

The Global Dimension: A Practical Handbook for Teacher Educators



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Preface

This handbook occupies a unique place in the literature and resources currently in existence. It is intended to support teacher educators who are interested in embedding the global dimension within their PGCE courses. Currently, there are handbooks for stand-alone global dimension courses, but none for those taking a subject-based approach. It provides the practitioner with contextual information about the global dimension as well as very practical and useful resources which will support the PGCE tutor. The subject specialist will be able to find guidance related to their subjects which result from actual data collection and implementation in courses at the IOE.

I have no doubt this will prove invaluable for practitioners as we become increasingly more globally aware in our ITE teaching.

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Abbreviations

BEE: Business and Economics

DCSF: Department of Children, Schools and Families

DERC: Development Education Research Centre

DFE: Department for Education

DFES: Department for Education and Skills

DFID: Department for International Development

GD: Global Dimension

ICT: Information and Communications Technology

IOE: Institute of Education

ITE: Initial Teacher Education

KS3: Key stage 3

KS4: Key stage 4

MFL: Modern Foreign Languages

NGO: Non-governmental organisation

NQT: Newly-Qualified Teacher

PGCE: Post Graduate Certificate in Education

PSHE: Personal, Social and Health Education

QCA: Qualifications and Curriculum Authority

RE: Religious Education

UNCRC: United Nations Convention on the Rights of the Child

VLE: Virtual Learning Environment

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1 Introduction

The Global Dimension in Initial Teacher Education (ITE) project was funded through the Development Awareness Fund from the Department for International Development (DFID) between 2009 and 2012. The aim of the project was to embed the global dimension in initial teacher education at the Institute of Education, University of London. This handbook provides an account of some of the practical activities (both subject-specific and cross-curricular) developed through the project which may be of use to teacher educators. Specifically it highlights session templates, course audits, approaches to teaching and subject-specific resources. It is informed by the context of the institution and the individuals involved in data collection provide insight as to how activities were perceived and worked on a practical level.

The project team worked with Post Graduate Certificate in Education (PGCE) tutors in ten subject areas at secondary level alongside the primary team. A subject-based approach to embedding the global dimension was developed in secondary school subject disciplines, whilst at primary level a more cross-curricular approach was used. Over the course of the project the team undertook interviews with PGCE tutors, trainees and Newly Qualified Teachers (NQTs), observed relevant PGCE teaching sessions and carried out an analysis of documents and PGCE-related materials. The data collection informed a series of recommendations made to subject tutors and a dialogue began about the changes each subject team could carry out both in the short and longer-term. Whilst feedback was individualised to specific subject areas some common threads emerged of how the global dimension could be embedded at both subject and institutional levels. This handbook identifies these commonalities and provides templates through which to use them in practice. It highlights some of the opportunities and challenges in embedding the global dimension.

The handbook is important because it's the first attempt to document how to embed the global dimension across subjects within an institution using a subject-specific approach. Hopefully, this is not the last of its kind, but the start of a process whereby other individuals and institutions map their stories, collect ideas and bring them together to aid mutual learning. This handbook is useful for anyone involved in ITE - helping tutors and trainees consider the role of their subject in delivering the global dimension in education.

In terms of how this handbook is structured it starts with contextual information about the global dimension: what it is, where it's located in policy and why it's important. It then provides generic resources to ITE tutors, such as course audits, templates of good practice, teaching session templates and approaches to teaching the global dimension. The third section provides subject-specific guidance which is informed by data collection and implementation of the global dimension within courses at the IOE.

1.1 What is the global dimension?

The global dimension is a term used to define aspects of the subject-specific and whole school curricula that relate to people's place within the wider-world and how they relate to others. The global dimension connects the local, national and global in a way that people are aware of how their actions have implications for others across

the globe. The term the global dimension¹ can be used alongside other terms such as global learning, development education and global citizenship education.

In policy terms it is defined as such:

The global dimension explores what connects us to the rest of the world. It enables learners to engage with complex global issues and explore the links between their own lives and people, places and issues throughout the world. The global dimension can relate to both developing and developed countries, including countries in Europe. It helps learners to imagine different futures and the role they can play in creating a fair and sustainable world (QCA, 2007: 2).

In 2005 DfES and DFID produced the booklet, 'Developing the Global Dimension in the School Curriculum' and this outlined 8 key concepts of the global dimension. These concepts informed a series of documents on how to introduce the global dimension in schools and made the global learning concept more accessible to practitioners in schools. The concepts are:

Global Citizenship: *Gaining the 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 UN Convention on the Rights of the Child.*

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 (DFES and DFID, 2005: 12).*

The 8 key concepts help define the global dimension and provide hooks and themes for teachers to hang their learning experiences on. It is uncertain whether the concepts will be retained within the curriculum review, but they were to some extent the focus of the ITE project and therefore inform this handbook.

Key to the global dimension is how it is taught, with critical, active and participative pedagogies crucial to ensuring global learning helps young people deal with the complexities of global issues, rather than simplifying them and reinforcing stereotypes. Shah and Brown (2009) note the importance of the following elements: critical and creative thinking; self-awareness and open-mindedness towards

¹ Global dimension is used in this text as it was in the commission of the project.

difference; understanding of global issues and power relations; and optimism and action for a better world.

1.2 Why is the global dimension important?

There are many reasons that can be put forward for the importance of teaching the global dimension in schools. Research from Hunt (2012) shows the benefits to primary pupils' knowledge, skills and values from learning about global issues:

... global learning is seen to causally impact on the development of pupils' values, knowledge and skills, developing their competences as twenty-first century citizens. ... For many schools global learning has impacted on pupils' attainment, it has developed pupils' awareness and interactions with diversity and has developed pupils' thinking and communication skills (Hunt, 2012).

The Partnership for 21st Century Skills (2011) argues that young people need the skills to operate in a global society, both as citizens and as future workers. A global dimension of education can help equip students with the 21st Century skills required for life and work in today's world. According to Bourn (2008: 5) these skills might include:

- *An ability to communicate with people from a range of social and cultural backgrounds;*
- *An ability to work within teams of people from a range of backgrounds and other countries;*
- *Openness to a range of voices and perspectives from around the world;*
- *Willingness to resolve problems and seek solutions;*
- *Recognition and understanding of the impact of global forces on people's lives;*
- *Willingness to play an active role in society at local, national and international level.*

Similarly, the global dimension can help pupils develop critical thinking and enquiry skills, with pupils considering issues from different perspectives other than their own. These are important academic and life skills.

Values are an important focus of the global dimension, particularly with younger children. The global dimension has been shown to enhance pupils' respect for others, sense of responsibility, respect for diversity, empathy and fairness (Hunt, 2012). How pupils develop a sense of self and how they relate to others are crucial for both personal and interpersonal development. Teaching the global dimension can help this process.

Through developing a global dimension in education young people can start to critically engage with complex global problems which transcend national borders, such as climate change, conflict and poverty. These issues can seem distant for children and young people, but the global dimension can make them accessible and relevant. Adopting a global approach can empower pupils to imagine alternative futures and act to realize them.

The world is increasingly interconnected and young people in schools now have more contact with and access to information about the world than ever before. They are directly affected by global political, social, economic, cultural and environmental issues, such as the global economic crises, conflicts affecting the price of fuel and globalization of job markets. Incorporating a global dimension approach can help pupils make sense of the world they are in and how their actions impact on others and vice-versa.

1.3 Policy context

In the revised National Curriculum for 2008 the Global Dimension and Sustainable Development were recognised as cross-curriculum dimensions to be tackled through the formal curriculum and through the whole-school ethos and values. In the range and content of many curriculum subjects there were a number of explicit references to global themes made within national curriculum documentation. Eight key concepts of the global dimension became the basis for its integration into and across subject areas, as well as a focus of whole school approaches.

In terms of envisaged changes to the global dimension within the curriculum review, at the time of writing things are still in flux, but there is some guidance:

This curriculum is unlikely to emphasise the links between subjects in the same way. Instead, links to the global dimension and sustainable development will be made within specific subject curricula. The government envisages this new curriculum taking up around half to two-thirds of the school day, meaning that schools should have some freedom to develop local curricula according to their own priorities (GD website: July, 2012).

The new National Curriculum will set out only the essential knowledge that all children should acquire, and give schools and teachers more freedom to decide how to teach this most effectively and to design a wider school curriculum that best meets the needs of their pupils (DFE, July 2012).

This suggests those schools interested and involved in the global dimension (and there are many) will continue to have scope to practice. In addition, there remains political will to support the global dimension in formal education. DFID is funding a Global Learning Programme in England to increase and improve the teaching and learning of global learning (relating to poverty) at Key Stages 2 and 3 in particular. DFID intends the GLP-E programme to run for 5 years and has allocated a substantial budget. Through this programme DFID intends that the programme has an impact on 50% of maintained primary, secondary and special schools in England. The objective of GLP-E is for more school leavers to have a thorough knowledge and understanding of global poverty and the ways it can be reduced. This understanding will add to school leavers' global awareness and their ability to interact with people from other countries. The project will also support positive social and community values, promoting positive attitudes and behaviours. Additionally DFID, through Connecting Classrooms, will continue to fund international school partnership programmes 'to help young people learn about international themes and become responsible global citizens'.

It seems the global dimension will continue as a key part of teaching and learning in schools in England, although its form and content might change (for example, there might be less focus on the 8 key concepts). As a result new teachers will need to be prepared to teach and interact critically with global issues within their subject areas.

2 Generic resources for ITE tutors

In the following section various generic resources are provided to support ITE tutors looking to embed the global dimension within their teaching programme.

2.1 Subject Analysis Audit

An audit of practice of ITE courses provides tutors detail on where global links are currently made and will help reveal areas that could be developed to make global links.

Table 1: Subject analysis audit

Where are the opportunities within the curriculum of my subject to include the global dimension? Fill in the following table with regard to your subject area considering current practice and the opportunities to further develop global concepts and pedagogies.

