the realities of climate change, it means facing and addressing them while adopting actions for change. Climate change education, handled in an age-appropriate and sensitive way, equips and empowers students for the future. Such outcomes offer hope in uncertain times. Climate change education can focus attention on pathways to a sustainable future. This paper focusses on projects which facilitate students actions in a hopeful and future-oriented manner.

**Presenter(s): Annette Scheunpflug** (University of Bamberg, Germany) **Co-authors:** Martina Osterrieder, University of Bamberg, Anne-Christine Banze, University of Bamberg

**Presentation title:** Global values in school curricula

**Session:** T3: Thurs 27th, 10:30 BST. **Type of presentation:** Full paper presentation (15 mins)

**Keywords:** *Global learning, values, curricula,*

**Abstract:** Curricula are often framed by introductory texts describing the central values that should guide schools. The focus of the presented study is on findings that reveal the significance of values of global relevance (sustainability, social justice, tolerance, anti-racism) and their argumentative framing.

For the analysis, the model of Schwarz (1999) is used, who defines 19 values and assigns them to four central segments underlying directions of values (self-enhancement, openness to change, conservation, self-transcendence). Global values belong to the area of "self-transcendence". The model of Schwarz is very often used, even for opinion polls, so that the data may be compared with values in population.

For the study, the preambles of the curricula for primary schools, secondary schools and high schools of Bavaria were evaluated and 800 sentences with values were identified. The values have been firstly investigated by content analysis, using the Modell of Schwarz and a content analysis Software (MaxQDA). The identified texts on global values have been reflected by a discourse analysis in a second approach.

The finding gives an overview about the politically expressed values by the government. In addition, a not often used method to examine the range and meaning of global learning in official documents is discussed.

**Presenter(s): Antti Rajala** (University of Oulu) **Co-authors:** Riikka Suhonen, University of Helsinki; Elina Lehtomäki, University of Oulu

**Presentation title:** Pedagogy of Concrete Utopias: Fostering Students' Climate Activism and Civic Engagement

**Session:** W3: Wed 26th, 13:30 BST. **Type of presentation:** Full

**Keywords:** *utopia, hope, climate change, climate activism, agency*

**Abstract:** This paper argues that schools should support and build on the youth's climate activism. Schools need to support the new generation in generating solutions to challenges of sustainability and well-being in the era of eco-crises (Cook, 2018). However, being knowledgeable about climate change is not sufficient for engendering actions for sustainable futures; schools need to provide the students with experiences of being involved in transformative activity (McNeil & Vaughn, 2012).

This study examines:

- a. the pedagogical potential of the concept of concrete utopia to support the development of youth's active citizenship and activism for sustainable futures;
- b. the feasibility and achievability of a pedagogy of concrete utopias in formal education settings.

The paper presents a theoretical model of utopian pedagogy (Levitas, 2013; authors, 2021), which centers on the re-imagining and building of alternative futures, and enactment of these visions and futures in the present in a prefigurative form. The point of 'concrete utopia' (Bloch, 1986) is to leverage actual potentials for change in the existing activity. The theoretical points are illustrated with empirical data drawn from design-based research (authors, 2020; Gutiérrez et al., 2020) and ethnographic case studies in upper-secondary and vocational schools.

**Presenter(s):** Brigid Golden (Mary Immaculate College)

**Presentation title:** Towards a pedagogy of social justice: considering the key skills and dispositions for critical global learners.

**Session:** P1: Tuesday 25th, 14:00 BST. **Type of presentation:** Full

**Keywords:** *Initial teacher education, critical thinking, global education*

**Abstract:** This paper presents the outcomes from the literature review of a PhD project. The project focused on supporting student teachers to develop their critical thinking skills within the context of global education modules. Within the field of global education, critical thinking is promoted as a key skill to be developed within each of its constituent traditions. Critical thinking is considered a core tenet of global education as it promotes considered reflection on and questioning of issues from a variety of perspectives and contexts. Indeed, MacCullum (2014) considers global learning to be a 'process of realised critical thinking' which allows for consideration of social, cultural, economic, political and environmental issues from multiple perspectives. Conceptualising critical thinking in this way presents it as a core skill in supporting learners to come to know how they can contribute towards a more just and sustainable world. Through social justice pedagogy, higher education can contribute significantly to the future of education by fostering the skills and dispositions necessary for learners to develop reflective and critical awareness of the world and their place in it. This paper presents a framework of the skills and dispositions identified through literature which global learning aims to foster in students.

**Presenter(s):** Caroline Rau (University of Bamberg)

**Presentation title:** What do teachers' epistemological beliefs contribute to pupils' learning about global society?

**Session:** P2: Tuesday 25th, 14:00 BST. **Type of presentation:** Full

**Keywords:** *epistemological beliefs, teacher professionalism, global society, teacher education*

**Abstract:** Epistemological beliefs are a significant part of teacher professionalism. They have a high impact on which forms of knowledge teachers transmit and how knowledge about subject matter is generated in the classroom (cf. Rau 2020). Against this background, the following question will be considered in this paper: Which dimensions of learning about global society, which focuses in particular on social justice, are documented in the epistemological belief system of teachers?

Within the framework of 19 group discussions (interpreted by the Documentary Method, cf. Bohnsack 2017), a total of 78 teachers who teach a subject within the humanities reported about their teaching-related practices in relation to world society learning. Among other things, the results of this survey show the following: Especially in religious education, the global society universality of teaching content is emphasised. The data suggests that teachers' epistemological beliefs drive them to ask pupils to engage in issues of social justice. It becomes clear that an asymmetrical relationship of care towards the Global South is often established.

This paper will present and discuss the findings. Furthermore, suggestions will be formulated on how epistemological beliefs can be further developed to prepare students for life in the global society and to sensitise them to issues of social justice.

**Presenter(s):** Catherine Broom (UBC Okanagan)

**Presentation title:** Moving beyond Civic National Citizenship

**Session:** W1: Wed 26th, 13:30 BST. **Type of presentation:** Short

**Keywords:** *civic citizenship, current issues, humanity*

**Abstract:** The Covid 19 pandemic has disrupted relations between and across nations as governments have looked inward and aimed to protect people who are “citizens”-- those who are identified as members of the nation-state, while turning away from those who have been allies in the past, or are in need. The pandemic, further, has illustrated how “citizens” are not equally treated within nation-states themselves: factors such as ethnicity, class and gender have affected the impact of the pandemic on factors such as health and economic insecurity, such as higher rates of illness and less access to educational materials to support home schooling. Further, the death of George Floyd at the hands of the police in the United States fueled social protest through Black Lives Matter (BLM) protests. The pandemic and BLM protests have, in sum, highlighted social inequalities and illustrated how civic citizenship is not enacted in equitable ways. These shortcomings of national, civic citizenship open up possibilities for considering a new conception of citizenship outside of (beyond) civic national citizenship which provide new possibilities for identity, belonging, governance and security, founded in holistic theories of being and our common global humanity. This new conception will be presented during the session.

MENU



**Presenter(s):** Claire Aindow (University of Bolton / UCL IoE)

**Presentation title:** The Global Learning University

**Session:** P1: Tuesday 25th, 14:00 BST. **Type of presentation:** Full

**Keywords:** *Universities, Global Learning, leadership, strategy*

**Abstract:** Universities have a critical role in creating future change makers, in contributing fertile ground for transformation of worldviews and in providing thought leadership and operational action for change themselves. The International Association of Universities, recognising the importance of leadership (IAU, 2010 cited in Weiss and Barth, 2019), a whole institution approach (V'ant Land, 2016 ) and the role of HE in providing systems thinking and critical engagement (IAU, 2019), notes that this remit is broader than merely educating for environmental sustainability. In terms of theorising a model for this approach, whilst there are conceptions of a university which envisage sustainability as a function in the university curriculum, pedagogy and operations (Soini et al, 2017; Barnett, 2018; McCowan, 2019)), ideas of global learning and global citizenship education within Higher Education settings, and conceptions of universities which emphasise the transformative effect of higher education (Glisczinski, 2007) and the requirement for HEIs to be transformative (UNESCO 2016, cited in Weiss and Barth, 2018), there is no definition of a UK university which links them together, under an umbrella of social justice, to provide a model of a transformative Global Learning university. This paper proposes first thoughts on creating such a model.

