Teachers Agents of Change

Examples of good practice in development education from UK

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Introduction

This guide aims to share good practice in embedding Development and Global education in teacher training and education in the UK. It draws on examples from the four nations which make up the UK – England, Northern Ireland, Scotland and Wales – in the hope that these provide a rich and varied sample of good practice in different educational contexts. Most of these examples come from institutions which form part of the Teacher Education for Equity and Sustainability Network (TEESnet), a UK wide network of teacher training institutions, NGO's and national education organisations which offers vital support for this work in the UK.

http://teesnet.ning.com/

Terminology

The guide will mainly refer to **'Global Learning'**, as a term used currently in the UK. This is defined as:

Learning in a global context, fostering:

- Critical and creative thinking

- Self-awareness and open-mindedness towards difference

- Understanding of global issues and power relationships; and

- Optimism and action for a better world

(Think Global, *http://think-global.org.uk/pages/3857*)

Further insight into the concept of Global Learning is offered below and in two articles referenced at the end of this guide (Serf 2008; Sinclair 2011). However, where appropriate to case studies, terms such as the **Global Dimension, Global Citizenship** and **Education for Sustainable Development** will also be used. Whilst these terms may be used more or less interchangeably for purpose of this guide, there are ongoing debates and attempts to clarify what these terms mean and to encourage more rigour in the way they are used. More information about this can be found in the latest newsletter (October 2013) from the Development Education Research Centre (DERC) based at the Institute of Education (IOE), University of London.

http://www.ioe.ac.uk/research/4502.html

CONTENTS

1. TEACHER EDUCATION AND TRAINING IN THE UK

Teacher education and training programmes focus on the following themes, linked to the qualified teacher status (QTS)* standards required by anyone wanting to teach in a state maintained school. These are:

- knowledge and understanding of the relevant national curriculum programmes of study for subjects

- planning and preparing lessons and setting learning objectives

- managing classes, promoting good behaviour and minimising disruptions

- using information and communication technology effectively

- awareness of the professional values expected of teachers, in their attitudes and behaviour towards pupils and colleagues

Most student teachers divide their time between a university and a school, where they will undertake supervised teaching practice. However, successive UK governments have sought to promote the role of schools in teacher training, leading to an expansion in training options in England and Wales, as set out below:

University-based training:

- **Undergraduate training** – a course of 3 or 4 years full time (or 4 – 6 years part time) leading to a Bachelor of Arts, Bachelor of Science or Bachelor of Education and incorporating the Qualified Teacher Status (QTS). Students to study for a degree and complete teacher training at the same time.

- **Post-graduate training (PGCE)** – a post graduate qualification of 1 year for those who have a degree. A PGCE course mainly focuses on developing teaching skills, as well as the subject a student intends to teach.

School based training:

- **School direct and School-centred initial teacher training (SCITT)** – both 1 year and post graduate. Students receive the majority of their training by a school who negotiates some support from a local teacher training university. Funding goes direct to the school or group of schools, who agree to employ the student at the end of their training.

- **Teach First** – a 2 year "Leadership Development Programme" for students with an undergraduate degree who undertake a 6 week intensive training programme with the Teach First provider and their university partner followed by a 2 year period of teaching in a low-income community school.

*__Qualified Teacher Status (QTS)__ – Anyone who wants to teach in a state-maintained school in England or Wales needs to gain QTS (in Scotland the TQ), although recent changes to the status of some schools means that 'academy' or 'free' schools can employ teachers without QTS if they believe they are suitably qualified.

National Curriculum for England:

The National Curriculum is a set of subjects and standards used by primary and secondary schools to ensure children learn the same things. It covers what subjects are taught and the standards children should reach in each subject. Some types of schools such as Academies and Private Schools do not have to follow the National Curriculum. Academies must teach a broad and balanced curriculum including English, maths and science, and teach religious education. The national curriculum is organised into blocks of years called '**key stages**' (KS).

Age	Year Group	Key Stage
3 - 4		Early Years
4 - 5	Reception	Early Years
5 - 7	Year 1 and 2	KS 1 - Primary
7 – 11	Year 3 to 6	KS 2 - Primary
11 - 14	Year 7 to 9	KS 3 - Secondary
14 - 16	Year 10 and 11	KS 4 - Secondary

The UK Government is currently drafting a new National Curriculum for England, consisting of 'core' and 'foundation' subjects as listed below. In each case, there is increased emphasis on subject knowledge.

- English
- Maths
- Science
- Design and technology
- History
- Geography
- Art and design
- Music
- Physical education (PE), including swimming
- Information and communication technology (ICT)
- Modern foreign languages (MFL)
- Citizenship
- Religious education
- Personal, social and health education (PSHE)

https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4

Further information about the curriculum in Northern Ireland, Scotland and Wales can be found through the following links:

http://www.nicurriculum.org.uk/

http://www.bbc.co.uk/news/education-23261286

http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/ arevisedcurriculumforwales/nationalcurriculum/?lang=en

2. GLOBAL LEARNING IN TEACHER EDUCATION: THEN AND NOW

Early developments:

The UK has a long history of global learning initiatives. The earliest of these was in the 1920s and 30s when organisations such as the Council for Education in World Citizenship aimed to promote 'education for international understanding'.

Later educational movements in the 1960s and 1970s focused on single issues such as environment, peace, and development education. However, university led projects which took place during the 1970s and 1980s brought these 'issue- based educations' together under 'umbrella' concepts of World Studies and later Global Education (Hicks, 2008). These projects were highly influential in providing conferences, training events and resources for teachers and teacher educators and they promoted approaches familiar to Global Learning today, inlcuding:

- Key concepts and frameworks for exploring global issues

- Active and participatory teaching methods

- A focus on developing values, attitudes and action for positive change

(ibid; Bullivant, 2011)

The role of NGOs and DECs:

Developments in this field have also been influenced heavily by Non Government Organisations (NGOs) such as Oxfam, and Development Education Centres (DECs); locally based organisations who work directly with schools and a small number of teacher training universities.

The early work of NGOs and DECs focused specifically on 'development' issues related to eliminating poverty, influenced to some extent by funding from the Department for International Development (DFID), the Government department responsible for overseas aid. However, their work now encompasses a much wider range of issues related to promoting a more just and sustainable world, with an emphasis on ***addressing the educational needs of young people, deepening their knowledge and understanding of global issues, developing their skills to critically assess these from a range of views and perspectives, and promoting both attitude and behaviour change.***

The work of DECs is also supported by 'umbrella' organisations in the different national contexts within the UK:

Think Global (England)

http://think-global.org.uk/

IDEAS (Scotland)

http://www.ideas-forum.org.uk/

Cyfanfyd (Wales)

http://www.cyfanfyd.org.uk/

Again, NGOs have been influential in 'conceptualising' this work for teachers.

Oxfam developed a curriculum for global citizenship, offering the following framework which continues to be highly influential today:

Figure 1.

The key elements for responsible Global Citizenship

Knowledge and understanding	Skills	Values and attitudes
• Social justice and equity	• Critical thinking	• Sense of identity and self-esteem
• Diversity	• Ability to argue effectively	• Empathy
• Globalisation and interdependence	• Ability to challenge injustice and inequalities	• Commitment to social justice and equity
• Sustainable development	• Respect for people and things	• Value and respect for diversity
• Peace and conflict	• Co-operation and conflict resolution	• Concern for the environment and commitment to sustainable development
		• Belief that people can make a difference

Oxfam 1997

http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides

3. GLOBAL LEARNING IN TEACHER EDUCATION: TODAY AND TOMORROW

Following the election of a Labour Government in 1997 there was an expansion of support for promoting Global Learning, including publication of a number of key documents which set out how teachers should seek to take this work forward in schools (See Figure 2 and QCDA, 2007). These emphasized:

'*that the 'global' is as much about the local community as it is about faraway places and that it is an integral component of all curriculum subjects.*' (Bourne, 2008)

Schools were encouraged to think beyond traditional approaches such as school linking and charitable fund raising, although it should be noted that in other documents teachers were also encouraged to promote skills for a '*global, competitive economy*' (DfES, 2004)). Nevertheless, a number of useful education 'agendas' and frameworks were introduced to support this work. Two of these are shared below:
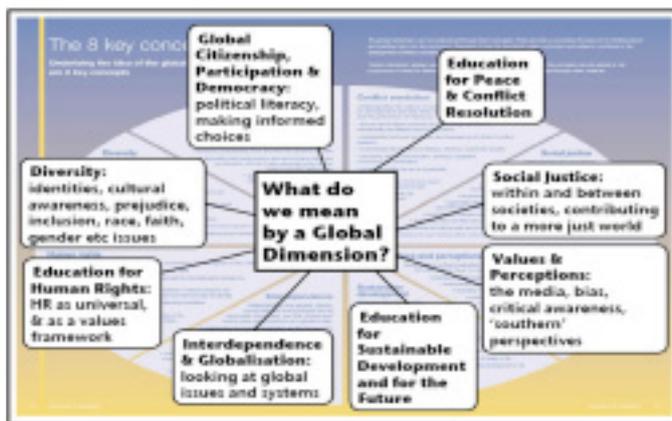

Figure 2

http://think-global.org.uk/resources/item/883

Figure 3

http://webarchive.nationalarchives.gov.uk/20090608173126/teachernet.gov.uk/
sustainableschools/framework/framework_detail.cfm

It is important to note that the concepts presented in these frameworks each had its own history, influenced by developments in Global Learning over the years. Other frameworks had also been developed prior to these, including the 7 key concepts from the Holland Report (1998) in Figure 3 below which was highly valued at the time.