Knowledge Concepts	Current provision in subject area	Opportunities to develop through subject area
Global Citizenship: Gaining the 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.		

2.2 Course Audit

An audit of practice of ITE courses provides tutors detail on where global links are currently made and will help reveal areas that could be developed to make global links.

Where does my course already include global themes? Where can they be enhanced? Work through the following table to assess the coverage of global dimensions on your course. Under 'points of action' make plans for ways to progress in various areas. Revisit this tool annually to track progress and make new goals.

Table 2: Course audit template

Opportunities to strengthen the global dimension	Current practice	Opportunities to develop in this area	Points of Action
Marketing materials for the course			
Course handbook			
University-based teaching sessions			
Case studies			
All day or half day global 'events'			
School-based tasks			
Academic assignments for trainees			
Reading list for the course			
Guidance given to school-based mentors			

Resources and guidance on VLE			
Signposting trainees towards resource banks			
Cross-curricular tasks with other PGCE courses			
Sessions delivered by outside speakers			
Visits/trips made by trainees outside of university/college			

Table 3 provides some suggestions of best practice for tutors looking to embed the global dimension into their course.

Table 3: Examples of best practice when embedding the global dimension in ITE courses

Opportunities to strengthen the global dimension	Best Practice
Marketing materials for the course	University or training college promotes values of global dimension (GD) on their website and course specific materials in the prospectus, leaflets, email enquiries make reference to a GD approach as integral to teaching.
Course handbook	The course handbook highlights times throughout the training in which trainees will explore the GD of teaching and provides a basic introduction to what the GD is and its importance. Key readings on the GD in reading list, definitions given and links to key web resources.
University-based teaching sessions	The course provides discreet sessions on the relevance of GD to the target subject or age range of the course. These explore policy and content as well as active and participative teaching methodologies for global learning.
Case studies	Include case studies that link to a global theme so trainees can see aspects of how they might teach the GD in practice.
All day or half day global 'events'	PGCE courses can plan for full-day training events on the GD or a global theme. This often involves trainees running global activities with local school students, trainees giving presentations on a global theme or unpacking global concepts in relation to the subject area at a more theoretical level.
School-based tasks	Trainees complete a compulsory task whilst on their school placement to enhance their knowledge and experience of GD e.g. audit school practice, plan and teach a lesson or scheme of work on a global theme, reflect on it and share with other trainees.
Academic assignments for trainees	At least one assessed assignment to have GD as a core theme. Trainees provided with a list of key readings on the GD and gain a nuanced understanding of critical perspectives through advanced study.
Reading list for the course	Key readings on the GD available on Moodle for the course and listed in course handbook.
Guidance given to school-based mentors	School mentors issued with guidance literature explaining GD and the training provider's commitment to helping trainees explore and practice global learning during their placements. This is supplemented with an on-site training session on GD and teaching methodologies associated.
Resources and guidance on VLE	Clear guidance on Virtual Learning Environment (VLE) so that trainees can access information and guidance about the GD as well as practical resources. VLEs can also be used to facilitate discussion threads and sharing resources and lesson plans between students.

Signposting trainees towards resource banks	Trainees signposted towards places to find resources relevant to their subject such as http://pinterest.com/dercative/ ² and www.globaldimension.org.uk . Some resources are demonstrated during training sessions.
Cross-curricular tasks with other PGCE courses	Trainees engage in cross-curricular activities with trainees in other subject specialisms to practice developing global projects on a similar theme but from different curriculum angles. This is done either in university based training or by groups of trainees in the same placement school.

² This is an online site which has links to GD resources identified by the DERC team for ITE trainees in different subject disciplines. It will be updated annually.

2.3 Session templates for ITE tutors

The following session templates provide some simple ideas for introducing the global dimension to trainee teachers. They can be:

- Discreet sessions delivered during the course;
- Put together as a day's training.

The sessions are arranged in 4 themes:

- General introduction to key concepts of the global dimension and their relevance to education;
- Global dimension from different perspectives;
- Active methodologies for global citizenship;
- Global dimension resources.

These sessions provide some interactive activities that would be relevant to any ITE course, however they can easily be adapted a tailored to offer a more subject-specific exploration of the global dimension.

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: 'Global Dimension introductory session'
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 the 21 st 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: 'Global Dimension introductory session'
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 the rest of the group.	PowerPoint: 'Global Dimension introductory session'
5 mins	Final Discussion: Questions reflecting on their role as teachers and further support (slides 14-15).	PowerPoint: 'Global Dimension introductory session'

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
15mins	<p>Introduction: Ask trainees to draw 'an Australian'. Get them to share their images with each other.</p> <p>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?</p> <p>Introduce the concept of stereotypes and the need to approach global learning with a critical approach.</p>	Paper/pens
25 mins	<p>Video and Discussion: Watch Chimamanda Adichie: The danger of a single story (http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html) (18mins)</p> <p>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?</p>	Computer, projector and screen
15 mins	<p>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.</p>	PowerPoint: Mozambique or LA
20 mins	<p>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.</p>	
5 mins	<p>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.</p>	Computer projection and screen

2.3.3 Active learning for global citizenship – ITE session template

Learning Objectives:

- To practice active learning activities on global themes
- To support students taking issues on matters of global importance

Timings (1hr 20)	Activity	Resources
10 minutes	<p>Introduction: Ask trainees why global learning should be active?</p> <p>Global learning cannot simply be a transmission of facts from teacher to students. Questions such as ‘why is there poverty in the world?’ do not have simple answers. From the previous session we have seen that global topics need to be shown from different perspectives and active learning promotes this.</p>	
20mins	<p>Card sorts/ranking activity – Although these activities can be done at a desk they promote active discussion and debate as students in groups or pairs negotiate how they organise statements or images.</p> <p>Wants and needs card sort – this helps young people understand fundamental human rights (find examples from Unicef on: http://www.headsup.org.uk/content/mediaassets/pdf/Wants_and_Needs_Cards(3).pdf).</p> <p>Mysteries require students to focus and engage with the information given to answer a question. This is student-led learning and makes global learning memorable e.g. Mexico to USA migration mystery: (go to: http://www.sln.org.uk/geography/population_and_migration.htm).</p>	Card sort and mystery activity downloaded from the linked websites
20 mins	<p>Using a global stimulus to develop thinking skills</p> <p>Ask trainees to consider the statement – ‘British people only buy British products’ and to analyse it using Edward De Bono’s thinking hats. Place a description of each ‘hat’ way of thinking on flip charts around the room. Ask trainees to rotate in group around the flip charts and not down their thoughts. Six thinking hats can be found at: http://www.debonoforschools.com/asp/six_hats.asp</p> <p>Feedback to rest of the group – what would be the impact, benefits, challenges, alternatives etc. ? This provides an example of how a simple stimulus can draw out many global issues e.g. where our food/clothing come from, how economies are interdependent, how cultures cross borders, how our buying affects the environment etc.</p>	Flip charts, Blotack and markers

30 minutes	Role plays/simulations – these activities help students to put themselves in someone else’s shoes and consider an issue from a different perspective, e.g. run the Tourism group role play in which different sections of the community decide if they want a new resort on their island. Find this resource at: http://www.jusbiz.org/tourism.html	Downloaded role cards from linked website
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2.3.4 Resources for Global Learning – ITE session template

Learning Objectives:

- To know where to find resources for global learning
- To be able to critique resources with the learner in mind

Timings (1hr)	Activity	Resources
10 mins	<p>Where to find resources: There are plenty of global learning resources freely available to download. These are created by various teaching groups, NGOs, development education centres, trade unions and other subject specific bodies e.g. the Geographical Association or the Association of Science Education.</p> <p>Show examples of resources on whiteboard or if in an IT room ask trainees to find examples of any global learning teaching resource and feedback to the group about where they found it.</p>	Computer, projector and screen or suite of computers
20 mins	<p>What makes a good resource?</p> <p>Run through the PowerPoint slide 1- 12 explaining the properties of a good global learning resource and the kind of thing trainees should consider when choosing or adapting a resource.</p>	PowerPoint: ' global learning resources '
25 mins	<p>Critiquing global learning resources</p> <p>Now either distribute pre-printed range of resources or get trainees to find an example online and to analyse the resource with regards to all the considerations highlighted in the presentation. Provide hand-outs of presentation.</p>	Pre-printed selection of global learning resources or computer suite for trainees
5 mins.	<p>Highlight resource banks – e.g. Global Dimension (www.globadimension.org.uk) provides an umbrella catalogue of many resources for global learning. The DERC Pinterest page has links to useful resources (http://pinterest.com/dercatioe).</p>	

2.4 Models of integrating global dimensions on a PGCE course

ITE providers can use a range of approaches to integrating the global dimension within and across ITE courses. Many of these are specific to a subject-based approach to embedding the global dimension, rather than stand-alone modules or extra-curricular volunteering. These approaches are outlined below.

2.4.1 Providing an introduction to the global dimension

Feedback from trainee teachers highlights the importance of including a training discreet session on the global dimension and its links to the subject area. This would include details on policy and guidance, making connections between global concepts and the subject curriculum and links to resources. It can include practical tasks in which trainees plan a global lesson activity related to their subject or review a global teaching resource for their subject. Trainees can then use this as a clear reference point to identify areas of their learning and practice that can have global dimensions.

Link to ITE session template: 2.3.1 in particular (although others can be used). It can be made relevant to subject area through appropriate resources and discussion.

2.4.2 Integrating global dimension into existing teaching sessions

The global dimension can be integrated into existing teaching sessions by bringing in subject-specific case study examples and resources with a global element. Teachers could audit courses using a subject-analysis template (see 2.1) to identify where the global dimension was currently located and try to identify areas where it could be enhanced.