**Presenter(s):** Corinne Angier (University of Stirling)

**Presentation title:** Making space for global awareness in mathematics lessons

**Session:** W4: Wed 26th, 13:30 BST. **Type of presentation:** Full

**Keywords:** *mathematics education, global awareness, critical citizens, professional development, funds of knowledge*

**Abstract:** The experience of COVID-19 has reignited debates about the purpose of mathematics education. The abrupt closure of schools and cancellation of high stakes testing has provided an opportunity to reconsider what is gained from years of compulsory study. The daily release of data, discussion of risk, reference to models and presentation of infographics invites questions about the capacity of school mathematics lessons to be sites for the development of critical citizens. Calls for education for sustainability, equity, social justice, and peace predate the pandemic but they are strengthened by the illumination of inequality of access to resources to mitigate the impacts of COVID-19. Young people in the UK are campaigning for their educational institutions to “Teach the Future” (<https://www.teachthefuture.uk/>), and in 2013 the Scottish government made ‘Learning for Sustainability’ the entitlement of every child and the responsibility of every teacher (<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/learning-for-sustainability/>). This paper reports the responses of a small group of Scottish maths teachers to professional development in global citizenship delivered by a development education centre. These maths teachers wanted to find ways to explore global issues and despite many constraints they were able to open up some space for a pedagogy of hope and social justice in their classrooms.

**Presenter(s):** Dalene Swanson & Mostafa Gamal (University of Stirling)

**Presentation title:** Global citizenship's double-facedness: embracing contradiction towards radical hope

**Session:** T5: Thurs 27th, 10:30 BST. **Type of presentation:** Full

**Keywords:** *inwardly-facing GC; outwardly-facing GC; distancing strategies; critical global citizenship education (CGCE), radical hope*

**Abstract:** 'Global citizenship' entered public parlance prominently during heightened globalisation. To be a citizen of this new globalised, interconnected world was to be a subject of capital. Like Janus, a subject of this neoliberal world order was to be both an inwardly-gazing subject of the nation state, and simultaneously an outwardly-gazing subject of global capital. 'Global citizenship' (GC) carries the inherent contradiction of Janus, being a juridical contradiction. It looks both inwards and outwards and carries borders as shadows. Viewing contradiction at the heart of GC as a 'productive tension', rather than 'flaw', by way of entry into Global Citizenship Education (GCE), and by implication Learning for Sustainability (LfS), may offer the necessary vector in prizing open new windows to hopeful, alternative futures. The difficult task of doing so should not be sidestepped in the shift from GCE to LfS. Recognition of the various 'distancing strategies' deployed within these discourses is critical in overcoming their overdetermination as instruments of state social, national and economic ambitions. The implications for education and our socio-ecological futures of the embrace of contradiction at the heart of GC needs critical attention toward the imperative of mobilising Critical GCE (CGCE) to enact possibilities of radically hopeful futures.

**Presenter(s):** Dalila P. Coelho (University of Porto/FPCE-CIIE) **Co-authors:** Dalila P. Coelho, Carla Malafaia, José Pedro Amorim, Norberto Ribeiro, Teresa Medina, João Caramelo & Isabel Menezes - University of Porto/FPCE-CIIE

**Presentation title:** Global Education and the co-curricular dimension in Higher Education: experiences and implications

**Session:** T3: Thurs 27th, 10:30 BST. **Type of presentation:** Full

**Keywords:** *Global citizenship education; co-curricular training; higher education; institutionalization; Portugal*

**Abstract:** Institutional programmes aimed at promoting global citizenship and sustainability awareness in Higher Education are increasing worldwide, not only in terms of curricula but also of extra or co-curricular offer. This presentation aims to discuss main results from the online analysis of extra and co-curricular global education programs promoted by higher education institutions in several countries, mostly targeting students. Case studies selected consist of global education programs that are transversal or offered at the institutional level, with diverse structures, topics and strategies as well as theoretical orientations. We discuss key implications of this analysis in terms of co-curricular practices and training in the field of global education. This work is part of the project “Development Education in Public Higher Education in Portugal: training resources and tools”, co-funded by Camões, I.P. and the Faculty of Psychology and Education Sciences of the University of Porto (2020-2021).

**Presenter(s):** Dorothea Taube (University of Bamberg)

**Presentation title:** Teaching with a global vision and addressing action for a global change. Empirical findings on teachers' pedagogical beliefs dealing with global issues.

**Session:** WITHDRAWN. **Type of presentation:** Full

**Keywords:** *Global Education, Teachers' beliefs, Teachers' Worldviews*

**Abstract:** The study investigates teachers' pedagogical beliefs when dealing with global issues in their lessons. Even though it has repeatedly been stated in the theoretical discussion that teachers' pedagogical beliefs influence the way global issues are implemented those underlying practice-guiding beliefs have not yet been addressed empirically. Based on a qualitative reconstructive approach, narrative interviews with 17 teachers were conducted and analysed using the documentary method. All teachers shared experiences in the field of global education and most of them were or had previously been involved in school related projects, professional trainings or showed an individual engagement in the field of global education. The paper presentation of the study's results gives insights into teachers' pedagogical beliefs on how they perceive global phenomena, their visions for the world and their beliefs on how acting for a change can be framed. The results are discussed with regard to the question on how learners can be addressed to play a positive role in shaping a more just and sustainable world.

**Presenter(s):** Eilish Dillon (Department of International Development, Maynooth University)

**Presentation title:** Learning to Change the Focus - Perspectives from Critical Global Education for NGO Communications

**Session:** W2: Wed 26th, 13:30 BST. **Type of presentation:** Full

**Keywords:** *Global Education, Development Communications; International Development NGOs; Civil Society; Learning Organisations*

**Abstract:** Within civil society, and especially among international development NGOs (IDNGOs), global education (GE) is usually focused outwards, with learning viewed as something to be done with, for and to others. Research I conducted with global educators in Ireland (Dillon, 2017) highlighted the importance of changing the focus to a more critically and connected GE, which moves beyond binaries – of the rational and the emotional, of structure and agency and of process and action – towards more integrated, relational and multidimensional forms of GE. In exploring different discourses drawn upon by global educators, the research addressed their different perspectives of what GE is, the assumptions it is based on and their influence on practice. In so doing, it suggested the need for international development NGOs to apply insights from critical GE inwards to help understand and address the institutional cultures, practices and relationships shaping GE in these contexts. This paper draws on this research, bringing to the fore important and hopeful perspectives for IDNGO communications. It argues that by framing themselves as critical learning organisations, IDNGOs can learn to change the focus of their communications in a meaningful way, which addresses many of their lingering neocolonial constraints, complicities and contradictions.