Figure 3

http://www.tidec.org/further-reading-reflections/holland-report-10-years
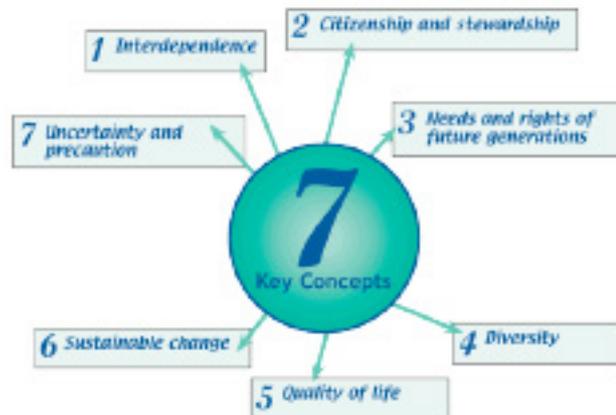
Universities found these frameworks useful to promote with students; an approach recommended by an evaluation report of four university projects which identified the need to:

'***Make explicit links to educational agendas***' Barr, I (2005)

These frameworks also emerged at a time when there was a concern to address children's well-being overall through agendas such as **Every Child Matters** and the **SEAL** programme (Social and Emotional Aspects of Learning), through which connections could be made between the local and global context of childrens' lives. DFID funded an excellent project – **SEAL and the Global Dimension** – which offers lesson activities and resources with clear global learning outcomes.

https://www.education.gov.uk/consultations/downloadableDocs/EveryChildMatters.
http://www.sealgd.org.uk/

The move towards reframing this work as **Global Learning** was initiated by two organisations; Teachers in Development Education (TIDE) and Think Global, a large education charity and one of the 'umbrella' organisations referred to above. It was suggested that,

'Far from abandoning development education the strategy was to revitalise core thinking about it' (Sinclair 2011)

It was argued that the term Global Learning created a more focused agenda which connected with young people's learning needs generally. The term also signified an on-going process rather than *'using teaching activities to manipulate prescribed views....'*

http://www.tidec.org/sites/default/files/uploads/Global learning -lets talk about it.pdf

2013 onwards:

Since the election of a Conservative Coalition Government in 2010, the agendas referred to above are no longer part of current education policy, although they continue to influence practice in the absence of anything new. As indicated previously, education

policy now emphasizes **subject knowledge**, requiring renewed focus on how Global Learning can promote this in schools (Bourn, 2012). *http://www.ioe.ac.uk/ GlobalLearningAndSubjectKnowledge.pdf*

In spite of this new subject focused curriculum, schools are still required to address wider social and moral issues, creating new opportunities for connecting these with children and young people's needs growing up in a global context. This is highlighted in the case study from Liverpool Hope University (LHU) in Section 4 where links have been made to the following areas of the current school inspection framework used by OFSTED*:

Promoting pupils' Spiritual Moral Social and Cultural Development (SMSC):

Inspectors are required to investigate the impact of the curriculum on the pupils' spiritual, moral, social and cultural (SMSC) development through:

- observations of lessons in different subjects like RE, Art and Music.

- activities such as tutorials, citizenship programmes and discussions with pupils about their work

- opportunities created by the school for pupils to take part in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and international events and activities that promote SMSC development. *http://www.doingsmsc.org.uk/*

Promoting Pupils' Personal Social Health Education (PSHE)

PSHE covers a wide range of issues relevant to young people's personal, social, emotional and health development. The Government do not prescribe exactly how this should be done, but encourages schools to cover the following themes:

Relationships and sex education; Drugs and alcohol education; Bullying; Economic and financial awareness; Emotional health and well-being; Staying healthy and safe; Making informed choices; Social and life skills; Citizenship

http://media.education.gov.uk/assets/files/pdf/p/pshe cons report.pdf

The process of revitalised thinking about Global Learning also continues through groups and organisationa both outside of and connected to formal education. For instance, the recent interest in the role of values in teaching and learning.

http://www.learningthroughvalues.org/

Global Learning Programme

Despite the current Government's reluctance to promote Global Learning initially, a national **Global Learning Programme (GLP)** is about to be launched for schools. This is funded by DFID and has a strong focus on *'learning about international development'*, but it also reflects the influence of NGOs and DECs in encouraging *'critical examination of global issues'*. In keeping with other areas of Government education policy, the programme is designed to be led by schools, reinforcing the need for close collaboration between schools, teacher education and NGOs, as reflected in the case studies below.

http://globaldimension.org.uk/glp

*OFSTED – The National Curriculum is subject to inspection by Ofsted (Office for Standards in Education, Children's Services and Skills). They report directly to Parliament and are independent and impartial. Their role is to inspect and regulate services which care for children and young people, and those providing education and skills for learners of all ages.

4. GOOD PRACTICE CASE STUDIES : ENGLAND, NORTHERN IRELAND, SCOTLAND AND WALES

The case studies represent examples of good practice which emerged from all four nations of the UK between 2005 and 2010, during the expansion of central government support for this work referred to above. Some of these received funding from the Department for International Development (DFID) initially, but all have sustained this work in different ways beyond the lifetime of funded projects. Between them they illustrate key recommendations from evaluations of similar projects which took place around this time:

- Use **research**

- Develop a '**critical mass**' of allies

- Use '**one-offs**' (events) to get noticed

- Use **engaging pedagogies**

- Use the **energy and creativity of trainees**

- **Network with others** (e.g, TEESnet, *http://teesnet.ning.com/*)

- Develop **new courses**

- **Win "hearts and minds of key gatekeepers and decision makers** within institutions"

(Barr, 2005)

Citizenship Subject Specialism within a BA Primary Education and Teaching Undergraduate Programme: University of Chichester, England

This case study shows how the interest and expertise of a small group of staff led to a subject specialism of Citizenship (with a global dimension) developed across a three year course, which successfully combines critical approaches to key topics with practical approaches needed for schools.

Overview:

Students on the BA Primary undergraduate programme at the University of Chichester are offered the opportunity to choose from a selection of 'subject specialisms', including Citizenship. Modules contained within the Citizenship specialism have been devised and driven by a small group of staff with specific interest in social justice, equalities and sustainability, and are taught through critical thinking approaches and activity-based learning in which students are encouraged to recognise and challenge assumptions and stereotypes. Students are also encouraged to see Citizenship as relevant across the whole school, encompassing themes of inclusion, equalities, diversity, sustainability and questions about what education is for.

Modules:

The Citizenship specialism consists of 4.5 modules, along with one optional module called 'Moral Issues'.

Module	Content	Key resources
Local and Global Citizenship (0.5 module)	• Linking local and global issues eg, global connections in everyday local items – a mobile phone, a tea bag or a plastic pen. Images and other activities are used to find similarities between ourselves and people who are different from us, locally and globally. • A focus on challenging assumed knowledge and on examining the impact of our choices. Students are encouraged to explore changes in thinking and incorporate different perspectives, for example Hicks' work on preferred and probable futures (Hicks, 2006)	Cave, K.(1995) *Something Else.* Greder, A (2007) *The Island.* Parnell, P. and Richardson, J. (2005) *And Tango Makes Three.* Wills, J. (2001) *Susan Laughs.* Winter, J. (2005) *The Librarian of Basra.*
Inequality and Disadvantage: Barriers to Citizenship	• This addresses local and global links in terms of wealth, poverty and inequality in the UK and across the world, and the political context of inequality (one session focuses on poverty in the Majority World: causes of and responses to it, including looking at Structural Adjustment Policies, World Trade rules, MDGs and NGOs) • Also, contested issues eg, social class, ethnicity, gender and sexual orientation	Jubilee Debt Campaign (2010) *Getting into Debt* Available online Knowles and Lander (2011) *) Diversity, Equality and Achievement in Education*
Race and Ethnicity	• Deals with academic arguments of Critical Race Theory, Dysconscious Racism and White Privilege, requiring objectivity and criticality in looking at student's own lives and assumed knowledge in a new way • Students practice responses to discriminatory language and discuss ways of tackling myths about race and ethnicity.	Gillborne, D *(2008) Racism and Education: Coincidence or Conspiracy?*

Rights and Responsibilities	• Looks at some of the more political aspects of citizenship, encouraging students to be more politically aware and engaged. • Local and global links are explored through connection to the UN Convention on the Rights of the Child worldwide and critiquing the UNICEF Rights Respecting Schools initiative in schools in the UK. *http://www.unicef.org.uk/rrsa* • Explores the political philosophy underpinning and challenging the notion of individual rights and freedoms.	UNICEF's Convention on the Rights of the Child. *www.unicef.org/crc*
Education and Inequality	• Final module taken in Year 3. This reflects the course so far, and focuses on some less well covered aspects in more depth • Also very practical, as tutors model ways of introducing citizenship in the classroom especially with regard to ways of encouraging children to become agents of change.	Cole, M. (ed) (2011) *Education, Equality and Human Rights: Issues of Gender, 'Race', Sexuality and Social Class.* Ross, A. (2008), *A European Education: citizenship, identities and young people,* Wilkinson, R. and Pickett, K. (2010) *The Spirit Level.*
Moral issues (optional)	• Explores broad themes underpinning Western moral philosophy and how these link to the classroom, including notions of authority, pupil voice, the basis of respect and dignity and the tensions between freedom and social and professional responsibilities. • Interactive sessions in which classroom scenarios are explored, and students examine the basis and reach of moral and ethical standpoints.	Sandel, M *(2007) Justice: What is the right thing to do?*

Successess and Current Challenges:

Modules are planned collaboratively between tutors and despite changes in staffing, new colleagues with similar interests and skills have been found. Guest lecturers are also invited to teach specific slots relevant to their specialisms. Changes have been made to the course in light of suggestions from students, tutors and External Examiners. The content is now more practical across all modules than at the outset.

Current challenges are primarily concerned with adapting to a period of changing political agendas, educational priorities and global imperatives. There is also a need to continue to find ways of successfully inducting new tutors with regard to the issue-based, participatory and active teaching and learning approaches that are seen to be essential for all of the modules.