Many courses already have teaching sessions with an implied global dimension, for example, many have sessions on diversity and inclusion. These are often focussed on supporting children in the classroom but could develop the global element e.g. through looking at historical events, reasons for migration, current conflicts and movements of people. These sessions could look at ways that stereotypes of people from other countries are formed through the media and through charity campaigns, demonstrating activities to help students critically analyse the images they are fed.

The global dimension could be integrated into a session on pedagogy. For example, a session on running a debate/discussion activity in the classroom might include a global issue in the material to practice this pedagogic technique (see 2.3.3).

2.4.3 Whole-day events

A number of PGCE courses plan for large full-day training events which are focused on the global dimension or have a global dimension element. These can take overarching themes like 'Global Citizenship through (subject)' or explore a particular global theme such as 'The Role of Religion in Peace and Conflict'. These days are opportunities either for trainees to learn about the global dimension within their subject area, spaces for trainees to practice teaching the global dimension (for example where local school students attend) or spaces for trainees to present to other trainees on a global topic. These types of events can be developed to suit any subject area.

Table 4 provides an example of a timetable for a day event on education for sustainable development for the Primary PGCE trainees and following that there is an example programme for a trainee-run conference on the global dimension in Business and Economics.

Table 4: Example timetable for whole-day event on Education for Sustainable Development for Primary PGCE

9.30 – 11.00	Keynote address – Delivered by expert external speaker and/or tutor, covering definitions of ESD, current environmental crises, how it relates to children and young people, some positive initiatives in education.
11.30 – 12.45	Workshops – Using skills and knowledge of PGCE tutors deliver a range of workshops around ESD and the Global Dimension e.g. activities on waste, sustainable fashion, how to explore the school grounds, food and drink, sustainable transport.
12.45 - 1.45	Lunch
1.45 - 3.00	Repeat workshops to different groups
3.15 – 4.00	Plenary

Example programme and timetable for whole-day event on the global dimension in Business and Economics

Trainee teachers run a ‘conference’ for year 10 students from local schools addressing global and ethical issues in Business Studies and Economics to prepare the trainees for the conference, a preparation day is run:

Preparation day: to familiarise trainees with the global dimension and the types of approaches / resources they could draw on with year 10 students at the conference. Initially trainees are introduced to the global dimension, why it is important in teaching and how it links to Business and Economics. Trainees are given information about the policy context and where to access resources. Activities on the preparation day for trainees include:

<p>The Trading Game - Trainees are organised into groups of countries with varying resources, tutors are in control of market changes and act as banker. Trainees work out for themselves how best to trade money and resources in order to produce the goods they need and get the money into the bank (instruction sheet available). The game is noisy with much discussion around resources and conditions. After the game, students reflect on the challenges for the countries with little resources and the unfairness of the percentages of profit taken by others.</p> <p>The ‘Labels’ game – trainees are asked to look at labels of the clothing on the person sitting next to them / or on their own clothes. Lists are made of the various countries of origin for the clothing, followed by a discussion on where are the majority of the clothes being made and why are they being produced there. Highlights such factors such as rents, taxes, wages, gender and access to trade unions.</p> <p>Globingo – this involves finding the answer to various ‘global’ questions, where each answer must come from a different person in the group. The idea is to get people mixing with each other and will be used as an ‘icebreaker’ game. After the game there is a group discussion on the various issues raised by the questions from Globingo.</p>

'Tourism' game - This game considers the plus and minus sides to tourism in countries involved.

After the preparation day a conference is set up with local school students. Trainees run workshops with groups of students emphasising active learning on sessions including: international trade, workers' rights, sustainable tourism and clothing production. As this is taking place a set of trainee teachers compile a newsletter from the day with details of the activities, images and quotes from students.

Conference day: trainees running global learning sessions with local school students'

11:00: Icebreaker activity - Globingo

11.30 – 12.45: students separate into groups with trainee-led sessions on trade, labels, tourism.

12.45 – 1.45: lunch

1.45 – 3.00: students participate in different trainee-led sessions.

12:45 – 1.45: Lunch (meet your school on level 4 reception area)

15.00 pm: Questions and answers plenary, evaluation and distribution of newsletter to students.

15.30: students depart.

2.4.4 Learning outside the seminar room

Taking trainee teachers on trips to educational sites can help them to consider how to use such places with school children to help understand their place in a global community. It also offers them a unique experiential training opportunity. Chosen appropriately, many sites help trainees make links between classroom learning and real-world situations. A trip can be given a practical application if trainees then plan and deliver activities with school students at the given location as part of their training. Examples of trips could include:

- Botanical gardens, allotments, forest school – sustainability and the environment (Science, Geography);
- Places of worship - identity and diversity (RE, PSHE);
- Museums e.g. British Museum – globalisation (History);

Table 5: Example plan for learning outside the seminar room

Sept - Oct	Introductory Session – Run an introductory day on the global dimension including how it relates to your curriculum subject. Highlight at this stage that in the summer term trainees will be delivering activities around global learning at an external site.
Nov - May	Reflective logs – over the course of school placements ask trainees to complete a log of all the example of teaching global topics they come across to keep as examples. Partner school sign up – get a partner school to sign up to bring one year group of their students to a 'learning outside the classroom' day in the summer term.

May - June	<p>1 Day: Take trainees to visit a place of learning appropriate to your subject e.g. museum/place of worship/gardens. Ask resident education staff to run workshops drawing out the global significance of the learning at that site. Alternatively tutors can run these themselves. Then give trainees some time to plan global learning activities in groups to run with school students at that location. ITE tutors set the parameters of how long the activities need to be/how the day will run.</p> <p>One week: Ask trainees to meet up independently and finalise the teaching activity and plans.</p> <p>1 Day: Trainees run learning activities with visiting school students at the site chosen.</p>
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Sources of further information include:

Learning outside the classroom: <http://www.lotc.org.uk/>

Learning through landscapes: <http://www.ltl.org.uk/>

Engaging places: <http://www.engagingplaces.org.uk/home> (including Green Day resources)

Farming and countryside education: <http://www.face-online.org.uk/>

REonline: <http://www.refuel.org.uk/sacred-space/index/>

Forest School Association: <http://www.outdoor-learning.org/Default.aspx?tabid=104>

Teaching outside the classroom: <http://www.teachingoutsidetheclassroom.com/>

2.4.5 Assignments

Formal assignments or assessed tasks give trainees the opportunity to research theory, literature and gain a deeper understanding of their topic. Including the global dimension as a feature or focus of an assessment helps to cement understanding and allows trainees extra time within a busy course to think critically about representations of the developing world or different global perspectives on an issue. It helps new teachers develop a nuanced understanding of controversial global issues and minimises the risk of teachers reinforcing stereotypes of developing countries through their teaching. Some useful academic articles for key readings are:

Andreotti, V. (2006) Soft Versus Critical Global Citizenship Education <http://www.osdemethodology.org.uk/texts/softcriticalvan.pdf>;

Serf, G. (2008) Global learning in a changing and unpredictable world. Forum, 50 (3). <http://www.worldwords.co.uk/forum/>;

Hicks, D. & Holden, C. (eds.) (2007) Teaching the Global Dimension: Key principles & effective practice, London: Routledge.

2.4.6 School-based tasks

Trainees spend the majority of their time on school-based placements and can sometimes struggle to translate theoretical learning in this practical environment. Research by Hunt (2011) shows that trainees' increased knowledge and awareness of the global dimension does not necessarily lead to engagement with the global dimension on school placements. A practical, school-based task can provide trainees with the impetus to engage with the global dimension at school level, which should build confidence and experience. Example tasks include:

- Trainees at the same school to plan a cross-curricular scheme of work on a global topic and present it back to their school-based mentors.
- Trainees teach one subject-specific lesson with a global theme and feed back to fellow trainees via VLE.
- Audit how the school engages with the global dimension.

It is also suggested to share information about the global dimension with school-based mentors either through written guidance or through a training day delivered at the university.

2.4.7 Online resources and guidance

Using virtual learning environments (VLEs) to share guidance, reference materials and resources on the global dimension is an important and accessible way of providing information to trainees. Online material quickly changes and new resources are created, so it is helpful to keep these list up-to-date checking web links regularly. Resource banks include:

Global dimension - www.globadimension.org.uk

DERC Pinterest page - <http://pinterest.com/dercatioe>

2.4.8 Support from outside specialists

ITE tutors can lack confidence in leading a session on the global dimension in relation to their subject area. In this case outside (or even internal) speakers can be deployed to make up some of the perceived gaps. Outside speakers also provide a different perspective or area of knowledge which can enhance training. Examples of outside speakers might include:

- Peace Education (Citizenship);
- Holocaust Education (RE and History);
- Sustainable Development (Primary, Geography);

There are regional networks of Development Education Centres (<http://www.think-global.org.uk/members/decs.asp>), NGOs (<http://www.think-global.org.uk/members/ngos.asp>) and other educational organisations that can offer support to ITE.

2.5 Pedagogy

Exploring the global dimension cannot be done by simply presenting facts and figures. Questions about climate change, the genocide in Rwanda or human trafficking, for example, do not have simple textbook solutions. Students are expected to consider different perspectives, examine their own values and perceptions and be empowered to take action on issues of importance. These student outcomes must be supported and encouraged by interactive teaching techniques. There are a range of teaching methodologies that support teaching global issues from different global perspectives. PGCE tutors may find it helpful to combine training on pedagogy with a global topic to demonstrate ways engaging children and young people with complex and sometimes controversial issues.

2.5.1 Active learning

Active learning is learning which engages and challenges children and young people's thinking using real-life and imaginary situations (Education Scotland, 2012).

ITE includes training on methods for engaging children and young people with curriculum content through various active learning techniques. These are particularly appropriate and important when teaching global issues. Active learning means that the teacher is not the sole transmitter of knowledge but students engage and contribute to the construction of knowledge in the classroom. Many global topics do not have simple answers and so children and young people must be equipped with the skills to discuss and debate these issues from a range of perspectives. Active learning supports personalised learning and inclusion of all voices in a group. It incorporates a wide range of activities from simple card sorting and prioritising activities to more physically active value lines, debates, role plays and simulation activities. These activities make learning memorable and can help support more formal assessments such as written exams.

