

Paper Presentations: Abstract Book



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

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P1	Brigid Golden	Mary Immaculate College	Towards a pedagogy of social justice: considering the key skills and dispositions for critical global learners.	Page 14
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	Kyoungwon Lee	Institute of Education, UCL	Understanding teacher agency for global citizenship education in South Korea	Page 40
	Raffaella Faggioli	University of Bologna	Embodied Citizens	Page 53
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	Palma Grano	TeachinGlocal	In-becoming research on teachers' professional development in glocal citizenship education	Page 50



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Catherine Broom	UBC Okanagan	Moving beyond Civic National Citizenship	Page 16
Jean-Pierre Raskin & Stéphanie Merle	Université catholique de Louvain	How to avoid pitfalls of pedagogical methodologies in a global citizenship project?	Page 31
Mags Liddy	School of Education UCD, Ireland	Are we acting to perpetuate and maintain, or to alter and transform? - A critical reflection tool	Page 45
Strand W2: Social Justice, Sustainability and Global Citizenship			
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Eilish Dillon	Department of International Development, Maynooth University	Learning to Change the Focus - Perspectives from Critical Global Education for NGO Communications	Page 22
Lisa Ferro	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	Page 41
Lochlann Atack	United World College Atlantic	Immanent Critique for Imminent Change: Can an immanent critique of Agenda 2030 advance Global Social Justice?	Page 42
Strand W3: Hope, Global Social Justice and Social Change			
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Antti Rajala	University of Oulu	Pedagogy of Concrete Utopias: Fostering Students' Climate Activism and Civic Engagement	Page 13
Karen Taylor Burge, Zin Maung Maung & Nay Myo Thura	Phaung Daw Oo International University (PIU) Mandalay	Hope for Myanmar: Monastic School Teacher Education	Page 38
Madeleine Le Bourdon	University of Bath	#GlobalCitizens: Social Media and Global Education	Page 44



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Strand W4: Research on Teachers and Schools			
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Pamela Burnard & Michelle Loughrey	University of Cambridge	Creativities of hope: Inspiring change in Primary Education	Page 51
Paula Mattila	University of Jyväskylä (Finnish National Agency for Education)	Students' thoughts of the year 2050 - Implications on curriculum development?	Page 52
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	Page 55
Strand W5: Research on Higher Education			
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	Page 27
Hanna Posti-Ahokas	University of Helsinki	Envisioning the future of global education: perceptions of students in an international Master's programme in Education	Page 30
Jon L. Smythe & Denise Blum	Oklahoma State University	Beyond "Feeling Blessed": Using International Documentary Film to Foster Global Awareness in an Online College Course	Page 35
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	Page 43



Name	Affiliation	Title	Abstract
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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	Page 29
Misbah Samar	Central Queensland University Australia	Teachers' interpretation of the global competence in primary schools in Punjab, Pakistan	Page 47
Stephanie Mitsuko Kukita	Soka University	Personalized and Dynamic: Life Experiences Tailor How Young People Engage Locally and Globally	Page 54
Strand T2: Education for Sustainable Development & the SDGs			
Angela Daly	Liverpool John Moores University	'My School, My Environment, Nepal': Photovoice, action learning and sustainability	Page 10
Elsa Lee	University of Cambridge	Connecting Water to Global Citizenship via Education for Sustainable Development	Page 24
Johanna Lochner	Humboldt-Universität zu Berlin	Virtual School Garden Exchange – An Innovative Learning Tool in the Context of Education for Sustainable Development	Page 34
Nese Soysal	Middle East Technical University, Turkey	Steps Forward to a Sustainable World in the Turkish National Curriculum	Page 49
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Dalila P. Coelho	University of Porto/FPCE-CIIE	Global Education and the co-curricular dimension in Higher Education: experiences and implications	Page 20
Karena Menzie-Ballantyne & Miriam Ham	CQUniversity	Interpreting global competence in the classroom: An Australian perspective	Page 39
Mónica Lourenço	University of Aveiro	Building hope in an unpredictable year: pre-service teachers growing as global citizenship educators during the pandemic	Page 48



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T4: Training and Professional Development of Teachers			
Fran Hunt and Nicole Blum	UCL Institute of Education	Training teachers in global education: access and engagement on an online professional development course	Page 25
Jennifer Liston	Mary Immaculate College (MIC)	Global Education in Initial Teacher Education in Ireland - Reflecting on journeys to integration; looking forward with hope.	Page 32
José Luis Parejo & Benedicta A. Lomotey	University of Valladolid & University of Ghana	Global Citizenship Education in Ghana: Current perceptions and future perspectives	Page 36
Joyce Raanhuis	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	Page 37
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Dalene Swanson & Mostafa Gamal	University of Stirling	Global citizenship's double-facedness: embracing contradiction towards radical hope	Page 19
Elizabeth Anastasiadou	University of Jyväskylä	Reframing Global Citizenship Education through Planetary Phronesis	Page 23
Francisco Parrança da Silva	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	Page 26
Maria Barry	Centre for Human Rights & Citizenship Education, Dublin City University	School-based action: Empowering students to experience democracy within enabling and experimental environments	Page 46

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).