> *"I think citizenship study for me can be summarised as both uncomfortable and empowering. Uncomfortable because it raises awareness of how your own every day, unconscious actions can exert a detrimental effect on society and the environment. It is empowering because you are better positioned to critically evaluate the choices you and those around you make, so that in your own limited capacity you can both promote a fairer society and help the environment." (Student Feedback)*

This case study has been reproduced and adapted here with kind permission of Mary Young, University of Chichester, from a draft version now completed and due to be published in a forthcoming guide by the Higher Education Academy (HEA) in the UK.

Global Dimension in Initial Teacher Education: Institute of Education (IOE), University of London, England

This case study highlights the work of the Development Education Research Centre (DERC) at the IOE, a leading centre for developing thinking, practice and research in relation to Global Learning. The DERC recently produced a **Practical Handbook for Teacher Educators** from which some of the following material is drawn. Further materials from the project can be found in Section 5 of this guide.

http://www.ioe.ac.uk/Handbook_final(1).pdf

Overview:

The Global Dimension in Initial Teacher Education project was funded by DFID between 2009 and 2012. It was both a development and research project which aimed at embedding Global Learning within the IOE's teacher training programme focused on their post-graduate courses (PGCE). Both the project and research analyses were informed by previous literature on incorporating the Global Dimension in teacher education and aimed to offer insights into areas previously less well explored – a subject-based approach and tutor's perceptions towards the Global Dimension in teacher education. The project team worked with different subject teams as follows:

- 2009–2010 – Business and Economics, Modern Foreign Languages (MFL) and Science.

- 2010–2011 – Religious Education (RE), Information and Communication Technology (ICT), Music and Primary

- 2011–2012 – Citizenship, History and English.

(Hunt, F 2012)

Project outcomes: a subject analysis audit

The project team used a range of definitions and frameworks, including the **Global Dimension 8 Key Concepts** (Figure 2) to develop a subject analysis audit to support tutors in identifying opportunities in the curriculum:

Knowledge Concepts	Current provision in subject area	Opportunities to develop through subject area
Global Citizenship: knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible citizens.		
Conflict resolution: Understanding the nature of conflicts, their impact on development and why there is a need for their resolution and the promotion of harmony.		

Diversity: Understanding and respecting differences and relating these to our common humanity.		
Human rights: Knowing about human rights (including the UNCRC) and responsibilities. Understanding rights as a framework for challenging inequalities.		
Interdependence: Understanding how people, places, economies and environments are all inextricably interrelated, and that choices and events have repercussions on a global scale.		
Social justice: Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.		
Sustainable development: Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations		
Values and perceptions: Developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people's attitudes and values		
Skills and attitudes	**Current provision in subject area**	**Opportunities to develop through subject area**
Critical and creative thinking.		
Self-awareness and open-mindedness towards difference.		
Understanding of global issues and power relations.		
Action for a better world.		
Critical Perspectives	**Current provision in subject area**	**Opportunities to develop through subject area**
Use approach that challenges assumptions about 'how poor people live' and provides an understanding of the causes of inequality.		
Ensure learning includes space for stories and perspectives from the Global South, looking at topics and issues through different lenses.		
Locate learning within 'real world' examples, which are often complex and do not offer easy or simple solutions.		
Unpack influences of power relations and causes of inequality.		

(McGough, H and Hunt, F 2012)

Adopting a subject based approach: some recommendations

In a paper prepared for a TEESnet conference in 2012 Hunt explores three research questions: why a subject based approach to including Global Learning may be useful, what factors influence tutors engagement and how best practice can be promoted. She goes on to offer the following suggestions on best practice:

- **Using a motivated 'insider'** (senior manager?) to act as a cheer-leader for the project – to engage and cement relationships with tutors.

- **Establishing strong relationships with teacher education managers** from the start.

- **Embedding the Global Dimension in teacher education is an on-going process** – regular professional development and forward planning is important

- **Cross-curricular teaching sessions and resource packs for trainees** can help fill gaps in covering it in teaching

- A process of engagement which moves **from individual 'buy-in' towards a whole subject approach** should be a goal.
  (Hunt, F 2012)

Wider Perspectives in Education Module: Faculty of Education, Liverpool Hope University, England

This case study highlights the importance of collaboration between a university and NGO (in this case a DEC) in both developing and sustaining an innovative module, which offers Global Learning pedagogy and an opportunity to meaningfully connect theory with practice in a 'community engagement project'

Overview:

Liverpool Hope University (LHU) has a long tradition of offering students local and global volunteering opportunities. An internal review of these opportunities identified the need to ensure that students :

- *deepened their understanding of development and poverty issues*

- *make a meaningful contribution to both local and global communities*

It was also identified that students needed opportunities to connect these experiences with explicit Global Learning content in their studies.

(DAF, 2010).

Funding from DFID led to a three year project to *Embed the Global Dimension and Active Global Citizenship* across the teacher training and education courses between 2007 and 2010. A key outcome from this project was a new module introduced into Year 3 of the BAQTS undergraduate primary programme, **Wider Perspectives in Education.** Funding from the project enabled a member of staff from a local DEC to support development of this module, working with tutors and student to introduce Global Learning content and pedagogy, and providing links to projects in schools and other contexts where students could realise their learning through practice.

Wider Perspectives Module:

A compulsory '30 credit' module which takes place alongside two further modules in Year 3 focused on students wider professional development. The module draws on transformative learning theory (Mezirow 1991, 2000, 2009) to achieve the following broad aims:

- To provide students with a broader experience of education beyond traditional teaching practice experience in schools

- Promote students' understanding of education for **Global Citizenship** with respect to their role as teachers

- Promote a sense of themselves as **active global citizens**

Throughout the module links are made between module learning outcomes and wider requirements, including both the standards required to achieve QTS and expectations of the Government inspection framework for schools (OFSTED); in particular expectations for **Personal Social Health Education (PSHE)** and promoting pupil's **Spiritual, Moral, Social and Cultural well being (SMSC)** (see Section 3 and session plans in Section 5).

Wider Perspectives in Education

Module learning outcomes:
- Present informed arguments and engage in searching intellectual debate, based on in-depth reading, on how education for global citizenship and the global dimension can be incorporated within placement-based learning experiences.
- Demonstrate a critical awareness of the development of their personal subject and pedagogic knowledge, and the pedagogical approaches that underpin education for citizenship and the global dimension, to support effective teaching and learning in the primary curriculum and Early Years Foundation Stage
- Use *futures thinking* to develop an understanding of the relationship between learning and action for change.
- Critically reflect on their own behaviour as a global citizen and develop in-depth awareness of the extent to which these practices correspond to aspects of the debate about global citizenship.

Module content

Concepts (Global issues and 'topics')	Classroom issues and 'topics'
Role of education in 21st century – what is education for?	
Introduction and background context to Global Learning (and relevant school agendas – SMSC, PSHE, Eco Schools and others)	
Comparative education	
Interdependence	
Rights	**Rights and Responsibilities**
Social justice	**Fairness and sharing, Fair Trade**
Peace and conflict	**Classroom relationships**
Sustainable living/environment	**Eco Schools, waste etc**
Diversity	**Prejudice and bullying**
Action learning and research	**Deciding what to do**

Module Pedagogy:

There is a strong emphasis on the following pedagogical approaches and relevant activities are modelled in lectures and then incorporated into weekly seminars to allow students to explore these in practice:

Active and enquiry techniques – Mind Maps........... to Thinking Hats

Co-operative learning

Open Spaces for Dialogue and Enquiry (OSDE) and Philosophy for Children

Outdoor learning

More information about some of these can be found in Section 6

Assessment:

Philosophy of Teaching assignment (2 hour examination) – 25% of overall year grade
Students write about their evolving 'Philosophy of Teaching', exploring their values, practice, insights and experience with reference to relevant theory, research and course learning outcomes (above).

Group presentation (verbal and powerpoint) of their 'community engagement project' (see below), along with submission of a project action plan and short individual reflection linked to QTS standards. – 25% of overall grade for year

Community engagement project:

The module combines problem based learning and reflective practice with a structured opportunity for a short 'community engagement project' (1 week) , either in a school or another community based organisation. In order for this period of community engagement to be a critical learning experience students need to:

- *choose needs or issues in the community that connect to the course content*
- *to dialogue with stakeholder (school/other) in framing and defining the problem and action*
- *to engage in problem posing education around the social, political and*
- *economic issues that arise in the community experience*

(Rosenberger, 2000: 40)

This provides students with the opportunity to engage in issues which meet the educational needs of children in local settings whilst promoting thinking beyond local contexts, through project themes such as:

- Promoting Fair Trade through mathematics
- Promoting children's understanding and empathy for local diversity and the experience of newly arrived migrants, in collaboration with Refugee Action, a local NGO
- Raising children's awareness of the wider world and global poverty issues through developing lesson plans for an international charity, SOS Childrens Villages
- Developing an outdoor learning area for food growing linked to science

Successes and Current Challenges:

Evaluations of the student experience over several years have shown that the module has a significant impact on student's ideas about education and their role as teachers:

'The Wider Perspectives placement was fantastic – it has changed my whole view of teaching and what is important.......I have learnt just how important education is for making a change, whilst realizing my role as a global citizen' (Year 3 student 2010-11)

The partnership between LHU and the local DEC has been key to the success of this module as it provides opportunities for ongoing dialogue about how to deliver Global Learning concepts which are subject to contest and debate, and provides links to local contexts (schools and others) which can help students 'make sense of' global learning in practice. In an evaluation of projects carried out with 22 project partners in 2010, 19 indicated that projects helped to achieve broader school aims by promoting global citizenship and strengthening links with local communities

This dialogue has also been helpful in ensuring the module can adapt and respond to a changing political climate and expectations for schools. For example, in 2013 – 14 an increased focus on increasing student's confidence to address prejudice based bullying, and work with children with English as Additional Language (EAL) and minority ethnic groups, led to greater emphasis on these themes in module content.