Wolfe and Alexander (2008) provide a discussion document (<http://www.beyondcurrenthorizons.org.uk/argumentation-and-dialogic-teaching-alternative-pedagogies-for-a-changing-world/>) useful for debate on active learning.

2.5.2 Critical Thinking

Teaching critical thinking introduces complexity into the global dimension, where many of the concepts are contested and understandings not straightforward. Shah and Brown (2009) call for critical global teachers to be self-reflecting, responding to complexity and change and questioning their own understandings and assumptions. Trainees need a chance to engage with methodologies to foster critical thinking skills to ensure that they don't reinforce stereotypes of developing countries and feel comfortable with ambiguity and multiple perspectives in the classroom. Morgan (2006, in RGS, n.d.) suggests that studying global issues is important because it develops 'post-formal thinking' – higher order and multidimensional thinking skills, needed where there issues are complex, negotiated and difficult to solve.

Teaching critical thinking might include sessions on:

- Imagining a range of global perspectives – looking at topics and issues through different lenses;

- Looking critically at the images of other countries that are presented in the media and by other organisations like NGOs;
- Challenging assumptions about 'how poor people live';
- Looking at the causes of inequalities;
- Exploring power relations – including questions such as who has power, who is voiceless and who benefits?
- Using complex real world examples;
- Look at the issue of trade-offs to make a just and sustainable world;
- Exploring our own prejudices about poorer countries.

See: Bourn (2011); Shah and Brown (2009).

CPD resources such as the Through Others Eyes programme can help explore the perspectives of indigenous people: <http://www.throughothereyes.org.uk/>.

Open Spaces for Dialogue and Enquiry offers guidance on constructing safe spaces for dialogue and enquiry: <http://www.osdemethodology.org.uk/>

Oxfam provides guidance on teaching controversial issues:

http://www.oxfam.org.uk/education/teachersupport/cpd/controversial/files/teaching_controversial_issues.pdf

2.5.3 Philosophy for Children

Philosophy for children is a technique used in a number of schools to help children and young people develop questioning and enquiry skills. This method presents students with a stimulus and encourages them to ask imaginative questions, listen to the ideas of others and collectively decide on which questions to explore (see: <http://www.philosophy4children.co.uk/> for further information). P4C is recognised as a technique that can support the global dimension.

P4C methodology can be drawn upon to help students develop the necessary self-awareness, values and attitudes to ultimately become active citizens in local, national, global and international communities. With its emphasis on creating an environment that enables children to be heard, respected, and valued, P4C can teach children to listen, reason, cooperate, empathise, and above all, "think" independently about global issues (Think Global, 2011).

Providing training on P4C for trainee teachers provides them with practical techniques and methodologies for opening up the minds of their students.

For further information and links go to:

<http://www.globaldimension.org.uk/news/item/?n=13650> and
<http://www.globaldimension.org.uk/resources/item/?r=1823>

2.5.4 Learning outside the Classroom

There are numerous opportunities to consider real-life issues by involving students on educational visits. These could include discovering the global impact of food at a local farm, historical trade links and how they affect us now at a museum or the global origins of religion at places of worship (see: 2.4.4).

2.5.5 Using images, films and cartoons

Photographs, cartoons and videos are great sources of stimulation for debate, discussion and enquiry.

Development Education.ie has a range of photos and cartoons to inspire learning (see: <http://www.developmenteducation.ie/cartoons-and-photos/>).

Photographers, such as, Chris Jordan create provocative images highlighting statistics on consumerism, waste and other global issues - zoom in and read the captions for the whole story (see: <http://www.chrisjordan.com/gallery/rtn/#car-keys>).

Identifying stereotypes through images:

<http://www.globaldimension.org.uk/pages/8728>;

Photo activities are included in Oxfam's Education for Global Citizenship handbook.

2.5.6 Making the most of ICT

ICT can be used in a number of ways to support global learning including:

- Independent research and enquiry on the internet into a global topic;
- Multiple perspectives on a global topic from various websites e.g. comparing the way an event is represented in the news from different countries such as the BBC and Al Jazeera;
- Online games, quizzes and animation to help explain global topics (see, for example, <http://www.channel4learning.com/learning/microsites/L/lifestuff/content/citizens/respect.html>);
- Video conferencing or online forums connecting with school groups in different countries. Possibility to work on collaborative projects <http://www.tigweb.org/> and <http://www.mtl-cec.org/> and www.skype.com

Resources include:

Teach global using the internet: <http://www.teachandlearn.net/teachglobal/ca/u6/a6/> and <http://www.teachandlearn.net/teachglobal/cc/u4/a5/>

3 Subject-Specific Guidance

The following section provides subject-specific guidance on how the global dimension can be integrated into ITE courses at primary and secondary level. Where relevant interview extracts from the Global Dimension in ITE project (<http://www.ioe.ac.uk/research/33595.html>) are included to offer ideas and inspiration to ITE courses. The examples are separated by subject area at secondary level and are cross-curricular at Primary level.

3.1 Global Dimension in Business and Economics ITE

Business and Economics offer a range of opportunities to engage with the global dimension, particularly in terms of interdependence and global citizenship and the social and environmental impact of business around the world. Using global case studies and examples provide an engaging variety of sources for young people and helps engage business leaders of the future with issues of business ethics and environmental sustainability from an early age. Depending on exam specifications there are opportunities to explore issues such as development economics in depth.

Curriculum connections

There are many ways that BEE can explore global themes and topics. Some are overt requirements in Business Studies and Economics exam specifications (BEE is not a national curriculum subject). These include:

The AQA (AQA, 2012 and 2007) includes reference to spiritual, moral, ethical, social, sustainable development and cultural issues at local, national and international levels. At GCSE level (AQA, 2012) it includes the wider social costs and benefits facing business operation, such as ethical and environmental considerations, positive and negative effects that globalisation has on the UK labour market, and the migration of the labour market. Also included (AQA, 2012: 58) in the specification are environmental issues: causes, consequences and solutions; global warming and its effect on different economies and societies; globalisation: the benefits and drawbacks from an economic viewpoint and ethical issues with the development of the world economy; developing economies: India and China – issues of growth and the impact on developed countries; underdevelopment: its causes and cures, focusing on least developed economies; poverty: disparities in living standards and the ethical issues that arise from the implications of choice for society. At A/AS level (AQA, 2007) the specification includes reference to the social environment including corporate social responsibility, globalization and migration.

At GCSE level and A/AS level, WJEC (WJED/CBAC, n.d.; WJEC/CBAC, 2007) require candidates to recognise that the ‘spiritual, moral, ethical, social and cultural dimension(s)’ of business and decision-making. At GCSE level, WJEC (n.d.) emphasizes the impact of business on environmental, cultural and ethical issues; that responsible business takes into account sustainable development; that candidates learn about rights and responsibilities. At A/AS level (WJEC/CBAC, 2007) there is focus on the social costs and benefits of globalisation and the activities of multinational companies; the conflict between ethic / environmental responsibility and profits; the impact of pressure groups; and the impact of global warming and military conflict on business. Both at GCSE and A/AS levels local, national, European and global dimensions of business were included.

The OCR GCSE specification (OCR, 2012) includes a module on the UK Economy and Globalisation where candidates look at trade and its implications at local, national and international levels. There is discussion of the concepts of globalization and poverty; and ways of supporting growth for underdeveloped countries. At A/AS level (OCR, 2008) the module is on the ‘Global Economy’ which includes sections on: causes and consequences of economic growth in developed and developing economies; sustainability; social and environmental impacts of growth; and the economics of globalization.

The specification for Edexcel’s Business Studies GCSE (Edexcel, 2009) emphasizes ethical, environmental and sustainable responsibility of business and economic issues in the local, national and global economy. Edexcel (2010) at A/AS level in

Economics has a module on the Global Economy which includes sections on the causes and effects of globalization; poverty and inequality in developed and developing countries; limits to growth in development; and measures to influence growth.

Case-study examples

The following are examples of how the global dimension can be integrated into a Business and Economics (BEE) ITE course.

Case studies

Through the Business Studies and Economics curriculum students learn the basics of how businesses and financial markets work often through real-world case studies and model businesses. By introducing examples of global case studies tutors can broaden the scope of discussion, for example, by including a multinational corporation or how micro-finance schemes support small businesses in developing countries. Examples like this can start discussions on global ethics and corporate responsibility with regards to global trade.

Whole-course Training Day

Trainee teachers run a 'conference' for year 10 students from local schools addressing global and ethical issues in Business Studies and Economics. In order to prepare trainees for the conference a training day is run a week before the conference itself (see: 2.4.3 for further information).

A series of practical teaching activities are demonstrated to trainee teachers with trainees becoming active participants in the activities. These include: Globingo (<http://www.jusbiz.org/globingo.html>); the Trading Game (http://learn.christianaid.org.uk/YouthLeaderResources/trading_game.aspx); the Tourism role play (<http://www.jusbiz.org/tourism.html>); and Labels (<http://www.jusbiz.org/labels.html>). The day emphasizes active learning techniques and the importance of debriefing after these kinds of activities to develop understandings and draw out important global issues. Trainees are given a week to adapt and prepare materials in groups to deliver the same activities to groups of Year 10 students who visit the university.

Global Conference

Local schools are invited to bring Year 10 Business Studies students to the university where trainees deliver interactive global learning sessions as well as keynote morning and afternoon sessions (see: 2.4.3 for further information). It can be an annual feature of the course.

I would say it's one of the unique selling points of our PGCE... it's one of the things - we've got other things that make us stand out for other PGCE courses (BEE PGCE tutor).

This kind of intervention can have impacts:

I did a presentation at the global conference last year at the IOE on ethics... I've given it to the teachers that teach the Year 11 business studies, I gave that lesson to them to teach next year, that they've taught this year and they said it went down really well (BEE NQT).