**Presenter(s):** Elizabeth Anastasiadou (University of Jyväskylä) **Co-authors:** Josephine Moate, Hannu L.T. Heikkinen

**Presentation title:** Reframing Global Citizenship Education through Planetary Phronesis.

**Session:** T5: Thurs 27th, 10:30 BST. **Type of presentation:** Short

**Keywords:** *global; citizenship; phronesis; curriculum; social justice*

**Abstract:** The study attempts to strengthen the theoretical grounds of global citizenship education (GCE) by introducing the Aristotelian three dispositions to knowledge with their corresponding actions. The aim is to provide a differentiated proposition that will reflect on human and environmental interconnectedness by introducing 'planetary phronesis' in educational discourse and curriculum inquiry and further developing GCE as a pedagogical approach. The Aristotelian phronesis comprises a form of reflective practical wisdom, which entails wise conduct of educational research and praxis. Aristotle's three distinct forms of knowledge and the tensions and complementarities between them can be presented as ways of addressing neoliberal, instrumentalist agendas that underlie GCE. They can also offer theoretical and ontological basis missing to date GCE. The notion of 'Planetary phronesis' can offer the critical lens for examining how GCE can be further developed through the four capacities that envisage the Scottish Curriculum for Excellence. Finally, it could also contribute to finding answers to complexities that tend to tantalise societies. As such, the study aims to reflect on global learning and global citizenship education in providing space for change and promoting social justice as a pedagogical approach.

**Presenter(s):** Elsa Lee (University of Cambridge) **Co-authors:** Mary Murphy, University of Cambridge

**Presentation title:** Connecting Water to Global Citizenship via Education for Sustainable Development

**Session:** T2: Thurs 27th, 10:30 BST. **Type of presentation:** Full

**Keywords:** *global citizenship, community-based, hydrosociology, Education for Sustainable Development, comparative*

**Abstract:** In this presentation we will outline our comparative, cross-national, multi-sited study of how engaging in Education for Sustainable Development through working on community-based waterway regeneration projects influences young people's thinking about global citizenship (UKRI ES/S000151/1). In discussing our emerging findings we will explore whether the pandemic deepened a sense of global mindedness among youth involved in our study, and whether this sense is heightened by a pre-existing broader notion of being globally connected to/through the environment. Does the sense of being globally connected arising from environmental work become more pronounced during a global crisis, as some of our data illustrate? It is noteworthy that our case study organisations whose river regeneration work was disrupted by the pandemic identified ways in which the reduction in human mobility caused by state-led restrictions gave the environment a rest; giving some of the young people we spoke with a sense of hope and relief. We will frame our discussion of these emerging findings with new materialist theory, seeking to reveal their implications for future knowledge production.



**Presenter(s):** Fran Hunt & Nicole Blum (UCL Institute of Education )

**Presentation title:** Training teachers in global education: access and engagement on an online professional development course

**Session:** T4: Thurs 27th, 10:30 BST. **Type of presentation:** Full

**Keywords:** *teachers global education CPD*

**Abstract:** Research on teacher education and global learning is limited, but does suggest that teachers in different country contexts and schooling settings have limited opportunities to engage in training (either ITE or CPD) related to global education and its related terms (Bourn et al., 2017). With advances in technology and the drive towards increased online learning provision, the potential for online teacher training has never been greater. But who might access online training in global education and to what extent can online courses engage teachers new to the field?

This presentation draws on data from the Global Education for Teachers online course (MOOC), which was set up by the DERC in 2020 and has had 3,000 teachers from around the world enrolled so far. In particular, it will explore responses to an opt-in research survey embedded within the course, as well as some overall course data and snapshots of responses to specific course activities.

The aim of this presentation is to better understand who the audience for the Global Education for Teachers online course is, what motivated teachers to engage in the course and what previous experiences (if any) they had with embedding global issues into their practice. We will explore the extent to which the online course was able to reach teachers with limited or no access to previous global education training and in so doing assess the potential for online professional development as way to improve access to global education training around the world.

Bourn D, Hunt F and Bamber P. (2017) A review of education for sustainable development and global citizenship education in teacher education GEM Background Paper. Paris: UNESCO.

MENU

**Presenter(s):** Francisco Parrana da Silva (Centro de Investigaao em Didatica e Tecnologia na Formaao de Formadores, Universidade de Aveiro, Portugal)

**Presentation title:** Global Citizenship Education in Portugal: what is expected? An analysis of Portuguese education policy documents

**Session:** T5: Thurs 27th, 10:30 BST. **Type of presentation:** Short

**Keywords:** *Global Citizenship Education; Portugal; Curriculum; Critical Discourse Analysis*

**Abstract:** Since the launch of the Global Education First Initiative in 2012 (United Nations, 2012), Global Citizenship Education (GCE) has taken a high place at national educational agendas in countries from all continents.

This presentation reports on the results of an analysis of Portuguese education policy documents regarding the promotion of GCE within mandatory years of schooling. Through critical discourse analysis (Fairclough, 2010) this study aims to understand the place of GCE in the Portuguese curriculum and to understand what response Portugal has given to international calls to promote global citizenship. Thereby, two documents were selected for analysis: the Students' Profile at the end of Compulsory Schooling (Order n<sup>o</sup> 6478/2017) and the National Strategy for Citizenship Education (Order n<sup>o</sup> 6173/2016).

The first document stands out for proposing a humanistic view of school(ing) and Education, through the definition of a profile that everyone leaving mandatory schooling can share and that stimulates and cultivates a quality education, favoring complementarity and mutual enrichment among citizens as a way of educating autonomous, responsible and active citizens.

In the same vein, the National Strategy for Citizenship Education proposes that all students develop and actively participate in educational projects that promote the construction of more just and inclusive societies, based on attitudes through values such as the respect for diversity and the defense of human rights, as a way to contribute for the achievement of Sustainable Development Goals (United Nations, 2015).

**Presenter(s):** Gabriela Martinez Sainz & Daniel Capistrano (University College Dublin)

**Presentation title:** Critical Hope in Development Education: Pedagogical opportunities and challenges of using thinking routines for social justice in Higher Education

**Session:** W5: Wed 26th, 13:30 BST. **Type of presentation:** Full

**Keywords:** *Critical Pedagogy; Critical Thinking; Higher Education; Freire;*

**Abstract:** Hope is constantly portrayed as a key element to advance global social justice and its needed social, political and economic transformations. However, fostering hope in education, as already envisioned by Freire (1970), is a complex task that requires among other things a reflective praxis, democratic dialogue and collaboration in knowledge creation. This paper reports the findings of a curricular initiative in an Irish University that uses thinking routines developed by Project Zero (Harvard Graduate School of Education) in a Development Education module. Using thematic analysis of the lessons plans, lecturers' reflections and students' discussions; this paper shows how thinking routines can be used as a pedagogical strategy to foster critical hope among undergraduate students. The findings demonstrate that thinking routines help students to expand their reflective skills and provide opportunities to challenge traditional assumptions and ways of thinking about global issues such as poverty, migration, human rights abuses and climate change. The thinking routines provide a pathway to think differently about and for social justice, a pathway to foster hope, a critical hope that recognises and encourages the individual and collective actions needed for a more just, fair and sustainable global society.

**Presenter(s):** Giannis S Efthymiou (UCL Institute of Education )

**Presentation title:** Global Learning and Teaching: towards an ideological framework

**Session:** P3: Tuesday 25th, 14:00 BST. **Type of presentation:** Full

**Keywords:** *global learning, teaching, democracy, global themes*

**Abstract:** Recent research in the field of Global Education and Learning (GEL) demonstrates the identification of GEL and teaching as a unique academic field, which will need to be further explored (Ekanayake et al., 2020; Goodwin, 2020; Myers, 2020). Within a more interconnected and cosmopolitan context, there is a need for a response in the way that teachers respond to the teaching of global themes in formal schooling (Appiah, 2008; Bourn, 2020; Merryfield, 1998). The proposed paper builds on findings from my doctoral research in the context of Greece's primary education, which adopted an action research methodology and developed programmes of GEL in a formal educational setting. Interrogating current notions of critical GEL that view teachers' ability on incorporating global themes within a linear and instrumentalist approach, the proposed paper seeks to offer an alternative ideological framework for understanding teachers' positionality in relation to their teaching of themes of global social justice. Reflecting on notions of critical pedagogy (Freire, 1996; Giroux, 2011) and Michael Apple's work, GEL is viewed as a pedagogical opportunity towards teachers' ongoing struggle for democracy (Apple, 2018); a democracy within a cosmopolitan context (Appiah, 2007), which needs to be continuously "democratised" (Giddens, 2002).