This case study has been reproduced and adapted here from a draft version now completed and due to be published in a forthcoming guide by the Higher Education Academy (HEA) in the UK.

Cross Curricular Module for Primary Undergraduate Students (BAQTS): St Mary's University College, Twickenham, England

The following resource shows how a cross-curricular module involving support from a number of staff has been developed to promote student's 'deep' thinking about **Education for Sustainable Development and Global Citizenship (ESDGC)** with clear and practical links made to local experience and teaching in schools. Whilst the resource below focuses on making link between childrens' local lives and global issues, the module has focused more recently on the theme of 'belonging'.

10 credits module (*now 20 credits*)		
Student group: Primary Undergraduate – year 2		
Overview of module and objectives	**Activities and resources**	**Time frame**
A strong emphasis on students working collaboratively, researching and understanding practical ways to teach about ESDGC as they develop a unit of work presenting a final interactive display exhibited for tutors and other students Key themes – *hope* and meaningful links between childrens' local lives and global issues	Virtual learning (VLE) site with relevant books, documents and web sites Up to 10 tutors to be involved – could be fewer. Tutor commitment mainly required for Day 1 and final day of presentations. Tutors draw on their own subject expertise to develop a short session with activities related to the theme	
Students advised of module timetable, expected commitment, general theme and focus of module. Also opportunity to complete prior research.	Students required to sign up online to a group for initial activities on Day 1 and feedback on Day 3 of module. Students also organise themselves into working groups of 3 or 4 (no more or fewer). This is to model team planning in school	
Day 1: To outline the principles of ESDGC and cross curricular learning with examples modeled in activity sessions	Keynote introduction about ESDGC – powerpoint presentation to be exciting, relevant and engaging (*see powerpoints and full resource by following the link below*) *http://osier.ac.uk/143/*	45 minutes

	Guest speakers with a focus on types of cross-curricular teaching and relevant theory on learning, linked to ESDGC with practical examples from primary schools.	1 hour
	4 activities presented by teams of tutors – students attend in rotation. *See summary of our introductory activities below* Tutors developed their own activities related to ESDGC using their subject strengths and drawing on experience. They did not necessarily teach all sessions but shared the teaching over the sessions	45 – 50 minutes each for rest of day with breaks.
Day 2 To outline assessment requirements and pattern of the rest of the module	Whole cohort lecture about rest of project and assignment requirements, including guidance questions for focusing the project (see below). Emphasis on a meaningful and exciting cross-curricular learning experiences linking local with global, addressing aspects on ESDGC and relevant school agendas, including Learning Outside the Classroom. Students to work in their chosen working groups of 3–4.	1.5 hour taught Rest of day for independent group work
Day 3 To ensure students are on track and understood the nature of this module. To offer an opportunity for questions and to clarify points. To provide mounting boards for display	Feedback sessions with further guidance/ clarification for students. (*Students found they had often chosen a similar focus to other groups, which is to be expected*). They were reassured that with careful thought to an engaging starting point their own work was likely to take a different pathway and be original.	2 hours per group

Days 4–11 For students to develop their ability to research, organise and work collaboratively in teams	Students worked independently but in collaboration with their group members to develop their project	
Day 12 Celebration and sharing of work, opportunity for discussions and marking of presentations, displays and work against agreed criteria. Mark allocation: Group presentation – 50% Individual rationale linked to theory about the nature and value of cross curricular work with examples from project	Students set up displays in designated area for the exhibition. Each display numbered and photographed for displays elsewhere. Fabric squares from the My Place activity displayed on strings across the exhibition area Students groups given a marking time to present their work to tutors and to explain and elaborate on the unit of work outlined in their files. Tutors retain files for finalising marking Students each fill in an anonymous module evaluation form as required for all modules.	09.00–17.00

Summary of four introductory activities run as a carousel over the day following an introduction and keynote speaker. (45 minutes each)

Theme	Summary
1. Rainforest	Simulated flight to unknown country. Sounds of rainforest for students to visualise destination Drawing of imagined destination. Introduction to language of country and key words of rainforest in French. Assembly of picture of habitat with instructions in French. Comparison of drawing and image Shopping bag of products from rainforest used to generate discussion on what rainforests mean for us. The importance of rainforests – a personal statement followed by diamond 9 exercise using statements in French Plenary to share ideas for maximising potential of this topic
2. Growing	Bottled water – the issues. Discussion stimulated by a recent report raising awareness of the issues surrounding the increased use of bottled water globally. Survey using Senteo about students' food purchasing choices. Discussion. Carousel of activities about growing food and food miles. Plenary to share ideas about aspects of curriculum, key skills and sustainable development being developed during session
3. Fashion	10 things to do with a piece of cloth – interactive session to making links and 'thinking out of the box' Using an item of clothing to illustrate sustainability issues (linked to Sustainable Schools framework – Figure 3 in this guide) Linking the cloth to sustainable issues and subject dimensions Jigsaw activity to share knowledge and ideas Writing ideas on a 'post –it' to share ideas with peers
4. My place	Introduction to the United Nations Children's Charter on the Rights of a child. Links to ESDGC. Charter provided. Focus on article 27 for this activity (5 minutes). My ideal place/community - where would it be? What essentials would be there? What values underpin your community? What would NOT be there? Who else would be there? How will your community affect other communities? Group discussion – (20 minutes) Each student has a 30cm square of calico and fabric pens are provided. Students create a fabric 'picture' with symbols/ pictures and words to represent their ideal place. Squares pegged up on strings above exhibition rooms at end of project. Needs and Wants cards (UNICEF) to raise issues and discussion around rights and needs in a range of countries/ situations and contexts. Discussion – (20 minutes) Relevant links to classroom practices in UK primary schools such as squares being laminated to make work space mats, activity leading to a classroom charter of agreed behaviour or an introduction to a range of ESDGC issues.

The Global Dimension in Education: St Mary's University College, Queen's University Belfast, Northern Ireland

The three case studies that follow all showcase work from the remaining three nations of the UK – Northern Ireland, Scotland and Wales – where there has been a greater degree of stability and support for this work through education policy. The first of these, St Mary's Global Dimension in Education Project, was initially funded by DFID between 2005 and 2009, but has since been supported by Trocaire, an Irish NGO, and university resources, and succeeded in producing wide ranging and sustainable outcomes.

Overview:

The **Global Dimension** is a core element in the Northern Ireland curriculum and this project drew on both the **Global Dimension 8 Key Concepts** (Figure 2) and broader discourse on the role of education in addressing current challenges in Northern Irish society regarding conflict and peace, reconciliation, poverty and excess wealth, interdependence and dependence, and human rights.

The aim of the St Mary's initiative was:

to prepare student teachers to implement this aspect of the curriculum effectively and to integrate the global dimension across the College community and the education community across Northern Ireland.

(McCann, forthcoming)

A wide range of modules and units have been adapted to include aspects of the **Global Dimension**. Examples include looking at **racism** through history, **sustainable development** within the **science** department, '**The Geography of Global Development**' through a geography module and a dedicated citizenship unit which takes all students on a series of exercises looking at **citizenship, diversity and mutual understanding.** Students are encouraged to select topics to enhance their knowledge as they go through their degree pathway, from a selection of global issues, human rights, gender, sustainable development, etc, and to make links between global and local issues. This is supported by internal student organisations such as Friends of Africa, the Human Rights Society and Project Zambia which assist the students with practical activities that can help them to develop a better appreciation of the topics. (ibid)

Table 1 below sets out some key outcomes from the project:

Cross subject/curriculum approaches:

– to promote the interconnectedness of local and global learning:

Example – History and Geography departments identified some key themes based on 'The World Around Us':

- place, movement, energy, interdependence and change over time.

Students were required to research, plan and evaluate a unit of work on the topic of 'Famine and Migration' which allowed for comparison between past (Irish history) and present.

Preparation sessions included:

- Migration, movement and diversity
- Nineteenth century famine in Ireland and contemporary humanitarian crises linked to famine issues today
- Human rights and social justice in the Victorian era
- Environmental pressures and sustainability

These were reinforced by outreach work with educational partners such as the Ulster American Folk Park and Centre for Migration studies in Omagh

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Student conferences:

Example – **BEd 1 Global Imbalance in Today's World**

Conference begins with a Global Breakfast designed to emphasise the 80:20 divide within and between nations **(full activity can be found in Section 5 below)**

Students then discuss the implications of this as individuals and as educators.

Workshop sessions are facilitated by NGOs such as War on Want NI, Children in Crossfire, Concern, the British Red Cross, Christian Aid, Oxfam, Save the Children and Trócaire, providing students with information about their work and NGO resources and activities designed to incorporate issues of global imbalance into teaching.

Whole college approach:

Students' Union – creation of Global Dimension Student Officer post and student Global Group which organised student-led activities (film nights, debates and anti-poverty rallies)

Fair Trade group; Human Rights group

Other outcomes:

A key outcome was the development of a web resource, **The Global Dimension in Initial Teacher Education**, which offers a wide range of information, links, case studies, resources and online course with certification linked to the project.

http://www.stmarys-belfast.ac.uk/academic/education/gde/

Resource library

International opportunities via college's established links with educational partners in other countries

Professional development courses

Research activities – for example, research with 11 'post-primary' schools to compare pupils'and teachers' attitudes towards Global Learning.

Successes and Current Challenges:

A number of student case studies were produced to highlight different ways in which students were incorporating the Global Dimension in their practice. These suggested that students found it helpful to include the Global Dimension in lesson planning from the beginning and in doing so it became relevant to all areas of the curriculum as well as enabling children to experience more connected learning.

Alongside the above, students found it important to find ways to make ideas and concepts accessible to children by making connections with their experiences and viewpoints, necessitating a delicate balance between 'understanding, practical engagement and enjoyment'.