Areas of possible engagement

The following topics could be explored via the global dimension and Business and Economics:

- Fair trade;

- Business ethics and social responsibility of companies like Nike and Primark;
- Business and the environment, 'green' companies and the effect of business and trade on global warming;
- Global trade;
- The World Trade Organisation;
- Migration and urbanization;
- Sweatshops;
- The effect of the oil industry;
- Operations of multi-national companies.
- Exploring aid, poverty and development/under-development;
- Looking at the roots of inequality;
- How international business affects people in different countries;
- Learning about the supply chain and where products come from;
- Working conditions in developing countries;
- The role of business in alleviating poverty;
- Dealing with diversity in the workplace;
- Working across cultures;

Resources

There are a number of teaching resources freely available that help to explore global issues in Business and Economics. As the links to resources can quickly become out of date please visit the DERC Pinterest site: <http://pinterest.com/dercatioe> and look for the Business and Economics Resources board. These links will be checked and updated annually.

3.2 Global Dimension in Citizenship ITE

Citizenship teachers regularly teach about global issues as well as developing students' skills in global and active citizenship, taking action on issues of importance. Citizenship education helps students understand international organizations like the UN and the EU and their role in securing human rights and resolving conflict. It also helps students consider the impact of their own actions and habits on issues like climate change and child labour. An essential part of all Citizenship ITE is to prepare trainees to deal with complex global issues and perspectives in an engaging way.

I think that global dimensions, when I think about it's more about perspective, it's more about how you see things. One of the key skills people are meant to have is being able to understand situations from another person's perspective, being able to argue points of view that aren't their own, and global dimensions allows, is, a way in which you can encourage that (Citizenship trainee).

Curriculum connections

The global dimension can support most citizenship curriculum concepts and is embedded in the core aims of citizenship education as recognised in curriculum guidance for Key Stage 3:

Citizenship addresses issues relating to social justice, human rights, community cohesion and global interdependence, and encourages pupils to challenge injustice, inequalities and discrimination. It helps young people to develop their critical skills, consider a wide range of political, social, ethical and moral problems, and explore opinions and ideas other than their own (QCA, 2007g: 27).

Citizenship at KS3 and KS4 also includes 'Key Concepts' of Rights and Responsibilities and Identities and Diversity. The processes involve: critical thinking and enquiry, advocacy and representation and taking informed, responsible action. The study of citizenship should include:

a political, legal and human rights, and responsibilities of citizens

d freedom of speech and diversity of views...

e actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment

f strategies for handling local and national disagreements and conflicts

g the needs of the local community and how these are met through public services and the voluntary sector

h how economic decisions are made, including where public money comes from and who decides how it is spent

i the changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared

j migration to, from and within the UK and the reasons for this

k the UK's relations with the European Union and the rest of Europe, the Commonwealth, the United Nations and the world as a global community (QCA, 2007g: 32-3).

At Key stage 4 it should include:

a political, legal and human rights and freedoms in a range of contexts from local to global

f the development of, and struggle for, different kinds of rights and freedoms (speech, opinion, association and the vote) in the UK

h the impact and consequences of individual and collective actions on communities, including the work of the voluntary sector

i policies and practices for sustainable development and their impact on the environment

j the economy in relation to citizenship, including decisions about the collection and allocation of public money

l the origins and implications of diversity and the changing nature of society in the UK, including the perspectives and values that are shared or common, and the impact of migration and integration on identities, groups and communities

m the UK's role in the world, including in Europe, the European Union, the Commonwealth and the United Nations

n the challenges facing the global community, including international disagreements and conflict, and debates about inequalities, sustainability and use of the world's resources (QCA, 2007m: 46-7).

Curriculum opportunities at KS4 might include: debates and discussions; participating in individual and collective action; taking into account a range of contexts.

Case-study examples

The following are examples of how the global dimension can be integrated into a Citizenship ITE course.

Global Citizenship Day

Trainees can have a whole day dedicated to global citizenship where they explore examples of how to introduce new topics, how to develop their thinking and how to take action. Some of these activities can include:

- Using current images to introduce a topic;
- Visualising activity to draw out stereotypes of refugee camps and Africa;
- Globingo;
- YouTube video about the Congo and conflict over materials for mobile phones;
- Narrative simulation about the way a family in Syria reacts to changes over the previous 20 years;
- UN Security council simulation;
- The trade game;
- Interactive lesson on the Rwandan genocide, focussing on media representation of 'the other'.

Peer Teaching

Trainees often have a range of global knowledge and experiences gained from overseas travels, development work, volunteering and their undergraduate studies. Peer teaching makes the most of this knowledge and experience; it raises awareness of different issues and helps trainees who have expert knowledge to be able to present it in a way that is engaging to others.

Areas of possible engagement

The following topics can be explored via the global dimension and Citizenship:

- The history and enactment of human rights;
- Politics and power;
- How the media create images of people across the world;
- The media and freedom of speech;
- War and reconciliation, e.g. Rwanda, South Africa;
- The banning of Burkas in France;
- How economic decisions are made that affect the community;
- Community and diversity of ideas, beliefs, cultures, etc.
- Understanding reasons for immigration;
- Engaging in active forms of citizenship, campaigning on an issue; looking at the impact of active citizenship;
- Diverse perspectives on global issues;
- Child trafficking;
- How an individual's actions can have implications across the world.

Resources

There are a number of teaching resources freely available that help to explore global issues in Citizenship. As the links to resources can quickly become out of date please visit the DERC Pinterest site: <http://pinterest.com/dercatioe> and look for the Citizenship board. These links will be checked and updated annually.

3.3 Global Dimension in English ITE

English plays a vital role in education and the global dimension giving students access to literature which explores diverse ideologies and cultures, describes the contexts of conflict and examines different identities. It also helps develop self-expression and communication skills helping students put across messages that are important and developing the skills to interact with others across the world.

Curriculum connections

Global dimensions can support nearly all of the curriculum requirements and provide engaging contexts for students to practice reading, writing, speaking and listening tasks. Specifically it can help to address the cultural understanding Key Concept at key stages 3 and 4.

1.3 Cultural understanding

b. Exploring how texts from different cultures and traditions influence values, assumptions and sense of identity.

c. Understanding how spoken and written language evolve in response to changes in society and technology and how this process relates to identity and cultural diversity (QCA, 2007h: 63, 2007n: 85).

And:

compare and analyse the connections between texts from different cultures and traditions (QCa, 2007n: 89).

discuss issues of local, national and global concern QCA, 2007n: 97).

reflect on the origin and purpose of texts and assess their usefulness,

recognising bias, opinion, implicit meaning and abuse of evidence g relate texts to their social and historical contexts and to the literary traditions of which they are a part

h recognise and evaluate the ways in which texts may be interpreted differently according to the perspective of the reader (QCA, 2007n: 88).

Critical understanding (QCA, 2007h and 2007n).

Case-study examples

The following are examples of how the global dimension can be integrated into an English ITE course.

Multicultural Literature

A session on multicultural literature can explore global issues from particular historical and cultural contexts, with trainees able to see how these issues might reflect in the world currently. For example, the Journey to Jo'burg (Naidoo, 1985) can raise the issue of apartheid and A Little Piece of Ground (Laird, 2004) explores the Israel/Palestine conflict. Students are encouraged that literature is not just about literary analysis but about what's happening in the world.

The danger of a single story

Watch Chimamanda Adichie the Danger of a Single Story: 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?

Areas of possible engagement

The following topics can be explored via the global dimension and English:

- Look at how texts from different cultures influence values, assumptions and sense of identity.
- The role of both fiction and non-fiction in social change.
- Looking at influence that diverse cultures, languages and ideas have on each other.
- Explore issues around freedom of expression.
- Appreciate diverse perspectives on global issues.
- Students reflect on their own values, perceptions and identities.
- Explore how language evolves and how this relates to identity and cultural diversity.
- Look at connections between texts from different cultures and traditions.
- Discuss issues of global concern.
- Examine how the written and spoken word can be used to fight injustice.

Resources

There are a number of teaching resources freely available that help to explore global issues in English. As the links to resources can quickly become out of date please visit the DERC Pinterest site: <http://pinterest.com/dercatioe> and look for the English board. These links will be checked and updated annually.

3.4 Global Dimension in Geography ITE

Geography is recognized as one of the key subjects through which the global dimension can be taught and its curriculum has strong links with the key concepts. At the same time, Lambert and Morgan (2011: 5) argue that geography teachers often promote an 'ideological view of development issues' which can lead to an 'ahistorical and simplistic understanding of the development process', which lacks criticality. They call for teachers to develop and refine their subject knowledge in this field.

Curriculum connections

There are a number of key concepts in geography curriculum that can link to the global dimension. These include key concepts:

Scale

a Appreciating different scales – from personal and local to national, international and global.

b Making links between scales to develop understanding of geographical ideas.

Interdependence

a Exploring the social, economic, environmental and political connections between places.

Physical and human processes

a Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.

Environmental interaction and sustainable development

a Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.

b Exploring sustainable development and its impact on environmental interaction and climate change.

Cultural understanding and diversity

a Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.

b Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues (QCA, 2007: 102-3).

Key processes include:

Geographical enquiry

a ask geographical questions, thinking critically, constructively and creatively

b collect, record and display information

c identify bias, opinion and abuse of evidence in sources when investigating issues (QCA, 2007: 104).

The study of geography should include:

a a variety of scales, from personal, local, regional, national, international and continental, to global

b a range of investigations, focusing on places, themes or issues

d key aspects of the UK, including its changing human and physical geography, current issues and its place in the world today

e different parts of the world in their wider settings and contexts, including the European Union and regions or countries in different states of development

h interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact (QCA, 2007I: 106).