**Presenter(s):** Greg William Misiasek (Beijing Normal University; Paulo Freire Institute, UCLA)

**Presentation title:** An ecopedagogical, ecolinguistical reading of the Sustainable Development Goals (SDGs): What we have learned from Paulo Freire

**Session:** T1: Thurs 27th, 10:30 BST. **Type of presentation:** Full

**Keywords:** *ecopedagogy, SDGs, Freire, ecolinguistics, utopia and education*

**Abstract:** This paper will discuss Paulo Freire's global influences on environmental pedagogies and argue that ecopedagogical reinventions are essential for "quality" education, as touted in the United Nations Sustainable Development Goal (SDG) #4, for global, all-inclusive "development" that is planetarily sustainable. The politics of how "development" is taught or not taught to be critically read linguistically and dialogically will be problematized through Freire's work, and reinventions of his work, on ecopedagogy. As Freire was a pedagogue of critical literacy, ecopedagogical literacy widens 'reading the word to read the world' (all humans, human populations) to read Earth to read the world as part of Earth. Such reading is not anthropocentric. The article will first describe Freire's influence on reinventing environmental pedagogies, including education for (un)sustainable development (ESD), with specific discussions on how language of 'development' and corresponding (un)sustainability is framed. These influences from Freire will then be discussed through his de/re/constructions of citizenship, utopia and education, and globalization. Throughout the paper, I will argue the need for teaching ecopedagogical literacy with ecolinguistics is essential to better understand the politics of language and (non)hierarchical dialogue which influence how 'development' goals are constructed, including the SDGs.

**Presenter(s):** Hanna Posti-Ahokas (University of Helsinki) **Co-authors:** Riikka Suhonen, University of Helsinki

**Presentation title:** Envisioning the future of global education: perceptions of students in an international Master's programme in Education

**Session:** W5: Wed 26th, 13:30 BST. **Type of presentation:** Short

**Keywords:** *global education, higher education, Master's programme, pedagogical development*

**Abstract:** The move to online learning and the rapid reduction of physical mobility have challenged pedagogies for global education in higher education. This study focuses on international Master's programme as a space for global learning. A new international Master's in Education at the University of Helsinki includes a compulsory 5ECTS course on Education and global justice. The course introduces the Agenda 2030 and the Maastricht declaration as general guiding frameworks for global education. The course literature, lectures and project work examine global education from multiple perspectives, including critical. After implementing the course for the first time, it is important to analyse how students make sense of the broad field of global education in relation to their emerging professional identities and the interdisciplinary Master's programme.

A qualitative content analysis of students' essays written at the end of the course depicts how students perceive, relate and contextualise the field of global education. Approaches to global education that students consider personally relevant and pedagogically sound are identified. The study produces knowledge on how the selected frameworks of global education are utilised and reflected by students, and thereby contributes to the development of relevant approaches to global education in higher education.

**Presenter(s):** Jean-Pierre Raskin & Stéphanie Merle (Université catholique de Louvain)

**Presentation title:** How to avoid pitfalls of pedagogical methodologies in a global citizenship project?

**Session:** W1: Wed 26th, 13:30 BST. **Type of presentation:** Full

**Keywords:** *Holistic approach, technical project, Nord-Sud relationship, critical pedagogy, decolonial pedagogy*

**Abstract:** IngénieuxSud is a university course in which Belgian students are required to collaborate for one year with students from Southern countries on a concrete technical project. At the beginning of the course, the Belgian students explain how the inhabitants of the Southern countries lack the essentials, they say that they have to help them, talk about their desire to be useful, and also about their responsibility, as an inhabitant of the North, to do their best so that others can live in better condition, and share their knowledge that they have had the chance to discover. This imaginary of neutral knowledge to be transmitted and of a civilizing mission of the Northern countries reinforce the difficulty, if not the impossibility, of building a balanced global partnership.

IngénieuxSud has two main educational objectives: to adopt a systemic approach in a technical project and to establish a balanced partnership within their projects. To do so, IngénieuxSud relies on the following educational methodologies: real-life project, internship abroad and collaborative work. These didactic techniques must be questioned with the help of critical and decolonial pedagogies in order to observe what they convey in terms of representations, because they are never neutral, they can combat the structural unbalanced relationships between Northern-Southern countries but also unfortunately reinforce them.

**Presenter(s): Jennifer Liston** (Mary Immaculate College) **Co-authors:** Tandeep Kaur, Dublin City University; Anne Dolan, Mary Immaculate College; Liam Wegimont, Global Education Network Europe; Ann Devitt, Trinity College Dublin and Melanie Ní Dhuinn, Trinity College Dublin

**Presentation title:** Global Education in Initial Teacher Education in Ireland - Reflecting on journeys to integration; looking forward with hope.

**Session:** T4: Thurs 27th, 10:30 BST. **Type of presentation:** Full

**Keywords:** *Global Education, Initial Teacher Education*

**Abstract:** This paper takes a reflective approach to exploring the experiences of Initial Teacher Education (ITE) practitioners who have integrated Global Education (GE) into their practice. By sharing experiences of integrating GE in a number of ITE courses in different Universities, the paper intends to offer insight. This is a timely reflection as teacher educators in Ireland prepare for programme accreditation, the requirements for which are set out in 'Céim: Standards for Initial teacher Education' (Teaching Council, 2020). The standards call on ITE programmes to include 'global citizenship education' as a mandatory 'core element' for the first time. This is a welcome step for GE in ITE in Ireland and another step towards integrating a pedagogy of hope. How best to take the step requires consideration. A reflective, narrative approach is taken with a view to offering context and highlighting challenges and opportunities for future practice. The authors draw on examples of integrating GE in primary and post-primary teacher education, in Ireland and internationally. The paper explores models of practice and offers a series of questions for teacher educators to consider when planning for global education integration. Implications are relevant for teacher educators and policymakers in Ireland and for those involved in ITE planning, practice and policy in other jurisdictions where integration of GE into ITE is being pursued and where accreditation and standards are being developed.



**Presenter(s):** Johanna Lampinen (University of Oulu)

**Presentation title:** Contextualizing human rights education in Finnish compulsory schools

**Session:** P3: Tuesday 25th, 14:00 BST. **Type of presentation:** Short

**Keywords:** *human rights education, dialogic education theory, social justice, participation, curriculum*

**Abstract:** Human rights education (HRE) has evolved globally since 1995. New approaches such as, radically transformative, critical, post-colonial and radical HRE, emphasize the vernacularization. Successful application in practice demands contextualization of the important characteristics of HRE: ideology, universality and agency. Educators' decisions at the point of delivery are crucial.

Using dialogic education theory as a method, researcher engages in dialogue with UN, EU and national definitions, research, and personal extensive experiences of HRE. This means creating dialogical space, being dialectic author and switching perspectives to research material from factual, experiential and constructionist viewpoint. Dialogue can include Specific Others, General Others and 'Infinite Other', learning wider and deeper meanings for social justice, equity, values, freedom, responsibility, participation and identity.