(McCann, forthcoming)

Key recommendation from the St Mary's project:

- Management 'buy-in' through links made between the Global Dimension and institution ethos

- Formal students union support

- Establishing incentives for students eg, awards and accreditation

- Adopting a 'whole college' approach and encouraging ownership

- Adopting a multi faceted and flexible approach

- Adopting a cross subject approach

- Communication – internally and externally

- Service learning opportunities

- Support from a Global Dimension Co-ordinator or other staff member with input and design of teaching

- Create a learning environment – including time and space for student discussion, debate and reflection

This case study have been reproduced and adapted here with the kind permission of Dr Gerard McCann, St Mary's College, from a draft version now completed and due to be published in a forthcoming guide by the Higher Education Academy (HEA) in the UK.

Global Learning Project Scotland: School of Education, University of Edinburgh

Recent developments in Scottish education policy have provided a fertile context for this work to be taken forward, both in school and teacher education. This has led to development of a '**reflective review and development tool** ' designed to support teacher educators in responding to these changes, which may be useful in other contexts where change of this sort is beginning to take place.

Overview:

As a result of successive Scottish Government's commitment to promoting sustainability, 'experiences and outcomes' for sustainable development and global citizenship were spread across a new **Curriculum for Excellence**, along with cross-curricular themes of citizenship, sustainable development and international education (King, Murray and Ross, 2012).

http://api.ning.com:80/files/xBVv6Q4bDlK-CoNuc2laSAZREUPUbt-YfEXl jccohTb9dCdyf6LIr5FU9lwphfhac-1eZ2vvzw1973rJL4nwJ*llNQHdgXNJ/ BetsyKingRosaMurrayandDrHamishRoss.pdf

More recently the General Teaching Council for Scotland (GTCS) has shown increased commitment to global citizenship under the umbrella term **Learning for Sustainability** which encompasses education for global citizenship, sustainable development education and outdoor learning (IDEAS).

In response to this new policy context and a review of teacher education, the DfID-funded **Global Learning Project Scotland** developed a '**reflective review and development tool**' (audit tool) to help tutors to embed Global Learning in courses . This involved a collaboration between academics from Scotland's seven major teacher education institutions as well as NGOs, and development of a series of case studies alongside the audit.

(King, Ross and Wisely, 2013 – see below)

The Audit Tool :

The audit tool defines the purposes of Global Learning as being to:

- enable people to understand the links between their own lives and those of people throughout the world and between people and planet

- increase understanding of the economic, social, political and environmental forces that shape our lives

- develop skills, attitudes and values that enable people to work together to bring about change and take control of their own lives

- contribute to the development of a more just and sustainable world, in which power and resources are more equitably shared and environmental limits recognised.

(ibid)

In order to evaluate a course or course revision process from the perspectives listed above, five areas were chosen within which stimulus questions could be developed:

Exploring Values and Perspectives

Asking Questions

Evaluating Learning

Making Connections

Responding as Active Global Citizens

(Ideas)

For each of these areas above a range of questions is provided to encourage reflection and discussion leading towards a shared understanding of how Global Citizenship can be included in existing and new courses. The Global Learning Project emphasizes that:

'People using this Audit will recognise that they are already engaged with many of the questions raised. Global citizenship, after all, draws on skills and values that resonate with many educators.'

(ibid)

Global Citizenship in Initial Teacher Education (ITE) Audit:

Global Citizenship Element 1: Exploring values and perspectives:
Consider where you can further…
- build recognition that teaching is not value-neutral and is rooted within the context of wider society?
- elicit students' current perspectives and value positions and challenge preconceptions about people, education and the wider world?
- enhance students' professional awareness of their own embedded and shifting values and explore how the learning context and process can reflect both espoused and hidden values?
- encourage students to explore the value of social, cultural and ecological diversity as well as building awareness and respect?
- support the development of effective communication skills that allow students to argue a case and listen respectfully to other people's viewpoints, particularly in relation to open-ended and controversial issues?

Global Citizenship Element 2: Asking Questions
Consider how you might further empower students to…
- express their prior understanding of the area of learning being introduced?
- identify key questions to provide their own structure for investigating this area of learning?
- consider how this area of learning relates to other aspects of their course?
- explore how this area of learning relates to real-world issues?
- consider theories stating that knowledge is constructed, continually emerging and liable to change and explore how this could be addressed professionally?
- develop concepts of what counts as evidence and be able to analyse critically, spot bias and evaluate arguments?

Global Citizenship Element 3: Evaluating Learning:

Consider how students might be given more opportunity to...

- reflect back on their prior understanding of this area of learning?
- identify and address remaining gaps in their learning in this area, in relation to skills, knowledge and understanding?
- reflect on what they have learned about the processes of teaching and learning in addressing this area?
- consider, individually and collaboratively, how this area of learning has impacted on their personal and professional values?
- address individually and collaboratively how this area of learning impacts on their rights and responsibilities in relation to the communities in which they will work and the wider world?

Global Citizenship Element 4: Making Connections:

How can you give student more opportunities to explore...

- the connections between different aspects of their ITE programmes?
- individual subjects in the context of widersocial, natural and economic systems?
- the value and potential of learning outside the classroom?
- connections between different areas of subject knowledge and chosen contexts for approaching interdisciplinary work ?
- the value and challenge of engaging with interdisciplinarity as well as with the individual disciplines?
- whether useful parallels can be drawn between global issues and classroom issues, e.g. sharing of resources, attending to diverse opinions, conflict, working together, power relations?
- the educational implications of global interdependence in relation to society, culture, environment and economy?

Global Citizenship Element 5: Responding as active global citizens

consider the links between rights and responsibilities, including how they exercise their own rights and responsibilities to others?

- develop the ability to challenge the views of their tutors, the content of their programmes, those in power?
- connect to a sense of place and sense of community, making use of real world and outdoor contexts?
- build the confidence and skills to act on those choices in their lives?
- explore possible causes of poverty and inequity and the structures and systems that may maintain or tackle them?
- actively engage, individually and/or collectively, with issues of equity, social justice and sustainability?
- explore and envision alternative futures?
- make informed choices based on critical evaluation of the options open to them?

IDEAS/Global Learning Project Scotland

Further information about how the audit was developed, along with points for debate, can be found in a conference paper prepared by King, Ross and Wisely (2013) available via the web link below.

http://api.ning.com:80/files/u3fcJmJ3QG-taCoQw3w2dGHZso-lfJsBju7Bu4 qJNJBmpZo6QLJy04jDAWEIv7vVIZeEqQvsQv8KseBLp*xHsZy9FF909prs/ Proceedings2013HardCopyfinal.pdf

The Scottish Government Response to Learning for Sustainability Report 2013 can be found via the link below

http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/ OnePlanetSchools/

Information about the Global Approach Network, a Scottish network of initial teacher educators and other stakeholders, which may also be able to provide further information about case studies linked to the audit can be accessed via the web link below.

http://www.global-approach.org.uk/

The audit tool is reproduced and adapted here by kind permission of Dr Hamish Ross, University of Edinburgh, and Dr Tanya Wisely, IDEAS co-ordinator.

Embedding Education for Sustainable Development and Global Citizenship in Wales: School of Education, University of South Wales

This final case study focuses on a masters level course offered by the University of South Wales, which again has emerged within a more positive policy climate for Global Learning in Wales , allowing opportunities for more innovative developments to take place.

Overview:

The Welsh Government recognised the importance of (global) citizenship issues in education for sustainability and introduced Education for Sustainable Development and Global Citizenship (ESDGC) as a cross cutting theme in its revised curriculum in 2008. ESDGC is explained as 'a holistic approach to education which:

- prepares learners for the new challenges that will be part of their future such as climate change and international competition for resources

- helps them to understand the complex, interrelated nature of their world

- builds the skills that will enable learners to think critically, think laterally, link ideas and concepts such as needs and rights and uncertainty and precaution, and make informed decisions *(as Figure 3 – the 7 Key Concepts of the Holland Report).*

Welsh Assembly Government, 2008 (see below)

The interconnectedness of themes in ESDGC is illustrated by the following example:

Figure 4
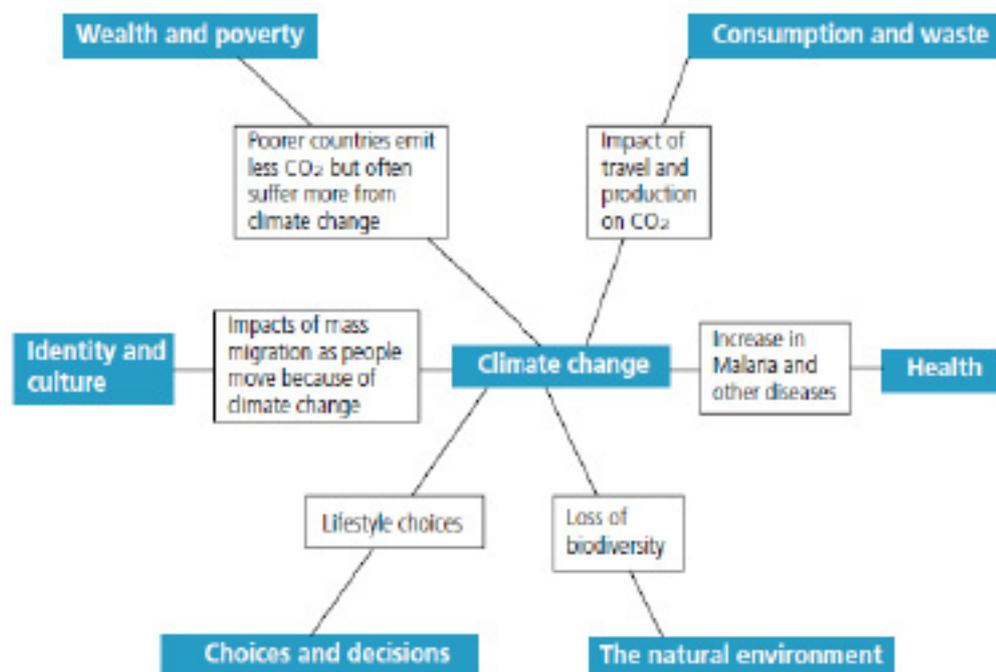
(Ibid)

The guidance for training and new teachers directs students to the following QTS standards which directly address ESDGC:

Overall standard	Specific standard	Link to ESDGC
S2: Professional knowledge and understanding	S2.2: Students must show that they know and understand the National curriculum aims and guidelines	In particular – the guidance on promoting ESDGC in schools
S3: Teaching	S3.1: Planning expectations and targets	S3.3.15: Take appropriate opportunities to promote and teach ESDGC in all relevant aspects of their teaching:

In taking opportunities to promote ESDGC students are encouraged to consider the following questions:

- Does the learning offer past, present and future perspectives?
- Does the learning address any of the major themes within ESDGC
- i.e. wealth and poverty, health, climate change, the natural environment, consumption and waste?
- Does it make interconnections between these themes and between people, places and events both locally and globally?
- Is the learning relevant to learners' lives?
- Does it encourage critical examination of issues?
- Does the learning address controversial issues and examine conflict resolution?
- Does the learning explore values and cultural perspectives?
- Does it empower learners to take appropriate action?