Case study examples

Place and interconnectedness

Place and Interconnectedness involves the use of photographic images of places in different parts of the world and the key question, “*What has this got to do with me?*” Each image is placed in the centre of an activity sheet, or an interactive whiteboard and linked to a set of additional questions that get students to think about relationships between local and global (the image in the photograph). Such questions might be: What’s this got to do with me? – Personally; As a member of a family; Within my local community; For my nation; Internationally; Globally). Go to: <http://www.geography.org.uk/projects/valuingplaces/cpdunits/PlaceInterconnectedness> (source: RGS, n.d.)

Think Maps

Using Think Maps can help challenge initial stereotypes and misconceptions that students may hold about places in other parts of the world. Students are given an outline map of a country and asked to plot the feelings that the place evokes – using pictures, symbols and annotations. Students’ maps can be compared and contrasted with ‘Think Maps’ of the UK produced by students from other countries and discussed. This can lead students to discuss the impact of stereotyping and media bias on their sense of place and also explore why their initial conceptions of a locality, place or region in another part of the world are often inaccurate.

See: <http://www.geography.org.uk/projects/valuingplaces/cpdunits/thinkmaps>

(source: RGS, n.d.)

Areas of possible engagement

- Understanding issues of local significance in a global context.
- Exploring social, economic, environmental and political connections between places.
- Exploring cultural diversity and interconnectedness of the UK.
- Look at ideas such as identity and belonging.
- Identify multiple perspectives on events, places, news, issues and global debates.
- Understanding the existence and impact of inequality on a variety of scales.
- Investigating access to and use of particular resources, such as oil or diamonds, from a range of perspectives.
- Appreciating the distinctive character of places and people.
- Exploring terms such as global dimension, globalisation, global citizen and development.
- Discovering your ecological footprint.
- Investigate global communications, uneven consumption, culture, lifestyle and

- environmental degradation,
- Make a difference locally and globally.
 - Envision possible, probable and alternative futures.
 - Relating local differences around the world to universal human rights.

Resources

There are a number of teaching resources freely available that help to explore global issues in Geography. As the links to resources can quickly become out of date please visit the DERC Pinterest site: <http://pinterest.com/dercatioe> and look for the Geography board. These links will be checked and updated annually.

3.5 Global Dimension in History ITE

History education provides an insight into past achievements, developments and conflicts and sheds light on the way the world works today. For a global understanding history is crucial. History teachers can help to draw out the connections between the past and the present and help students to develop the skills to be critical of sources and understanding issues from multiple perspectives.

I would, personally, see the issues of economic and social and political change and power relations between different parts of the world, that, these are the sort of things that I would consider central to global dimensions to history...the way that power relations have changed, how's that connected to economic and social issues like trade and international relations, conflict, global conflict, development of global ideas, religions, beliefs and so on (History PGCE tutor).

Curriculum connections

Global dimensions can support many of the curriculum requirements and provide engaging contexts for students to consider historical global events and the effect of Britain on the world. The following requirements in particular at Key Stage 3 necessitate a global approach.

1.2 Cultural, ethnic and religious diversity

a. Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world (QCA, 2007i: 112).

European and world history

i. the impact of significant political, social, cultural, religious, technological and/or economic developments and events on past European and world societies

j. the changing nature of conflict and cooperation between countries and peoples and its lasting impact on national, ethnic, racial, cultural or religious issues, including the nature and impact of the two world wars and the Holocaust, and the role of European and international institutions in resolving conflicts (QCA, 2007i: 116).

Curriculum opportunities include:

explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today (QCA, 2007i: 117).

Case study examples

The following are examples of how the global dimension may be integrated into a History PGCE course.

Enquiry-based learning

Analysing and critiquing historical sources is commonplace in History and is a useful pedagogical tool for exploring the global dimension. For example, the tutor can model historical enquiry activities around African-American civil rights including themes such as social justice and human rights. They go on to connect this to black British civil rights posing questions about why we often know less about black British history and exploring the discipline.

Specialist training days

Specialist training days can focus on specific aspects of global history, for example, Holocaust Education and Teaching Black Histories. Specialist training days can provide enough scope to widen the kinds of topics trainees might teach on placement. Various organisations might support these events, such as:

Holocaust Education Trust: <http://www.het.org.uk/>

Holocaust Education Development Programme: <http://www.hedp.org.uk/>

Black British History Education: <http://allourhistory.tumblr.com/>

Areas of possible engagement

The following topics can be explored via the global dimension and History:

- Africa - challenging ideas of the 'dark continent' and Africa having no history;
- The crusades and its impact, and the Islamic world before and after the crusades;
- Medicine Through Time, with a global perspective;
- The British Empire – its effect on the world and vice versa and the legacy it leaves.
- Understand the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies.
- Look at the changing nature of conflict and cooperation between countries and peoples and how this has implications for national, ethnic, racial, cultural or religious issues.
- Examine how the past has helped shape identities, shared cultures, values and attitudes today.
- Explore the influence that diverse cultures and ideas have had on each other over time.
- Understand the nature of prejudice and discrimination over time.
- Consider the relationship between the economic, social and environmental issues through time.
- Consider how a range of people have perceived particular events depending on their position.
- Investigate Britain's relationships with the wider world, and relate past events to the present day.
- Black British histories.

British history, more than most histories, is focused on its global impact on the world... British history can't escape the impacts that it's had on the world and the world's had on it (History trainee).

Resources

There are a number of teaching resources freely available that help to explore global issues in History. As the links to resources can quickly become out of date please visit the DERC Pinterest site: <http://pinterest.com/dercatioe> and look for the History board. These links will be checked and updated annually.

3.6 Global Dimension in Information and Communication Technology ITE

ICT teaching has had to adapt at an increasing rate in order to keep up with globalization and the widening access to the internet and new ways of communicating through social media. The use and development of ICT is hugely affected by global changes and allows young people instant access to information, gaming, photographs, music and communication with others all over the world. It also provides a platform for young people to present and share their view on issues of global importance. There are countless opportunities in ICT teaching to explore global issues relating to technology or to use technology to learn more about global topics and perspectives.

Curriculum connections

Exploring the Global Dimension themes in ICT contributes to the aims and content of the National Curriculum for ICT. It can be used effectively to address the following key concepts of the Key Stage Three Curriculum (also at KS4):

1.4 Impact of technology

Exploring how ICT changes the way we live our lives and has significant social, ethical and cultural implications (QCA, 2007e: 123).

And the following in the range and content (also at KS4):

The impact of ICT on individuals, communities and society, including the social, economic, legal and ethical implications of access to, and use of, ICT (QCA, 2007e: 126).

Curriculum opportunities include (also at KS4):

apply ICT to real-world situations when solving problems and carrying out a range of tasks and enquiries

share their views and experiences of ICT, considering the range of its uses and its significance to individuals, communities and society (QCA, 2007e: 127).

At Key Stage Four, global dimensions would additionally include/ support the following:

Exploring the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created (QCA, 2007f: 132).

It supports the KS4 assessment objective for exceptional performance:

Consider the social, economic, political, legal, ethical and moral issues and security needs for data which surround the increasing use of ICT (DFE, 2011b).

ICT can also explore global topics and themes through skills-based lessons using appropriate technological tools and programmes.

One of the good things about ICT is it's quite a content free subject so if I wanted to do something on animal rights I could do as long as I'm using ICT in the way that ICT curriculum requires me to do it. So you could either have it (the global dimension) as a curriculum focus or you can have it as a focus of the ICT activities (ICT Course tutor).

Case-study examples

The following are examples of integrating global dimension into the ICT PGCE course.

Animation Task

Trainees are asked to design and create an animation around a global topic. Trainees discuss ideas of possible animations related to global issue. Once completed these provide the whole group with a bank of animated resources they can use in teaching the global dimension.

Areas of possible engagement

The following topics can be explored via the global dimension and ICT:

- Research (via the internet) and present information on different countries and/or global issues (e.g. global warming, child soldiers, the environment).
- Use ICT to investigate the global concepts e.g. human rights, interdependence and issues of social justice.
- Look at the role of ICT in social change.
- Research the reliability of information.
- Look at information security in different countries.
- Explore the environmental impact of computer waste.
- Access to technology in UK compared to other developing countries and the impact of unequal access.
- Calculate carbon values and carbon footprints.
- Explore the values and perceptions portrayed and promoted by a range of media.
- The impact of ICT on individuals, communities and society.
- Apply ICT to real-world situations when solving problems and carrying out a range of tasks and enquiries e.g. investigate eco-holidays.
- Look at the ways ICT can be used to communicate, collaborate and share ideas on a global scale and how new knowledge is created as a result.

ICT can also explore global topics and themes through skills-based lessons using appropriate technological tools and programmes.

One of the good things about ICT is it's quite a content free subject so if I wanted to do something on animal rights I could do as long as I'm using ICT in the way that ICT curriculum requires me to do it. So you could either have it (the global dimension) as a curriculum focus or you can have it as a focus of the ICT activities (ICT Course tutor).

Kids today have so much more access to information than people did 20/30 years ago so for them to be aware of all the issues – it's important - and not only just telling them what the issues are but telling them how to get that information (ICT trainee).

Resources

There are a number of teaching resources freely available that help to explore global issues in ICT. As the links to resources can quickly become out of date please visit the DERC Pinterest site: <http://pinterest.com/dercatioe> and look for the ICT board. These links will be checked and updated annually.

3.7 Global Dimension in Maths ITE

Mathematics is linked to the global dimension through its historical roots and how the tools of maths can be used to examine and analyse data on global issues.

Curriculum connections

Within the core curriculum, key concepts in key stage 3 and 4 offering opportunities for engagement with the global dimension include:

Applications and implications of mathematics, in particular statistics, calculation methods, fractions, area, proportion, reflective and rotational symmetry.

c Recognising the rich historical and cultural roots of mathematics (QCA, 2007j: 141, 2007k: 157).

Curriculum opportunities include:

work on problems that arise in other subjects and in contexts beyond the school

work collaboratively as well as independently in a range of contexts (QCA, 2007j: 147, 2007k: 163).