The aim is to contextualize and examine preconditions for HRE in national curriculum, reason the importance of HRE and create pedagogical models for implementation. Further the goal is to explore the use of didactic education philosophy in HRE, as a response to challenges when adapting general principles to unique circumstances. Understanding the contrasting views, mastering a dialogic space, comprehending the normative character of HR and respecting the complexity of social, ethical, cultural norms, assist educators in preventing cultural imperialism.

**Presenter(s):** Johanna Lochner (Humboldt-Universität zu Berlin)

**Presentation title:** Virtual School Garden Exchange – An Innovative Learning Tool in the Context of Education for Sustainable Development

**Session:** T2: Thurs 27th, 10:30 BST. **Type of presentation:** Full

**Keywords:** *school garden; virtual exchange; education for sustainable development; learning outcomes; othering; transformative learning*

**Abstract:** It is widely accepted that global solidarity, and sustainable development are paramount in times of global crises. They are also essential in Education for Sustainable Development (ESD). Virtual School Garden Exchanges (VSGEs) link local gardening with global thinking. In VSGEs, learners in different parts of the world exchange information about their school gardens and related topics via digital media. Educators' intentions and observations on their students learning outcomes were the focus of this study. As there has been controversy about whether VSGEs are suitable for implementing ESD. 23 semi-structured interviews with VSGE educators were conducted and in an abductive and qualitative manner analyzed. The results showed strong overlap with the aims of ESD. Nevertheless, the data demonstrated different ways in which participating learners were influenced by stereotypes and norms. On the one hand, it showed that VSGEs can lead to Othering, which is not congruent with either global solidarity, sustainable development, and therefore ESD. On the other hand, it indicated that VSGEs can inspire Transformative Learning processes, which contribute to the aims of ESD. Therefore, depending on a complex interplay of various factors, there is potential for supporting ESD, but VSGEs are not guaranteed to be a good ESD practice.

**Presenter(s):** Jon L. Smythe & Denise Blum (Oklahoma State University)

**Presentation title:** Beyond “Feeling Blessed”: Using International Documentary Film to Foster Global Awareness in an Online College Course

**Session:** W5: Wed 26th, 13:30 BST. **Type of presentation:** Full

**Keywords:** *global awareness, documentary film, online learning, international learning, higher education*

**Abstract:** As US colleges and universities incorporate an international requirement for undergraduate students, this study assesses the value of an online international documentary film course. The effect of documentary viewing was evaluated using students’ reflective essays, noting possible shifts in perspectives on international issues after film viewing. Findings show that students gained new knowledge, displayed empathy, felt “blessed” for their privileges, and were inspired to help others. Findings also reflected an ignorance about inequitable power relationships between the United States and other countries, producing an “othering” effect. Recommendations are provided for engaging students in more critical research and reflection about local-global connections.

**Presenter(s):** José Luis Parejo (University of Valladolid) & Benedicta A. Lomotey (University of Ghana) **Co-authors:** MIQUEL REYNES-RAMÓN, University Camilo José Cela (Spain); MARÍA-O CORTÓN-HERAS, University of Valladolid (Spain)

**Presentation title:** Global Citizenship Education in Ghana: Current perceptions and future perspectives

**Session:** T4: Thurs 27th, 10:30 BST. **Type of presentation:** Full

**Keywords:** *Global Citizenship Education; Teacher Training; Ghana*

**Abstract:** The aim of this project is to investigate the impact of teacher training on global citizenship education in Ghana. It seeks to analyze the Ghanaian curriculum by focusing on the mode of delivery, the expected results as well as students' level of familiarity with the subject. It also examines the perceptions of student participants on Global Citizenship Education. To achieve this aim, both qualitative and quantitative approaches are used. Three focus group discussions with 6-10 students will be carried out as well as a survey among students of the Department of Adult Education and Human Resource Studies and the Department of Teacher Education of the University of Ghana. The ATLAS.ti 9 software will be used for the analysis of the qualitative data whereas the BM SPSS Statistics 22.0 software will be used for the analysis of the quantitative data. The data from both the focus group discussions and the survey will be analyzed using the Oxfam (2006) model of classification of global citizenship competencies (i.e., knowledge and understanding, skills and values and attitudes).

**Presenter(s):** Joyce Raanhuis (Centre for International Teacher Education (CITE, CPUT))

**Presentation title:** Teachers as agents of social cohesion: The role of Continuing Professional Development for Social Cohesion in post-apartheid South Africa

**Session:** T4: Thurs 27th, 10:30 BST. **Type of presentation:** Full

**Keywords:** *Social cohesion, Teachers, Continuing Professional Development, South Africa*

**Abstract:** This paper explores how teachers in post-apartheid South Africa experience Continuing Professional Development (CPD) for social cohesion in their classrooms. Despite the advent of political democracy and the subsequent transformative education agenda, the defining features of colonisation and apartheid, namely racial segregation and inequity, remain entrenched in society. Numerous policy initiatives in South Africa address issues of social cohesion in education and the critical role of teachers. However, CPD for social cohesion in South Africa is a neglected area of research, despite its importance for building peaceful and tolerant societies.

This paper draws on empirical data of three selected CPD programmes facilitated in Cape Town, South Africa. The study draws upon semi-structured interviews with teachers, principals, CPD programme managers and facilitators regarding the CPD programmes. In addition, teacher questionnaires and classroom observations were used.

The paper emphasises how CPD programmes in a post-apartheid context are experienced by high school teachers who work in various contexts and how such programmes enhance or limit teachers' agency of social cohesion. The findings of the paper point highlight which ways teachers shift their beliefs and change their pedagogical enactment after attending CPD for social cohesion in post-conflict contexts.

**Presenter(s):** Karen Taylor Burge, Zin Maung Maung & Nay Myo Thura (Phaung Daw Oo International University (PIU) Mandalay)

**Presentation title:** Hope for Myanmar: Monastic School Teacher Education

**Session:** W3: Wed 26th, 13:30 BST. **Type of presentation:** Short

**Keywords:** *teacher education, social justice, metacognition*

**Abstract:** In Myanmar, education is widely seen as the main way out of poverty. This resonates with the ANGEL conference theme 'Pedagogy of Hope & Social Justice'. Attempts to transform a dysfunctional education system, in accordance with the National Education Strategic Plan from 2016, include using higher education to upgrade learning and teaching. Better trained teachers are the primary means of raising education standards, with the introduction of new degree and diploma programmes. Monastic schools are located throughout Myanmar and are the only free education on offer in poor, remote, rural areas. They deliver the government's national curriculum, but teachers are low-paid, untrained and unqualified. Training opportunities, like PIU's Education and Social Studies diploma programmes (taught in English), are severely limited. Learning about social justice and modern teaching methods from an array of international experts presents a huge challenge for trainees, who rely on their own experience of learning by heart and accurately copying material; the hallmarks of best academic performance. Research is underway into the effectiveness of displacing rote learning by the introduction and implementation of alternative learning strategies from cognitive science with the expectation that teachers will cascade this to often forgotten ethnic communities.

**Presenter(s):** Karena Menzie-Ballantyne & Miriam Ham (CQUniversity)

**Presentation title:** Interpreting global competence in the classroom: An Australian perspective

**Session:** T3: Thurs 27th, 10:30 BST. **Type of presentation:** Full

**Keywords:** *Global competence, classroom educators, Australian Curriculum, PISA, teacher interpretation*

**Abstract:** Despite ongoing academic debates around the inclusion of a global competence assessment in the Organisation for Economic Development's (OECD) Program for International Student Assessment (PISA), it is already impacting domestic educational policy in Australia. Global competence attributes already existed in the Australian Curriculum, however they were seen as aspirational goals or "soft skills". The PISA assessment has now brought them to the fore as the focus of professional development programs. These programs recognise that the successful implementation of any international or domestic educational agenda is dependent on the understanding, skills, values and attitudes of classroom educators. This paper reports on the findings of an online survey that examined educators' interpretation and identification of global competence in their schools and classrooms. The survey was conducted with educators, in both the Catholic Education and State school sectors, prior to them undertaking global competence-focused professional development. Given the central role of classroom educators in the implementation of the global competence agenda, this research provides useful insights into how they interpreted the concept prior to any intervention, where they identified its attributes in their context, and what, if any, links they made to the global competence elements that already exist in the Australian Curriculum.