Ibid

Further guidance on promoting ESDGC through subjects with case studies from schools can be found in the Welsh Assembly document Education for Sustainable Development and Global Citizenship: Information for teacher trainees and new teachers in Wales (2008) *http://wales.gov.uk/topics/educationandskills/publications/guidance/infoforteachertraineesinwales/?lang=en*

Masters in Education for Sustainable Development and Global Citizenship:

This MA offers opportunities for teachers to come together with professionals from different backgrounds to develop their personal and professional understanding and skills with regards to ESDGC. The course aims to develop understanding on a range of related issues – citizenship; human rights and children's rights; sustainability as it relates to the school; the community and the wider world; issues of poverty both local and global; and responses to such issues.

An innovative feature of the course is consideration of the role of science education in ESDGC and scientific literacy, and the impacts of politics and ethical thinking on scientific development and global citizenship issues.

Course length: Full-time 1 – 2 years; Part-time 2 – 5 years

Course content and requirements for study:

All students are required to take a core module in Research Methodology. In addition to this students study two further compulsory modules:

- **Education for sustainable development and global citizenship**: to consider and analyse the concept of citizenship from its beginnings in the ancient world to the present day, the rights and responsibilities of a citizen and the processes of globalisation. An overview of conservation theory, principles and practice is provided, including scientific and ethical bases. Students also consider alternative, conflicting attitudes to the environment; case studies exemplify scientific uncertainty of cause and effect e.g. resource depletion; global climate change; biodiversity. The module seeks to define social and environmental problems within a global context, analysing poverty both locally and globally, including case studies of the abuse of human rights in the world today.

- **Collaborative/individual professional project**: building on knowledge and experience from the first module, including a literature review of 5000 words, students undertake an ESDGC project which seeks to evaluate the effectiveness of ESDGC initiatives aimed at increasing awareness of citizenship and sustainability issues. The learning outcomes for this module require students to be able to:

  1. articulate an understanding of citizenship at local, national and global levels and the associated concepts of rights and responsibilities;
  2. understand problems concerning the rights of an individual *vis-à-vis* the rights of the community that individual lives in, including the rights of women and minorities;
  3. distinguish between alternative views of sustainable development and recognize the gaps between belief and action and how these might be addressed;
  4. demonstrate an understanding of the conceptual origins and evolution of sustainable development principles and appreciate the important role of basic literacies in guiding such an understanding;
  5. demonstrate skills confidence in the critical examination of social frameworks;
  6. undertake assessment on data from a number of sources and produce a coherent analysis in both oral and written form;
  7. deploy skills in the planning and management of independent study, which facilitate autonomous learning.

An example of an innovative approach to this project can be found in Section 5.

Students then choose another relevant, complementary module from the MA Education programme.

Some key Issues and Challenges:

- It is particularly helpful to have a whole institution policy to support and contextualize ESDGC

- The effectiveness of ESDGC must have a means of objective assessment, for example not just assessing non-embedded practice, such as takes place in an after-school 'environmental club'.

- ESDGC orphaned from the disciplines being more widely studied risks disinterest from the students/pupils at those points where it departs from personal interests and experience.

This case study has been reproduced and adapted here with the kind permission Dr Ron Johnston, University of South Wales, from a draft version now completed and due to be published in a forthcoming guide by the Higher Education Academy (HEA) in the UK.

5. ADDITIONAL SESSION PLANS AND RESOURCES FROM CASE STUDIES

Institute of Education, University of London

2.3.1 Introducing trainees to the global dimension – ITE session template

Learning Objectives:
- To understand what the global dimension is and why it is important
- To be able to make links between the subject curriculum and the global dimension
- To develop ideas of how to include global topics in lesson plans

Timings (1hr 10 total)	Activity	Resources
10 mins	**Introduction:** Run through sides 1 – 10 of the powerpoint. Explain the context of increasing globalisation and the importance for young people to have the skills to engage with the world. Run through historical policy and current initiatives from DFID to invest in global learning in schools.	Powerpoint. Follow link for Introductory session powerpoint below
20 mins	**Draw a global citizen**: Ask trainees in groups to draw a global citizen. They can be as creative and metaphorical as they like. They should include the kinds of attribute that young people should have to understand the world and make a difference. Groups should feedback to the whole group. This activity should place the global dimension of education right at the heart of education for young people in th 21st century	Flip chart paper and markers
10 mins	**Pedagogy:** Discuss ways of teaching global issues (slide 12). Ask trainees for any examples of where they have seen this happen in schools and share with the group	PowerPoint – as below
25 mins	**Plan a teaching activity:** Ask trainees in groups to design a teaching activity around one of the key concepts of the global dimension (return to slide 8). Feedback to rest of group	PowerPoint – as below
5 mins	**Final Discussion:** Questions reflecting on their role as teachers and further support (slides 14–15)	PowerPoint – as below
http://www.ioe.ac.uk/Global_Dimension_introductory_session.ppt		

2.3.2 Learning from Different perspectives – ITE session template

Learning Objectives:
- To consider a range of non-Western perspectives within teaching and learning
- To understand ways to expose and analyse stereotypes in the classroom

Timings (1hr 20)	Activity	Resources
15 mins	**Introduction:** Ask trainees to draw 'an Australian'. Get them to share their images with each other. Possible questions: What kind of images are there? Where did you get those images from? Media (Neighbours)? Experience (people you know)? How many pictures represent an aboriginal Australian? Why/why not? What kind of images are children and young people exposed to? Introduce the concept of stereotypes and the need to approach global learning with a critical approach	**Paper, pens**
25 mins	**Video and Discussion:** Watch Chimamanda Adichie: The danger of a single story *file://localhost/(http/::www.ted.com:talks:chimamanda_adichie_the_danger_of_a_single_story.html)* (18mins) Discussion: What struck you about the talk? Where do children and young people hear 'stories' of developing countries? How often do they hear them in school? How often are they challenged in your school? What is your role as a teacher?	**Computer, projector and screen**
15 mins	**Using photographs:** Run through the Mozambique or LA? PowerPoint as an example classroom activity to expose and address stereotypes. The last slide suggests some ways of using images in kinaesthetic activities in the classroom.	**PowerPoint: Mozambique or LA** *http://www.google.co.uk/search?client=safari&rls=en&q=ioe+mozambique+or+LA&ie=UTF-8&oe=UTF-8&gws_*
20 mins	**1001 Inventions:** Demonstrate an activity from the 1001 Inventions education resources demonstrating the influence of the Islamic world on Science and technology (use: *http://www.1001inventions.com/media/teachers-pack-download*). This is an example of a teaching resource that helps to address the dominance of Eurocentric perspectives.	

5 mins	**Final Discussion:** Watch West Wing Clip (*http://www.youtube.com/watch?v=vVX-PrBRtTY*) which explains Peter's projection maps and why education matters. Encourage trainees to discuss opportunities to show a variety of perspectives through their subject.	**Computer projection and screen**

McGough, H and Hunt, F (2012)

Wider Perspectives in Education: Liverpool Hope Hope University

BA Primary Teaching with QTS Y3 Course 2012–2013

Wider Perspectives in Education Module: Seminar notes for tutors

Title: **Developing pupils' skills for co-operative learning**	*Timings:* 2 hours

Co-operative Learning has two key concepts – **positive interdependence and individual accountability**.

Elements are:

1. Creating a learning climate – **inclusive; mixed groups; team roles;**
2. Create opportunities to **work interdependently and engage in high quality talk and listening; pupils are individually accountable; everyone participating;**

Aims:

1. Develop **teaching s**kills, using a structure that has been tested and helps children work together
2. Manage behaviour to create the right environment:
3. Exemplify, in practice, global education themes
4. Students build thinking about their Philosophy of Teaching – the **kind of teacher they want to be**

Module Learning outcomes:

CLO2: Present informed arguments and engage in searching intellectual debate, based on in-depth reading, on how education for global citizenship and the global dimension can be incorporated within placement-based learning experiences.

CLO3: Demonstrate a critical awareness of the development of their personal subject and pedagogic knowledge, and the pedagogical approaches that underpin education for global citizenship and the global dimension, to support effective teaching and learning in the primary curriculum and Early Years Foundation Stage.

Teachers' standards *(and links to SMSC and PSHE)*

T:1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect

T:7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

T:7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

P:1.3 showing tolerance of and respect for the rights of others

English objectives: KS2

Reflect on how working in role helps to explore complex issues

Group Task: role play

You are a year 5 class and this is a starter activity for a longer topic.

Mrs Williams, your teacher, has told you that the school wants to do something during *Fair Trade* fortnight. She explains, 'We have never done anything for Fair Trade before, so I want you to come up with some ideas that we can do in our class.'