Case study examples

Global history of maths

Trainees can explore the global history of maths through looking the cultural roots of maths (e.g. the influence of countries such as Greece, Mesopotamia, Egypt, China, India and the Middle East).

See: www.bbc.co.uk/programmes/b00dww4f.

Trainees should be encouraged to consider the Eurocentric nature of mathematics which often ignores contributions from other cultures or appropriates them as European 'discoveries', e.g. Pascal's Triangle was originally from China and Pythagoras' Theorem first appeared in the ancient Indian text 'Salbasutras' around 600-800 BC.

Many historical and contemporary uses of mathematics in different cultures offer sources of rich mathematical explorations, e.g. the ancient Egyptians wrote all fractions as sums of unitary fractions and throughout Africa, different versions of a complex logic game are played using a carved wooden board and pebbles or shells (e.g. 'Ayo' in Nigeria and 'Mbao' in Kenya). There are several different approaches to long multiplication including the Chinese (or Gelosia) method, Vedic method, Egyptian multiplication and Russian multiplication. Reflective and rotational symmetry are used extensively in Islamic designs (such as those which can be found in the Alhambra in Granada, Spain), in Yantras (Hindu designs used in meditation) and in Rangoli patterns (made using coloured rice or sand in India to decorate floors during Hindu festivals).

Representations of the World

The Peters' Projection Map (<http://www.petersmap.com/>) represents countries in proportion to their actual area. In contrast, other projections, e.g. the commonly-used Mercator's projection, tend to make Western developed countries, e.g. USA and UK, look larger than they really are. Working with Peters' Projection maps can develop ideas around area and proportion as well as encouraging students to reflect upon their own perceptions of the world. (see **Error! Reference source not found.** -

Error! Reference source not found. – for West Wing video clip about Peters' maps).

The world is commonly represented using statistics but it is not always clear what statements such as 'inequality has doubled' actually mean, i.e. inequality is measured (there are in fact many ways of measuring it including the Gini Coefficient). Trainees should be encouraged to appreciate how statistics can be used to represent the same data in very different ways. Different interest groups use different statistical measures to serve their own interests, e.g. the World Bank uses the mean income (GDP per capita) to rank countries according to levels of development, whilst the TUC used the median income in its campaign for a minimum wage.

Statistics can be useful in understanding issues of global equity and world trade, e.g. using graphs to compare world trade and fair trade prices for coffee over a period of time or using a pie chart to show how the money you pay for a bar of chocolate (fair trade or non-fair trade) is divided up. This raises interesting questions both mathematical and otherwise, e.g. what percentage of the money you pay for a bar of chocolate in a shop goes on VAT (not 17.5%) and why does a higher proportion of the money you spend on a fair trade bar of chocolate go to the supermarket (as well of course as to the cocoa farmer)? Statistical diagrams can also be used to compare how a typical child in a rich/poor country/situation spend their day (e.g. time spent on sleeping, playing, school, work, household chores, etc.)

Using development indicators

A development indicator is a measure that can be used to show the relative wellbeing of the population of the country. Two examples of development indicators are a country's life expectancy and infant mortality. Suggested activity: Draw a scatter graph of life expectancy and infant mortality for a range of countries across the world. Does the graph show a positive or negative correlation? What does this tell us? What type of correlation would you expect if you drew a scatter graph of secondary school enrolment and adult literacy? Daily calorie intake and life expectancy? How strong do you think the correlation would be? Why is this, the case? What can you say about individual countries that buck the trend (outliers on a scatter graph)? Is there any difference between groups within countries, e.g. males and females? What does this tell us about inequality? Is there any other data or statistical methods you can use to explore global issues? N.B. It is important to discuss the issues underlying the mathematical relationships in order to show how maths can be applied to real life issues / problems (source, Think Global, n.d.).

Areas of possible engagement

The following topics can be explored via the global dimension and Maths:

- Explore the historical global roots of maths and how mathematicians have brought about social change.
- Explore mathematics from other cultures.
- Examine data around global issues (e.g. analyse global economic, environmental and social data and patterns).
- Understand the use and manipulation of statistics and how this is used to represent/misrepresent the world.
- Use mathematics to explore issues such as water usage, fair trade, food waste and environmental cost.
- Looking at microfinance schemes – what are the benefits/ challenges, who benefits etc.?

Resources

There are a number of teaching resources freely available that help to explore global issues in maths. As the links to resources can quickly become out of date please visit the DERC Pinterest site: <http://pinterest.com/dercatioe> and look for the maths board. These links will be checked and updated annually.

Other useful resources:

Fact File, updated annually. Carel Press (www.carelpres.co.uk)

Beyond the Bar Chart project (www.freewebs.com/beyondthebarchart)

Human Rights in the Curriculum: Mathematics, Ed. Wright, Peter. Amnesty international, 2004 (www.amnesty.org.uk)

3.8 Global Dimension in Modern Foreign Languages ITE

Teaching Modern Foreign Languages (MFL) is inherently global. The global origin of language allows teachers to explore different cultures and traditions as well as dispel stereotypes and misconceptions of different countries. Language can also be used to discuss global issues like conflict and sustainability. A strong global dimension in MFL can help broaden trainees' minds to look outside Europe and consider other countries in which their target language is spoken, e.g. Francophone Africa or Latin America, thus providing young people with a rich and diverse view of the role of language in our world.

Curriculum connections

The global dimension supports the MFL curriculum. For example at KS3 (QCA, 2007d: 168):

The study of languages should include:

e. learning about different countries and cultures.

f. comparing pupils' own experiences and perspectives with those of people in countries and communities where the target language is spoken.

The most obvious link is in terms of cultural understanding in the Key Concepts (QCA, 2007d: 166):

1.4 Intercultural understanding

a. Appreciating the richness and diversity of other cultures.

b. Recognising that there are different ways of seeing the world, and developing an international outlook.

However, there are endless opportunities to get students discussing a range of engaging and relevant global topics using the target language, supporting the key concept:

1.3 Creativity

a. Using familiar language for new purposes and in new contexts (QCA, 2007d: 166).

Global concepts appear in A-Level specifications. For example in AQA (2007b) subject content include issues such as: the environment, wealth and poverty (including causes of poverty in developing countries) and multicultural society (integration, racism, immigration).

Case-study examples

The following are example case studies of integrating the global dimension into a MFL ITE course.

Reflective reviews from overseas observations

MFL trainees often spend time overseas as part of their course. Whilst on these trips trainees' record observations and experiences through a reflective log which includes a section on the global dimension. Trainees might record observations of the 8 key concepts of the global dimension and respond to prompt questions on how it relates to their UK teaching placements. Trainees can use this time to reflect on how they might incorporate the global dimension into their teaching.

Areas of possible engagement

The following topics can be explored via the global dimension and MFL:

- Environmental issues e.g. recycling systems in different country contexts.
- Francophone world projects looking at the culture of countries like Senegal and the south Caribbean islands.
- Analysis of films, e.g. Goodbye Lenin.
- Exploring global issues e.g. homelessness, aid, poverty, racism, multiculturalism.
- Challenging stereotypes and recognizing discrimination of speakers of particular languages.
- Exploring topical global issues and local implications.
- Understanding the roots of languages and their continuing influences.
- Using vocabulary and skills for communication, advocacy, negotiation, compromise and collaboration.
- Exploring the diversity of languages used by children and their families in the class or school.
- Appreciating the diversity within language.
- Appreciate the richness and diversity of other cultures.

All the time where we're trying to create an environment when you can speak languages for real purposes etc. and sometimes based on a textbook it's very hard to do so it helps us as well. If you bring in other issues be it cultural or be it global dimension it actually makes it more tangible for them and much more interesting (MFL trainee).

Resources

There are a number of teaching resources freely available that help to explore global issues in MFL. As the links to resources can quickly become out of date please visit the DERC Pinterest site: <http://pinterest.com/dercatioe> and look for the MFL board. These links will be checked and updated annually.

3.9 Global Dimension in Music ITE

Studying music at school opens up access to a range of styles and musical influences. Through exploring different genres of music students can come to learn about the culture, history and practices of the origin of the music. They can gain insight into how music links to global issues e.g. conflict songs and the fight for social justice. Teachers of music might also help students who might struggle to express themselves in other lessons to express themselves musically. For example, listening to and then constructing their own protest songs can help students express themselves on a relevant topic.

Curriculum connections

Exploring the Global Dimension themes in Music contributes to the aims and content of the National Curriculum for music.

As an integral part of culture, past and present, music helps pupils understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world (DFE, 2011).

It can be used effectively to address the following key concepts of the Curriculum:

- *Cultural understanding;*
- *Understanding musical traditions and the part music plays in national and global culture and in personal identity.*
- *Exploring how ideas, experiences and emotions are conveyed in a range of music from different times and cultures.*
- *Critical understanding*
- *Engaging with and analysing music, developing views and justifying opinions.*
- *Drawing on experience of a wide range of musical contexts and styles to inform judgements (DFE, 2011).*

It (the global dimension) means genres of world music and the context in which that music is situated, so for example, a very large part of the music curriculum in the schools now would be African drumming, samba, gamelan, bangra – and lots of other things. But very much, not just in terms of its musical context, but also the geographical and social context of the music (Music Course Tutor).

Cultural, political and religious context are important when teaching music (Music Course Tutor).

Case-study examples

The following are examples of integrating global dimension into the Music PGCE course.

School-based task

Music trainees are asked to plan and teach at least one lesson on a global theme whilst at their placement school. They then upload the lesson plan and related resources onto the Virtual Learning Environment (VLE). Other trainees read and comment on the lesson. The activity gives trainees experience and confidence in teaching the global dimension through music and created a bank of lesson plans for other trainees to access.