**Presenter(s):** Kyoungwon Lee (Institute of Education, UCL)

**Presentation title:** Understanding teacher agency for global citizenship education in South Korea

**Session:** P2: Tuesday 25th, 14:00 BST. **Type of presentation:** Full

**Keywords:** *teacher agency, South Korea, global citizenship education, teacher education*

**Abstract:** There has been a tendency to highlight teacher agency in relation to the role of teachers in education including global citizenship education (GCE). Accordingly, it is of importance to provide relevant teacher education which enables teachers to pedagogically approach GCE. However, the existing initiatives for teacher education tend to focus on developing teachers' competencies. This eventually makes GCE dependent on individual teachers, although global citizenship is one of the core aims in the national curriculum of Korea. This implicitly denies teachers as agents before acquiring certain competencies, which seems contradictory in consideration of the emphasis on the role of teachers. In this regard, this paper aims to suggest a turn in such discourse on agency through exploring eight South Korean primary school teachers' pedagogical decisions in terms of GCE. This is enabled by employing the concept of figured world from Holland, Lachicotte, Skinner, and Cain, meaning socially and culturally constructed realms of interpretation. This provides a useful tool to explore teachers' pedagogical decisions, which reveals constant negotiations and mediations in their decision-making process. These findings help to understand teacher agency in relation to GCE within a broader context. Eventually, this sheds light on different paths for teacher education for GCE.



**Presenter(s):** Lisa Ferro (Polytechnic Institute of Beja) **Co-authors:** Sandra Saúde (Polytechnic Institute of Beja and CICS.NOVA (Interdisciplinary Centre of Social Sciences))

**Presentation title:** The key role of Global Citizenship and Critical Education in promoting gender equality – evidences from an exploratory study developed in four municipalities of Baixo Alentejo, Portugal

**Session:** W2: Wed 26th, 13:30 BST. **Type of presentation:** Short

**Keywords:** *global citizenship; critical education; gender equality; human rights*

**Abstract:** The modern, neoliberal, and capitalist society is set on societal paradoxes in which amazing technological advances coexist with strong economic, ecological, and social imbalances, able to jeopardize the sustainability of the world itself. Despite the numerous achievements, gender inequality is still, in the 21st century, one of those paradoxes. In Portugal, the social representations on men and women's role in society as well as the discriminatory practices let know how much there's still to question and work to fight gender stereotyping, particularly prevalent in the most conservative territories and where patriarchal culture prevails. An effective change demands the deconstruction of traditional interrogation, analysis, and action codes. Taking education as a structuring path implies rethinking how to implement a true critical pedagogy that challenge the representations and stereotyped conducts, not through the already exhausted processes of raising awareness but through the analytical and factual confrontation of the effects. The contribution of the investment in Global Citizenship and Critical Education for the restructuring of the existing incomplete representations in four municipalities of Baixo Alentejo (Portugal) that lead to the prevalence of gender inequality was the analytic and strategic exercise whose results are now presented.

**Presenter(s):** Lochlann Atack (United World College Atlantic)

**Presentation title:** Immanent Critique for Imminent Change: Can an immanent critique of Agenda 2030 advance Global Social Justice?

**Session:** W2: Wed 26th, 13:30 BST. **Type of presentation:** Short

**Keywords:** *Critical Philosophy, Curriculum Reform, Global Education*

**Abstract:** The aim of this paper is twofold: first, outline what a plausible immanent critique of the United Nations' Agenda 2030 might look like, and second, to suggest that acknowledging such a critique increases the likelihood of the Agenda being achieved. A plausible immanent critique of Agenda 2030 targets its presupposing a critical mass of public involvement in order for the Agenda to be achieved. This presupposition is problematic because (i) this level of public involvement does not currently exist, and (ii) the Agenda makes inadequate provisions for such a level of public involvement to be created. On this basis, the Agenda fails on its own (more or less explicit) standards for success. However, the second part of the paper argues that we are better off having made this realisation, insofar as it provides strong motivation for a hitherto underappreciated, yet indispensable, contributor to the achievement of Agenda 2030: access to Global Education. Hence, such an immanent critique highlights a fundamental shortcoming of Agenda 2030 that has not yet been articulated, and provides a robust, novel proposal for how Agenda 2030 might be realised.

**Presenter(s):** Lynn Clark-wright (University of Bolton) & Margaret Chaika (Malawian Institute of Management) **Co-authors:** Zahra Salimi (University of Bolton)

**Presentation title:** Glocal relevance of TNE curriculum and knowledge sharing practices in a UK-Malawi HE collaborative Transnational Education (TNE) programmes on the impact towards achieving sustainable development goals in Malawi

**Session:** W5: Wed 26th, 13:30 BST. **Type of presentation:** Full

**Keywords:** *Glocal relevance, TNE curriculum, SDGs, Malawi*

**Abstract:** This research explored the impact of UK-Malawi HE collaborative Transnational Education (TNE) programmes towards achieving sustainable development goals in Malawi. These include sustainable livelihoods supported by strong foundations for inclusive economic growth and innovation, and inclusive and equitable quality education.

A literature review highlighted gaps in the empirical research on the impact of obtaining a postgraduate degree via TNE on the sustainable growth of organisations, and development goals in Malawi. A preliminary survey, with 106 TNE alumni, indicated a perceived contribution to the sustainable economic growth in Malawi via alumni's organisations. Further qualitative insights from a Malawian TNE-Employer network were subsequently explored to develop strategies to enhance the impact of TNE programmes towards achieving sustainable development goals in Malawi.

A series of focus group interviews with alumni and employers in Malawi were lead by a Malawian research officer, supported by academics UK-Malawi HE collaborative partnership. The collected data was analysed using thematic analysis.

The findings of this study suggested that enhancement of glocal relevance of TNE curriculum and knowledge sharing practices are two main contributors to the impact of such programmes on the sustainable growth of organisations, and sustainable development goals in Malawi.

**Presenter(s):** Madeleine Le Bourdon (University of Bath)

**Presentation title:** #GlobalCitizens: Social Media and Global Education

**Session:** W3: Wed 26th, 13:30 BST. **Type of presentation:** Short

**Keywords:** *Global Education; Social Media; COVID-1; Youth Activism; Informal Learning*

**Abstract:** Global Education scholars have recognised the importance of online and informal spaces for global learning, yet the role of social media in furthering this life-long pedagogical process has gone under research. Social media activism has gained momentum over the past decade, however, in light of COVID-19, the past year saw an acceleration of activity through online educational campaigns shared through social media.

This talk will outline current research into understanding the role and impact of social media as a platform for Global Education and activism for young people. It is hoped that project will contribute to the growing literature on informal learning in GE and provide empirical insight into how to mobilize social media as a life-long learning tool for global education.