You are to get into your *Thinking and Planning Groups* (co-operative roles), and come up with ideas of what to do for Fair Trade.

In your group, allocate a role to each person *in this order*:

Role	Name
Recorder	
Questioner	
Finder-Outer	
Materials Manager	
Organiser	

Expected outcomes (to complete in role as Y5 pupils):

- Create a big **mind-map** of ideas for what the class can do on Fair Trade.

- Decide what your plans are for the next afternoon's lesson, so Mrs Williams can help organise what you need.

In the seminar, be ready:

- To share your ideas on your topic – what did you come up with?

- To explain how you worked together – reflecting on the experience.

- To discuss how team roles can help – thinking as a teacher for this one.

BA Primary Teaching with QTS Y3 Course 2012-2013
Wider Perspectives in Education Module: Seminar notes for tutors

Title: **Philosophy for Children (P4C): Global theme – Interdependence**	*Timings:* 2 hours

P4C is a teaching method which emphasizes questioning or enquiry in the ***development of reasoning:***
- Philosophy as a way of thinking and questioning accepted truths
- Promotes thinking skills and habits of mind which are **Caring, Collaborative, Critical and Creative**
- Involves identifying and formulating philosophical 'big' questions
- Everyone is involved through **a structured process**

Aims:
1. Develop **teaching skills, using an established method** to promote critical reasoning skills and dialogue
2. **Manage behaviour** to create the right environment:
3. **Exemplify**, in practice, **global education themes**
4. Students build thinking about the Philosophy of Teaching – the **kind of teacher they want to be**

Module Learning outcomes:

CLO3: Demonstrate a critical awareness of the development of their personal subject and pedagogic knowledge, and the pedagogical approaches that underpin education for citizenship and the global dimension, to support effective teaching and learning in the primary curriculum and Early Years Foundation Stage.

CLO7: Critically reflect on their own behaviour as a global citizen and develop in-depth awareness of the extent to which these practices correspond to aspects of the debate about global citizenship.

Teachers' standards *(and links to SMSC and PSHE)*

1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect

1.3 Demonstrate consistently the positive attitudes,values and behaviour which are expected of pupils

7.1 Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school,

7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to
involve and motivate them

P:1.3 Showing tolerance of and respect for the rights of others

Seminar Content

PART 1: Tutor review of key points from lecture

PART 2: Engaging with the 4 C's of P4C

Getting set – thinking warm ups:

- **Warm up** activity to encourage students to communicate with/listen carefully to others
- **Concept line** – students are presented with a 'quarrelsome' statement and position themselves in line according to agree/disagree. Individual students are asked to 'justify' their position

Presentation of stimulus – short film clip

Long process: Students discuss film in pairs and then small groups, identifying 'juicy' concepts and ideas for questions; students share questions and vote on most popular.

Short process: Students are presented with a series of questions and choose one which interests most

Enquiry – student/group who came up with chosen question starts enquiry with 'first words'

Review and reflect

- Students reflect on process and examples of 4 C's – caring, creative, collaborative and critical
- Students reflect on key learning and what has left them puzzled or interested in finding out more

The Global Dimension in Education: St Mary's University College, Queen's University Belfast, Northern Ireland

Global Breakfast Activity:

- The Global Breakfast is used in the first year when students enter the College to set the scene and introduce them to the realities of our unequal world.
- All first year students are invited along to a Global Breakfast on the morning of their first Global Dimension conference. Perhaps expecting a tasty range of food from around the world, they are instead randomly divided when they come in to the canteen:

  - **20%** of the students are diverted to tables laden with cooked breakfasts, juices, fruits and breads and are catered for by a member of staff.
  - **80%** are pointed in the direction of a large table with only a mound of dry toast and some jugs of water.

- No explanation is given but this social experiment is allowed to run until the 20% per cent have had their fill. Sometimes students from the 80% group go and ask for food from the others, but mostly they stay where they are, often grumbling. Sometimes students from the 20% group offer to share their food with those in the 80% group, but more often than not they stay where they are enjoying their food – if somewhat guiltily. The students' discomfort is obvious.
- A presentation on global imbalance follows, highlighting the 80–20 divide and the huge differences between the world's rich and poor. Stark statistics also show the contrast in spending on such things as education and defence.
- Discussions follow which allow students to explore the feelings they experienced during breakfast and then during the presentation. Reactions such as anger, shock and disgust are coupled with injustice, guilt, privilege and a sense of powerlessness. Our challenge then, is to work from these feelings towards empowering students and recognising effective ways to act for positive change.
- Practical workshops facilitated by development NGOs then follow to explore these issues further and look at ways to realise change.

McCann, G, Murray, S and Shannon, R (2008) The Global Dimension in Initial Teacher Education Part 1

http://www.stmarys-belfast.ac.uk/downloads/gde/Global Dimension in Initial Teacher Education (part 1).pdf

School of Education, University of South Wales

Collaborative Project Case Study:

> This pilot study investigates how 29 children (aged seven to eleven), living on the edge of the Forest of Dean and a famous sculpture trail, value trees in relation to their environment. Elements from 'Education for Sustainable Development and Global Citizenship' (ESDGC) 2008, a Welsh Assembly Government initiative, were applied to and embedded within art lessons at the school over the course of six afternoon sessions, in order to focus on the environment and examine the issues arising with regards to its long-term future effectiveness. The work was carried out in collaboration with an environmental artist.
>
> The visit to the Forest of Dean offered children the opportunity to engage with the countryside, study local culture and draw on comparisons around the world. Environmental art is usually site specific. It involves the spectators as participants, so they can move within, around or on the sculptures, and essentially experience their surroundings, as well as the work of art from different perspectives.
> Greenwood, C (2012)
>
> A particular difficulty when working with children is finding a way of gauging how they value and compare the value of things. In this case, the enquiry was one where a value judgement on aspects of the environment was the subject of the enquiry. The student developed a means of using beads and balls as a quantitative assessment of such things as trees, parkland, natural artistic interpretations with manmade artefacts, and play areas. The results of this were recorded on video and also recorded quantitatively for future analysis. The student brought to light many interesting features, but the enquiry's main strength was the development of a very robust methodology capable of being transferred to other scenarios and teaching environments considering for these age groups

Johnson, R (forthcoming)

Again, this case study has been reproduced and adapted here with the kind permission Dr Ron Johnston, University of South Wales, from a draft version now completed and due to be published in a forthcoming guide by the Higher Education Academy (HEA) in the UK.

6. GLOBAL LEARNING METHODS

In order for Global Learning to be effective it should promote critical thinking which Shah and Brown (2009) identify as:

- **Making connections within and between systems**
- **Awareness of how much is contested**
- **Responding to complexity and change**
- **Understanding the significance of power relationships**
- **Self-reflection**
- **Values literacy**

In thinking about the process of Global Learning and developing critical thinking it is helpful to refer to the following table by Vanessa Andreotti which contrasts **'soft'** and **'critical'** Global Citizenship education:

	Soft Global Citizenship Education	**Critical Global Citizenship Education**
Problem	Poverty, helplessness	Inequality, injustice
Nature of the problem	Lack of 'development', education, resources, skills, culture, technology, etc.	Complex structures, systems, assumptions, power relations and attitudes that create and maintain exploitation and enforced disempowerment and tend to eliminate difference
Justification for positions of privilege (in the North and in the South)	'Development', 'history', education, harder work, better organisation, better use of resources, technology	Benefit from and control over unjust and violent systems and structures
Basis for caring	Common humanity/being good/sharing and caring Responsibility FOR the other (or to teach the other)	Justice/complicity in harm Responsibility TOWARDS the other (or to learn with the other) – accountability
Grounds for acting	Humanitarian/moral (based on normative principles for thought and action)	Political/ethical (based on normative principles for relationships)
Understanding of interdependence	We are all equally interconnected, we all want the same thing, we can all do the same thing	Asymmetrical globalisation, unequal power relations, Northern and Southern elites imposing own assumptions as universal
What needs to change	Structures, institutions and individuals that are a barrier to development	Structures, (belief) systems, institutions, assumptions, cultures, individuals, relationships

What for	So that everyone achieves development, harmony, tolerance and equality	So that injustices are addressed, more equal grounds for dialogue are created, and people can have more autonomy to define their own development
Role of 'ordinary' individuals	Some individuals are part of the problem, but ordinary people are part of the solution as they can create pressure to change structures	We are all part of problem and part of the solution
What individuals can do	Support campaigns to change structures, donate time, expertise and resources	Analyse own position/context and participate in changing structures, assumptions, identities, attitudes and power relations in their contexts
How does change happen	From the outside to the inside (imposed change)	From the inside to the outside
Basic principle for change	Universalism (non-negotiable vision of how everyone should live what everyone should want or should be)	Reflexivity, dialogue, contingency and an ethical relation to difference (radical alterity)
Goal of global citizenship education	Empower individuals to act (or become active citizens) according to what has been defined for them as a good life or ideal world	Empower individuals: to reflect critically on the legacies and processes of their cultures and contexts, to imagine different futures and to take responsibility for their decisions and action
Strategies for global citizenship education	Raising awareness of global issues and promoting campaigns	Promoting engagement with global issues and perspectives and an ethical relationship to difference, addressing complexity and power relations
Potential benefits of Global Citizenship Education	Greater awareness of some of the problems, support for campaigns, greater motivation to help/do something, feel good factor	Independent/critical thinking and more informed, responsible and ethical action
Potential problems	Feeling of self-importance/ self-righteousness and/ or cultural supremacy, reinforcement of colonial assumptions andrelations, reinforcement of privilege, partial alienation, uncritical action	Guilt, internal conflict and paralysis, critical disengagement, feeling of helplessness

Andreotti (2006)

Promoting 'critical global citizenship' is also about **'ways of engaging and relating, and ways of thinking and knowing'** (Belgeonne, 2009), which promote the skills and qualities needed to engage critically with global issues. An overview of these 'ways' or activities and methods can be found in **Teaching the Global Dimension: A handbook for teacher education** (ibid). Below are examples of some of these methods, relevant to the case studies in this guide.