Areas of possible engagement

The following topics can be explored via the global dimension and Music:

- The role of music in propaganda and social change.
- The influence of different cultures, genres and art forms.
- Looking at inequalities of representation, such as those between classes, cultures and genders throughout the world.
- Freedom of expression.
- The role of music in conflict situations.
- How cultural backgrounds might influence the making of music.
- The Blues and its origins in slavery.
- Protest songs e.g. in Iraq and Afghanistan

Resources

There are a number of teaching resources freely available that help to explore global issues in Music. As the links to resources can quickly become out of date please visit the DERC Pinterest site: <http://pinterest.com/dercatioe> and look for the Music board. These links will be checked and updated annually.

3.10 Global Dimension in Primary ITE

For pupils' global understanding to be fully developed their energy, passion and open mindedness need to be harnessed as early as possible. Children are growing up in an increasingly global 21st Century with global awareness and communications expanding at an exponential rate. It is essential, therefore, that teachers are equipped with the tools to help children to understand the world they live in and feel empowered to have a positive impact on global issues.

Curriculum connections

The global dimension can enrich the whole curriculum and relates strongly to core aims and values of the curriculum.

Early Years Foundation Stage Framework: 'Understanding the world' is a key early learning requirement in the new Early Years framework.

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes (DFE, 2012: 9).

Learning about distant places and the lives of people in different countries helps children to understand similarities and difference.

Within the context of primary schools, global learning can contribute to the Aims, Values and Purposes set out in the National Curriculum (DFE, 2011c). It particularly helps with the overall aim of creating responsible citizens who:

- Understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world;
- Appreciate the benefits of diversity;
- Challenge injustice, are committed to human rights and strive to live peaceably with others;
- Sustain and improve the environment, locally and globally;
- Take account of the needs of present and future generations in the choices they make;
- Can change things for the better.

Further detail can be found in curriculum subject-level schemes at KS1 and KS2.

The whole-school ethos strongly supports these curriculum aims.

Day to day usage of mobile phone or the day to day usage of a car has a global impact and it's about exploring those issues with children, not necessarily indoctrinating a certain viewpoint but just to make them well aware that they are not living in a bubble and everything they do has an impact somewhere (Primary trainee).

Case-study examples

The following are examples of integrating global dimension into the Primary PGCE course.

Geography session to all non-geography trainees: A three hour session on Geography is delivered to all non-geography specialists (in mixed groups). This session includes training on aspects of the global dimension including the impact of increased globalization and the way that children learn about distant places. This might include a session on ways of using photographs to explore images and representations of developing countries. Students are given links to websites and resources to help them teach.

Presentations: Primary trainees research an area of learning and reflect on a series of lessons that they had designed and taught whilst on placement. They present the research and reflection to fellow trainees. The global dimension can be given as a possible theme for presentations. These presentations are assessed at masters or diploma level and count towards the units required to complete the PGCE. Having the global dimension as part of the assignment gave trainees more time to consider their own understandings of it and critically engage with some of the issues and literature around global learning. Presentations could be on, for example, representations and stereotypes of the developing world.

Education for Sustainable Development (ESD) Day: The ESD Day (or Global Dimension Day) is suitable for all Primary trainees and involves a keynote address and plenary discussion (external speakers may be involved). Trainees are divided into groups of mixed specialisms and phases and each group attended a range of workshops during the day. The following workshops are framed around the eight doorways of ESD (although could equally be developed around concepts of the global dimension):

- “What a waste”;
- Energy and Water;
- Trading game;
- Sustainable fashion;
- School grounds;
- Global/international dimensions;
- Food and drink;
- Transport.

The global dimension workshop asks trainees to consider what a global learner looks like and explores the 8 key concepts asking students to discuss how they could include them in their classroom. Many of the other workshops also include an obvious global dimension such as the global impact of waste, the global textiles industry and global trade.

Areas of possible engagement

The following topics can be explored via the global dimension and Primary:

- Looking at different countries, cultures and histories.
- Exploring global themes e.g. migration, homelessness, rights, global warming.
- Recycling and environmental activities.
- Looking at origins of items e.g. clothing, soft drinks, etc.
- One city/many cultures: explore where students are from;
- Land use locally/nationally and compare to other countries;
- Celebrating events around the world.
- Write campaign letters on a specific issue.
- Explore children’s games across the world.

- Unpack perceptions of Africa and challenge and stereotypes.
- Children's rights.
- Read stories from around the world.

For further discussion on global learning in primary schools and information about whole school approaches see Hunt (2012).

Resources

There are a number of teaching resources freely available that help to explore global issues in Primary. As the links to resources can quickly become out of date please visit the DERC Pinterest site: <http://pinterest.com/dercatioe> and look for the Primary board. These links will be checked and updated annually.

3.11 Global Dimension in Religious Education ITE

Religious Education (RE) lessons regularly include opportunities to discuss global topics such as poverty and conflict and to explore them from a range of cultural perspectives. RE teachers gain a lot of experience in managing discussions and debates around controversial and ethical issues and are therefore often well prepared to handle active teaching around global issues.

Curriculum connections

Although each local authority follows an agreed syllabus for the region there are very often common global topics and themes in RE. The following are examples of where the global dimension supports the non-statutory guidance for RE in English Schools:

RE ... contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally (DCSF, 2010: 7).

The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues (DCSF, 2010: 8).

Case-study examples

The following are examples of integrating global dimension into the RE PGCE course.

Discreet Session

Including a discreet session on the global dimension gives trainees the space to explore the global dimension in more detail and work out how they might include it within their RE teaching. It consolidates work that is being done, and also provides a forum for trainees to share their experience ideas and lesson plans on global issues.

Student Conference

Inviting GCSE or A-level students to the training institution for a one-day workshop provides trainees with the opportunity to run a themed day with fellow trainees. A global theme such as 'The Role of Religion in Peace and Conflict' provides an overall theme on which the trainees plan a range of activities and workshops exposing students to contrasting views and opinions.

Areas of possible engagement

The following topics can be explored via the global dimension and RE:

- How religion impacts on global issues.
- Understanding how different cultures and religions have influenced each other.
- Challenging racism and other forms of discrimination.
- Exploring human rights.
- Looking at the diversity of religions and people.
- Multiple perspectives and new ways of seeing events, issues and opinions.
- Discussion on controversial issues, e.g. building a mosque at ground zero; abortion, euthanasia.

- The Holocaust;
- Religious attitudes towards the environment.

We live in quite a fractured society that's split into different sections and we study lots of individual religions, peoples individual faiths, what they believe and how...it's not really taking into account that we're all on a big blue marble hanging in space...So global citizenship I think is uniquely important to RE – maybe there's a spiritual aspect to Global Citizenship, oneness (RE trainee).

Resources

There are a number of teaching resources freely available that help to explore global issues in RE. As the links to resources can quickly become out of date please visit the DERC Pinterest site: <http://pinterest.com/dercatioe> and look for the RE board. These links will be checked and updated annually.

3.12 Global Dimension in Science ITE

Science is an inherently global subject. Scientific development has its origins all across the globe and scientific / technological progress continues at great pace in different countries. It is influenced by politics, religion, environment and technology and holds the key to understanding and addressing big global issues such as climate change and global disease. It is no surprise therefore that science education has many links with the global dimension key concepts, for example values and perceptions can be explored in a science lesson when looking at new technologies and medicines and the response of people from different cultural backgrounds. The global dimension is crucial in helping young scientists and science teachers to understand their role in an increasingly globalised and interconnected world.

Curriculum connections

The global dimension features in one of the 'Key Concepts' at key stage 3:

1.3 Cultural understanding

Recognising that modern science has its roots in many different societies and cultures, and draws on a variety of valid approaches to scientific practice (QCA, 2007b: 208).

Themes of sustainability also relate strongly to earth sciences and the requirement to understand that 'human activity and natural processes can lead to changes in the environment' (QCA, 2007b: 211).

Global dimensions can be found in the Key Stage 4 Curriculum with the introduction of the 'How Science Works' component:

To consider how and why decisions about science and technology are made, including those that raise ethical issues, and about the social, economic and environmental effects of such decisions (QCA, 2007c:223).

Case-study examples

The following are examples of integrating global dimension into the Science ITE course.

Discreet session

A discreet training session on the global dimension can highlight the obvious opportunities that there are in science to discover, explore and argue about global socio-scientific issues. This can include some discussion of the global dimension and how it relates to science as well as an opportunity for trainees to practice a classroom activity.

Learning Outside the Classroom

Science trainees can learn how to teach science at science museums and botanical gardens, for example. Trainees might look at sustainability issues, for example, at the London 2012 Olympic Park. They might explore themes within the global plant trade such as the tensions between the indigenous ownership of plants and their harvesting for the medicinal or cosmetics trade. Where possible, trainees deliver teaching sessions with students from local partner schools in outside learning sites.

Pedagogical Understanding

A session on teaching controversial issues, risk and the nature of evidence, is useful as some science trainees (or their mentors in school) can feel uncomfortable dealing

with controversial issues or active learning techniques (this can be done alongside a session on climate change, for example).

Areas of possible engagement

The following topics can be explored via the global dimension and Science:

- International collaboration in science.
- Energy efficient housing.
- Global issues such as climate change, food production, extinction or flu pandemics.
- Unequal access to the benefits of scientific innovations.
- Rights to health care and clean water.
- Diverse perspectives in science.
- Critical analysis of evidence and recognition of human bias.
- Controversial and ethical issues such as stem cell research.
- Food chains and webs.
- The need for more renewable energy sources.

I got them (trainees) talking to one another about what they've seen going on in school or what they're trying to do and the conversations were just buzzing ... everybody seemed to have something to talk about, where it (global dimensions) was cropping up in either what they were teaching or what they'd taken part in (Science PGCE tutor).

Resources

There are a number of teaching resources freely available that help to explore global issues in Science. As the links to resources can quickly become out of date please visit the DERC Pinterest site: <http://pinterest.com/dercatioe> and look for the Science Resources board. These links will be checked and updated annually.

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