MENU

**Presenter(s):** Mags Liddy (School of Education UCD, Ireland)

**Presentation title:** Are we acting to perpetuate and maintain, or to alter and transform? - A critical reflection tool

**Session:** W1: Wed 26th, 13:30 BST. **Type of presentation:** Full

**Keywords:** *Reflexivity, self-learning, quality*

**Abstract:** This presentation introduces a Critical Reflection Tool developed in conjunction with the Quality and Impact Working Group of Irish Development Education Association. This tool aims to increase the quality of development education work and presents a series of questions that practitioners can work through by themselves or with colleagues. The tool is inspired by Andreotti's (2006) challenge to development education practitioners to address their assumptions and to prevent reproducing harmful beliefs and practices indirectly and unintentionally. Much of our knowledge mirrors our life experiences and education, interactions with social institutions such as church, family and media, and our personal-political dispositions grow from these experiences. Without questioning and analysing our outlooks, we are acting to maintain rather than to transform our world.

The recently published Roadmap to 2030 bluntly states the challenge- 'What we know, what we believe in and what we do needs to change... We must urgently learn to live differently' (UNESCO 2020, p6). The questions in the tool are designed to encourage development education practitioners to think, reflect and analyse their role in social, cultural, political and economic structures. Ultimately does our Dev ED perpetuate and maintain the status quo, or to alter and transform our world?

**Presenter(s):** Maria Barry (Centre for Human Rights & Citizenship Education, Dublin City University)

**Presentation title:** School-based action: Empowering students to experience democracy within enabling and experimental environments

**Session:** T5: Thurs 27th, 10:30 BST. **Type of presentation:** Short

**Keywords:** *Global Citizenship Education, post primary, school action, student empowerment, citizenship*

**Abstract:** This paper draws on doctoral research to analyse the use of school-based action as one way of engaging learners in playing a positive role in shaping a more just and sustainable world. The concept of action stands as a fundamental pillar within Global Citizenship Education (GCE) (Bourn, 2020; UNESCO, 2015). Previous studies identify dominant forms of action in schools as obedient, paternalistic and individualistic in nature (Bryan & Bracken, 2011; Hartung, 2017). Moreover, creating opportunities for students to experience democracy in action, through influencing the curriculum for example, are powerful, though rare, experiences (Davies, 2006). Situated within the qualitative research paradigm and informed by an analysis of schools-based data within an Irish post primary education context, this paper explores the activities of one teacher and a group of students who sought to integrate the Sustainable Development Goals (SDGs) into their school's curriculum. It illustrates possibilities for developing GCE practices in schools that open spaces for students to experience citizenship and to engage in authentic action (Lawy & Biesta, 2006). The paper argues that though at times such practices risk being one-dimensional, they are also pioneering and empowering and should be supported by school structures and leadership that are experimental and enabling.

**Presenter(s):** Misbah Samar (Central Queensland University Australia) **Co-authors:** Miriam Ham, Karena Menzie-Ballantyne, Bobby Harreveld - Central Queensland University Australia.

**Presentation title:** Teachers' interpretation of the global competence in primary schools in Punjab, Pakistan

**Session:** T1: Thurs 27th, 10:30 BST. **Type of presentation:** Full

**Keywords:** *Education, Global competence, Pakistan, Sustainable Development Goals 2030.*

**Abstract:** Teachers have a crucial role in training the generation of citizens. With the growing impact of globalization, there is a need of developing global competence in students from all regions of the world. Global competence is a knowledge, skills, and values driven capability to examine, understand, and engage with diverse world views and cultures for collective sustainability of well-being and development. Teachers in different regions of the world, however, depending on their culture, experience and exposure, may have a different interpretation of global competence, which can influence the learning of their students. In this context, this research is examining teachers' interpretation of global competence in primary schools in Punjab, Pakistan.

A qualitative research project has been designed, with data being collected by a survey with purposeful sampling of the teachers of primary schools of South, Central and North Punjab. The presentation will outline the research design and present preliminary quantitative results and thematic analysis of the data.

The findings of this research may be used to inform policy design and decisions about how to plan and implement professional development for teachers of Punjab, Pakistan to meet national strategic goals and to contribute in the achievement of Sustainable Development Goals 2030.

**Presenter(s):** Mónica Lourenço (University of Aveiro)

**Presentation title:** Building hope in an unpredictable year: pre-service teachers growing as global citizenship educators during the pandemic

**Session:** T3: Thurs 27th, 10:30 BST. **Type of presentation:** Full

**Keywords:** *global citizenship education, teacher education, pre-service teachers, teacher identities, pedagogy of hope*

**Abstract:** This presentation reports on a multiple case study conducted with a group of pre-service teachers (PSTs) in Portugal who were introduced to global citizenship education (GCE) in the final year of a degree in Elementary Education. The study aimed to understand whether, how and to what extent the PSTs (re)constructed their “becoming” teacher identities, while developing a GCE project in non-formal education settings. The teacher education programme was developed in academic year 2019/2020, amidst the global pandemic. Data consisted of individual reflections written by the PSTs throughout the year. Results from thematic analysis show that, in spite of the pandemic outbreak, the experience with GCE was positive in helping PSTs grow as GCE educators. Indeed, the impact of the pandemic in PSTs professional and personal lives contributed to their understanding of the relevance of GCE pedagogies and of teachers’ increased responsibility to commit to transformative forms of education. Working as a group and using digital technologies also helped PSTs to build hope and a sense of community, which was crucial to move forward in the face of adversity. Implications of these results for pre-service teacher education within a Pedagogy of Hope (Freire, 1992) will be discussed.



**Presenter(s):** Nese Soysal (Middle East Technical University, Turkey)

**Presentation title:** Steps Forward to a Sustainable World in the Turkish National Curriculum

**Session:** T2: Thurs 27th, 10:30 BST. **Type of presentation:** Short

**Keywords:** *Education for Sustainable Development, Sustainable Development Goals, Life Science Curriculum, Social Sciences Curriculum*

**Abstract:** This study aims to describe the role of Education for Sustainable Development in Life and Social Studies Curriculum (Year1-12) in Turkish National Curriculum. To this end, the indicators of the key competencies on SDGs developed by UNESCO (2017) were analysed for the key words. Then, National Learning Outcomes (NLOs) were searched for the key words that indicated the key competencies. In addition, the domains of the outcomes were analysed as their being cognitive, socio-emotional or behavioural. As a result, it was found out that most of the key competencies of SDGs were integrated into the National Learning Outcomes of Life and Social Studies Curriculum in Turkey. Highly emphasised SDGs in the curriculum were found as SDG-11-Sustainable Cities and Communities, SDG-16-Peace and Justice Strong Institutions, and SDG-12- Responsible Consumption and Production. It was also found that the outcomes were written mostly in cognitive level indicating the way ESD is considered as a content knowledge. These results are promising for creating a hope for a sustainable world from the perspective of a developing country. However, they also indicate the need for a global action for promoting ESD as a societal transformation.

**Presenter(s):** Palma Grano (TeachinGlocal)

**Presentation title:** In-becoming research on teachers' professional development in glocal citizenship education

**Session:** P3: Tuesday 25th, 14:00 BST. **Type of presentation:** Full

**Keywords:** *case study, glocal citizenship education, teachers' professional development, art-based methods, secondary school*

**Abstract:** This paper has the main aim to present the importance of accounting the in-becoming process in a research of a PhD student. Her thesis presents a case study on the implementation of glocal citizenship education in a secondary school in Switzerland. Doing a research in-becoming is a need for the researcher to pursue a type of research in glocal citizenship education that seeks authenticity and doesn't want to dehumanize the researcher by showing her/him as an imperfect subject with the main will of conducting research driven by several levels of necessity and as a form of activism for social change. Too many times researchers are not open to change due to a strict methodology perpetrating a positivist worldview. The pandemic showed to the scientific community that the researcher is a citizen affected by aspects that are external to her/his research. The communities of researchers in global education are not excluded by these elements affecting their daily lives and their ways of investigating. Not accounting would be a failed chance to advocate for a type of research that embraces change in all its stages. An in-becoming research is an opportunity for deepening a glocal view as a social scientist.