Active and Enquiry Learning:

Enquiry learning – *a learner-centred approach that emphasises higher order thinking skills. It may take several forms, including analysis, problem solving, discovery and creative activities, both in the classroom and the community. Most importantly, in enquiry learning students are responsible for processing the data they are working with in order to reach their own conclusions.*

UNESCO *http://www.unesco.org/education/tlsf/*

The Role of the Teacher in Active and Enquiry Learning

From	To
Teacher-centred classroom	Learner-centred classroom
Product-centred learning	Process-centred learning
Teacher as a transmitter of knowledge	Teacher as an organiser of knowledge
Teacher as a 'doer' for children	Teachers as an 'enabler'
Subject-specific focus	Holistic learning focus

Source: *Active Learning and Teaching Methods for Key Stage 3* © 2007 The Partnership Management Board

The role of the pupils

The active, participatory classroom should result in a shift in the role of pupils, too:

From	To
Passive recipients of knowledge	Active and participatory learners
Answering questions	Asking questions
Being spoon-fed	Taking responsibility for their own learning
Competing with one another	Collaborating in their learning
Wanting to have their own say	Actively listening to the opinions of others
Learning individual subjects	Connecting their learning

Source: *Active Learning and Teaching Methods for Key Stage 3* © 2007 The Partnership Management Board

Oxfam, 2008 (see below)

Active and enquiry learning also promotes pupil **participation, democracy** and **empowerment** – all desirable values in Global Learning.

Activities range from simple card sorting and prioritising activities (Diamond 9) to more physically active value lines, debates, role plays and simulation activities, and techniques such as **Co-operative Learnin**g. They also utilize a range of tools and stimuli, including images, cartoons and films.

For an overview of active and enquiry learning activities see the Oxfam guide

Getting Started with Global Citizenship: A guide for new teachers *http://www. oxfam.org.uk/~/media/Files/Education/GlobalCitizenship/GCNewTeacherENGLAND. ashx*

Cooperative Learning:

An 'umbrella' term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. It requires a small number of pupils to work together on a common task, supporting and encouraging each other to improve their learning.

Types of Co-operative Learning include:

- **Student Team Achievement Division (STAD),** where pupils work in teams to ensure that all members have mastered the objective. Pupils then take individual tests on the material and scores are averaged for teams.

- **Group Investigation** – a problem solving approach which has four elements: investigation, interaction, interpretation and intrinsic motivation.

- **Jigsaw** – involves each member of a group learning an essential part of a whole of a topic by working with a focus group and then helping the home group to combine the knowledge to complete the task.

- **Structural (or Kagan) Approach** – consists of structures, or social interaction sequences, which enable the teacher to transform existing lessons into a co-operative format by using simple strategies. These strategies, or structures, are content-free mechanisms and are widely transferable across the curriculum; an example being, **think-pair-share**, where pupils are asked a question, given time to think, then they discuss with a partner before sharing with the class.

Researchers generally agree on two features essential to cooperative learning:

Positive interdependence

Individual accountability

(Joliffe, 2005)

Co-operative Learning Team Roles

Open Spaces for Dialogue and Enquiry (OSDE)

OSDE methodology supports the creation of open spaces for dialogue and enquiry about global issues and perspectives focusing on interdependence. In these spaces, people are invited to engage critically with their own and with different perspectives, think independently and make informed and responsible decisions about how they want to think and what they want to do.

OSDE methodology offers a set of procedures and suggested ground rules that can be adapted to different groups and contexts. The key is to create spaces where people gather together to listen and transform themselves – learning and unlearning together, re-inventing ways of relating to one another and imagining otąher possible futures.

http://www.osdemethodology.org.uk/ If web site not available then go to the following link to an article about OSDE
http://www.citized.info/pdf/commarticles/Post-16 Paul Warwick.doc

Philosophy for Children (P4C)

Philosophy for children is a recognized technique for supporting Global Learning. It is used in schools to help children and young people develop questioning and enquiry skills. The method involves presenting participants with a stimulus and encouraging them to ask imaginative questions, listen to the ideas of others and collectively decide on which questions to explore. This normally takes place through a process known as the '10 steps' of P4C:

1. Getting set (activities to calm, open minds and stimulate thinking/imagination)
2. Presentation (of a stimulus)
3. Thinking time
4. Question-making
5. Question-airing
6. Question-choosing (by the group)
7. First words (begins the 'enquiry')
8. Building
9. Last words
10. Review

P4C aims to progress thinking in the following ways:
Caring (*Listening and valuing*)
Collaborative (*Speaking and supporting*)
Creative (*Suggesting and connecting*)
Critical (*Questioning and reasoning*)
Hymer, B and Sutcliffe, R 2012

P4C often has an immediate positive impact on both learners and teachers, freeing them up to explore new ideas in new ways.
(ibid)

The following link provides more detailed information along with further web sites to explore
http://www.globaldimension.org.uk/news/item/?n=13650 and http://www. globaldimension.org.uk/resources/item/?r=1823

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IDEAS/Global Learning Project Scotland Global Citizenship in ITE Audit: A Reflective Review & Development Tool

Johnston, R (forthcoming) Masters ESDGC Programme at University of Wales. Case study prepared for HEA/TEESnet Guide to Good Practice in ESDGC in Teacher Education

Joliffe, W (2005) The Implementation of Co-operative Learning in the Classroom. Paper presented at the British Educational Research Association Annual Conference, University of Glamorgan, 14-17 September 2005

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http://www.tidec.org/sites/default/files/uploads/Global learning -lets talk about it.pdf

APPENDIX 1: *OVERVIEW OF COURSES WITH GLOBAL LEARNING CONTENT.

University	Programme	Course/module/subject	Information available at
Education and teacher training courses with Global Learning included:			
Canterbury Christ University	BA Honours Global and International Education Studies	Whole course	See web link 1 below
University of Chichester	Primary Education and Teaching BA Hons	Citizenship module, across all 3 years	See Section 4 case study
University of Keele	BA/BSc Educational Studies	Year 3: Race, Politics and Education Education, Work and Identity Educating for Global Citizenship	See web link 2 below
Liverpool Hope University's (LHU)	BA Qualified Teacher Status four year degree course	Year 3 module Wider Perspectives in Education	See Section 4 case study
Manchester Metropolitan University (MMU)	BA (Hons), Education Studies	Year 3 module Global Issues in Education	See web link 3 below
Nottingham Trent University (NTU)	PGCE Primary	Teaching the Wider Curriculum	See web link 4 below
Oxford Brookes University	Education Studies BA (Hons) – single BA (Hons)/ BSc (Hons) – combined	Year 1: Education in a World of Change: Policy and Provision Year2: Classroom Cultures Cross National Perspectives on Education Education for Sustainability Year3: Education in International Development	See web link 5 below
University of Plymouth	BA (Hons) Education Studies	Stage 1 Core: Introduction to Global Education (plus others on ESD)	See web link 6 below
St Mary's University College (SMUC), Twickenham	BA (Hons) Primary Education PGCE Primary Education	Creative teaching module Cross-curricular Learning	See web link 7 below and Section 4 case study

York St John	Education Studies BA (Hons)	Level 2 Education, Democracy & Caring Alternative Educations Education & Globalisation	See web link 8 below

Links to information on above courses:

1. http://www.canterbury.ac.uk/StudyHere/Undergraduate/courses/c.asp?courseUrl=global-education
2. http://www.keele.ac.uk/education/educationalstudies/forcurrentstudents/
3. http://www2.mmu.ac.uk/study/undergraduate/courses/2014/10764/
4. http://www.ntu.ac.uk/edu/courses/prepare_pgce_primary/wider_curriculum/index.html
5. http://www.brookes.ac.uk/studying-at-brookes/courses/undergraduate/2013/education-studies/
6. http://www1.plymouth.ac.uk/courses/undergraduate/1985/Pages/CourseDetail.aspx
7. http://www.smuc.ac.uk/undergraduate/primary-education-work-based-route/docs/ba-primary-education-work-based-route-modules-2013-14.pdf
   http://www.smuc.ac.uk/pgce/primary/docs/pgce-primary-modules-2013-14.pdf
8. http://www.yorksj.ac.uk/undergraduate/undergraduate-study/degree-courses-2014/specialist-degrees-2014/education-studies/more-information.aspx

Masters courses

London Institute of Education	Education and International Development MA	Whole course focus on development and educational development	See web link 1. below
London South Bank University	Education for Sustainability MSc	Whole course	See web link 2 below
London South Bank University/ Commonwork	MA Education	Module – Schools for the Future	See web link 3 below
University of Edinburgh	Community Education (MSc. PgDip)	Module - International Perspectives on Education and Training	See web link 4 below
University of Leicester	MA International Education	Pathways: Leadership for Social Justice in Education	See web link 5 below
University of South Wales (Newport)	Education for Sustainable Development & Global Citizenship (ESDGC)	Whole course	See web link below (Newport)

1. *http://www.ioe.ac.uk/study/PMM9_EID9IM.html*
2. *http://www.lsbu.ac.uk/courses/course-finder/education-sustainability-msc*
3. *http://www.commonwork.org/courses-and-events/ma-module-education-schools-future-feb-aug-2014*
4. *http://www.drps.ed.ac.uk/13-14/dpt/cxedua11011.htm*
5. *http://www2.le.ac.uk/departments/education/postgraduate-study/masters/international-education/ma-international-education-modules*
6. *http://www.newport.ac.uk/study/postgraduate/courses/pages/Education-for-Sustainable-Development-Global-Citizenship.aspx*

The list above is designed to give an overview and is therefore not exhaustive. Information about other courses not listed here will be available in a forthcoming publication by the Higher Education Academy (HEA), a best practice guide to embedding ESDGC in teacher education.