**Presenter(s):** Pamela Burnard & Michelle Loughrey (University of Cambridge)

**Presentation title:** Creativities of hope: Inspiring change in Primary Education

**Session:** W4: Wed 26th, 13:30 BST. **Type of presentation:** Full

**Keywords:** *multiple creativities, future-making education, unlocking research, Primary Education*

**Abstract:** This presentation explores the possibilities arising from the application of change-making practices when research is unlocked and enables a role for new and diverse creativities (diverse forms of authoring) to mobilise hope arising from moving from linear, technocratic conceptions of primary education as 'preparation for the future' to future making. We exemplify this claim drawing upon recent research projects that show how diverse creativities can constitute ways of unlocking research by inspiring, inviting and sharing the production and negotiation of change in primary education. The centrality of change is seen as critical since the pace and development of global change which necessitates 'doing things differently'; using diverse creativities to author change and achieve 'new normals'. Drawing upon several recent research projects, we will explore how we are opening up to new ways of thinking, being and doing as primary teachers, teaching assistants and school leaders. In this current pandemic crisis (and beyond) the act of teaching necessitates new practices, new spaces, and new forms of leadership. It can create a new global society, where educational encounters are sculpted by creativities of hope, inspiring change.

**Presenter(s): Paula Mattila** (University of Jyväskylä (Finnish National Agency for Education))

**Presentation title: Students' thoughts of the year 2050 - Implications on curriculum development?**

**Session:** W4: Wed 26th, 13:30 BST. **Type of presentation:** Short

**Keywords:** *Futures education; Unesco ASPNet; School education; Curriculum development*

**Abstract:** UNESCO ASPnet schools globally were invited to participate in UNESCO's Futures of Education Initiative autumn 2020, involving students to envision 2050: what they would like to have, and not have, in 30 years from now. Steered by the UNESCO team at EDUFI, 33 out of 60 Finnish ASPNet schools delivered responses to the Initiative. Both teachers and students reported they found meaningful to engage in a global futures discussion.

Linking to previous research on GCED/ESD in Finnish curriculum development, with highlights on transversal competences, the presentation discusses some preliminary findings from the schools' reports:

- There's a need for more futures-oriented pedagogies
- Showing great empathy towards family and nature, but also an aptness to global solidarity, students seem to signal (an untapped) readiness to act for a sustainable future.
- Students' greatest worry is climate change, but they also fear war. Should peace education be enhanced?
- Students live in a digitalised world, but they don't show an interest in the role of technology in sustainability work. Should this be looked into?
- Looking into their own futures, students don't discuss internationality, or global citizenship. Perhaps curricula aren't enough, and a national global education strategy is needed.

**Presenter(s):** Raffaella Faggioli (University of Bologna)

**Presentation title:** Embodied Citizens

**Session:** P2: Tuesday 25th, 14:00 BST. **Type of presentation:** Short

**Keywords:** *Global Citizenship Education, disembodiment, lived body, Phenomenology, Embodied Theories*

**Abstract:** This contribution presents the results of a discourse analysis, which is a preliminary part of a larger doctoral research on Global Citizenship Education (GCE). The starting point for this critical analysis was the different and contrasting notions of GCE and their ontologies. A Foucauldian discourse analysis was conducted to explore these ontologies, beginning with the consideration of 1) citizenship as a notion, and on 2) globalisation, as a development process. The analysis shows that in both elements a disembodiment device is a core element. Therefore, this presentation will focus on GCE Western disembodied imaginaries and will compare them with Phenomenology and Embodied Theories. These theories essentially highlight an ontology of embodied subjects as inseparable from their bodily dimension and environment. Accordingly, exploring GCE processes within this perspective could be opportune, moreover it could add some elements in GCE approaches conceptualization. The successive Mix Method research -focused on mobilisation of young activists- aims to substantiate this theoretical framework.

**Presenter(s):** Stephanie Mitsuko Kukita (Soka University)

**Presentation title:** Personalized and Dynamic: Life Experiences Tailor How Young People Engage Locally and Globally

**Session:** T1: Thurs 27th, 10:30 BST. **Type of presentation:** Full

**Keywords:** *global citizenship, context, perceptions, civic engagement, longitudinal*

**Abstract:** According to Bronfenbrenner's Process-Person-Context-Time framework, personal interactions and experiences could uniquely shape one's development as a human being. Nevertheless, global citizenship education (GCE) has often overlooked how learners' life experiences could influence their perceptions and engagement with various societal issues. This study interviewed 22 senior high school students in Japan, along with six follow-up interviews conducted four to five years later. The findings show that young people engage in various activities in personalized and dynamic ways. Personalized in that their views and ways of engagement are shaped by their life journeys—i.e., how they perceive the world, their interests in societal issues, and/or their desires to participate in civic activities could be different depending on their life experiences. Their views and engagement are dynamic in that it could change depending on the context they are placed in and their circumstances over time. Thus, what is assumed as best practices for GCE may not be equally effective for all learners, and therefore, it is important to consider not only general cultural contexts but also individual learner contexts when implementing GCE.

**Presenter(s):** Susanne Timm (Otto-Friedrich-Universität Bamberg), Mervi Kaukko (Oulu University, Finland) & Inkeri Rissanen (Tampere University, Finland)

**Presentation title:** Understanding teacher students' implicit knowledge in regard to diversity, culture and societal change

**Session:** W4: Wed 26th, 13:30 BST. **Type of presentation:** Short

**Keywords:** *Teacher education; intercultural competence; societal change; internationalization;*

**Abstract:** To promote global education in schools with an emphasize on global social justice, teachers are central actors. Thus, they need competencies which enable them to embody the content and values of global education. Developing teachers' competencies requires that their starting points, orientations and implicit beliefs are understood, preferably when they are still students. The paper gives an outlook on an ongoing research project in the field of initial teacher education in the frame of higher education. It is a merger of two previous projects. In these studies, social justice was communicated by the participants as an additional need, less as a substantial aspect involved in all processes of professional practices. Due to this finding the new attempt aims at sustainable ways to anchor global learning as a dimension that encompasses the entire educational process. As an international group the joint research goes beyond specific needs of teacher education in local contexts, it elaborates on their interconnectedness. As the joint project is at its beginning, brief insights into the previous studies will be given and the challenges of their internationalisation will be discussed.

**Presenter(s):** Xi Tao (UCL Institute of Education )

**Presentation title:** Becoming a Global Citizen Through Study Abroad: Chinese Students' Experience in the UK

**Session:** P1: Tuesday 25th, 14:00 BST. **Type of presentation:** Full

**Keywords:** *global citizenship, study abroad, Chinese international student, transformative learning.*

**Abstract:** Given the increasing number of Chinese students who study abroad under the impact of globalization, the new era of China's development calls for international higher education with an aim of cultivating global citizens who are able to learn, participate and contribute in an increasingly interconnected world. This research investigates the relationship between Chinese postgraduate students' global citizenship and their study abroad experience in three prestigious universities in the UK. To fill in the literature gap of how international education impacts Chinese students' global outlook and skills, the research explores how Chinese students perceive themselves as global citizens and what specific skills they have developed during their studies in the UK. The research applies a qualitative approach within a longitudinal study which consists of questionnaires and in-depth interviews undertaken near the beginning, in the middle and at the end of students' one-year master's degree programme from September 2019 to July 2020. Based on Transformative Learning Theory, the findings show that overseas study facilitates the development of students' global outlook, employability, critical thinking and cosmopolitan value. There is also strong evidence that Chinese students' sense of social justice was enhanced under the impact of COVID-19.