



USE OF CLASSROOM-BASED
RESEARCH IN INDIA TO GENERATE
AND EVALUATE INNOVATIVE
APPROACHES TO GLOBAL EDUCATION

Dr ANGIE COOK

GLOBAL TEACHER ACCREDITATION PROJECT



OUR WRITING FRAME – THE ACTION PLAN

Outcome	Actions	Time-scales/ Key dates	Resources / People / Sources of support and challenge	Success Criteria	Comments / amendments to plan
What outcome are you intending to achieve? Can you break it down into one or two smaller achievable outcomes?	What are you going to do? What actions are necessary? When will you review your work and contact your mentor? Plan when and how you will disseminate your work.	When will you start it? When will it be completed?	Who will you involve? What resources do you need? What difficulties do you need to include so you can plan for them?	How will you know when you have achieved this action?	Indicate when you have achieved your intended outcome. Make a note of any changes you have had to make to the plan, particularly after the synopsis review. Reflect on the relevance of your project to other teachers both locally and globally.

WHAT DOES GLOBAL EDUCATION MEAN IN THE INDIAN CONTEXT?



Global citizenship involves...	It is not....
✓ asking questions and critical thinking	✗ telling people what to think and do
✓ exploring local-global connections and our views, values and assumptions	✗ only about far away places and peoples
✓ exploring the complexity of global issues and engaging with multiple perspectives	✗ providing simple solutions to complex issues
✓ exploring issues of social justice locally and globally	✗ focused on charitable fundraising
✓ applying learning to real-world issues and contexts	✗ abstract learning devoid of real-life application and outcomes
✓ opportunities for learners to take informed, reflective action and have their voices heard	✗ tokenistic inclusion of learners in decision-making
✓ all ages	✗ too difficult for young children to understand
✓ all areas of the curriculum	✗ an extra subject
✓ enrichment of everyday teaching and learning	✗ just a focus for a particular day or week
✓ the whole school environment	✗ limited to the classroom

SKILLS FOR LIFE - FOR SUSTAINABLE DEVELOPMENT AND SUSTAINABLE LIFESTYLES

- Global citizenship, human rights, belief in social justice and intercultural understanding
- Collaboration and communication – promotion of peace
- Creativity and imagination – appreciation of cultural diversity
- Critical thinking and problem solving – promotion of sustainable development

THE RANGE OF POSITIONS HELD BY THE 2015 GTA PARTICIPANTS AND THEIR CORRESPONDING SUCCESS RATES.

Participant's role	2015 Percentage (n=104)	2015 Percentage receiving GTA award (n=104)
Trainee teacher	1.9	0
Assistant teacher	1.0	100
Practising teacher	67.3	87
Vice Principal	2.9	100
Principal	9.6	80
Chairman	1.0	100
Teacher Trainer	6.7	71
Other	9.6	90

GTA Rounds	Level achieved (percentages rounded to the nearest whole number)										
	Awarded with a commendation			Awarded (not including re-submissions)		Not yet awarded prior to re-submissions		Others - late submissions and certificate of participation		Final number 'Not yet awarded' after re-submissions	
	No. of scripts submitted	No. of scripts	As a % of all scripts	No. of scripts	As a % of all scripts	No. of scripts	As a % of all scripts	No. of scripts	As a % of all scripts	No. of scripts	As a % of all scripts
2013	104*	9	9%	62	60%	31	30%	-	-	7	7%
2014	114	13	11%	72	63%	26	23%	3	3%	12	11%
2015	104	22	22%	65	64%	15	14%	2	2%	1	1%
Total	322	44	14%	199	62%	72	23%	5	2%	20	6%

Teachers are the agents of change

Action plan

- what are they going to change to improve learning in the classroom?

Process

- What tools are they going to use to evaluate the effectiveness of their planned change

Outcomes

- impact on learning

‘Be the change you want to see’



'This action research showed me how social networking websites can be used positively. We can post our views to Our Prime Minister Mr.Narendra Modi through Twitter and I am a follower. Recently, citizens of India faced problems in Yemen and they were able to send their position on Twitter. Our school children did a project on Facebook and the money collected was distributed to an orphanage.'

Renuka Krishna Kumar

‘The students brain-stormed, worked in groups and while doing so unconsciously learnt to respect each other’s freedom of expression and the fact that this freedom is not absolute. My teaching methodology certainly improved as now I was leading the students to critical thinking by raising pertinent questions, by exposing them to cases, by making them come to their own conclusions and most importantly letting each one of them have a say and express an opinion. It was a very satisfying experience, an experience which I intend to continue within my class room!’

Adhiraj Singh

- *My own learning has facilitated me to plan my lessons differently and meticulously allowing space to students for individualized learning at their own pace in the comfort of their home. My classroom activities now focus on application of key understanding by differently abled groups of students. The lesson is planned to give every student a chance to clear doubts with help of peer interaction and teacher guidance. As a vice principal I am now better equipped to guide teachers for improved teaching strategies.'*

- *Geeta Gangwani*



'During the research it was found that collaborative learning for 9 year old students was NOT very effective to comprehend the reading text better as compared to the traditional method undertaken by the mentor. (Lecture Method)

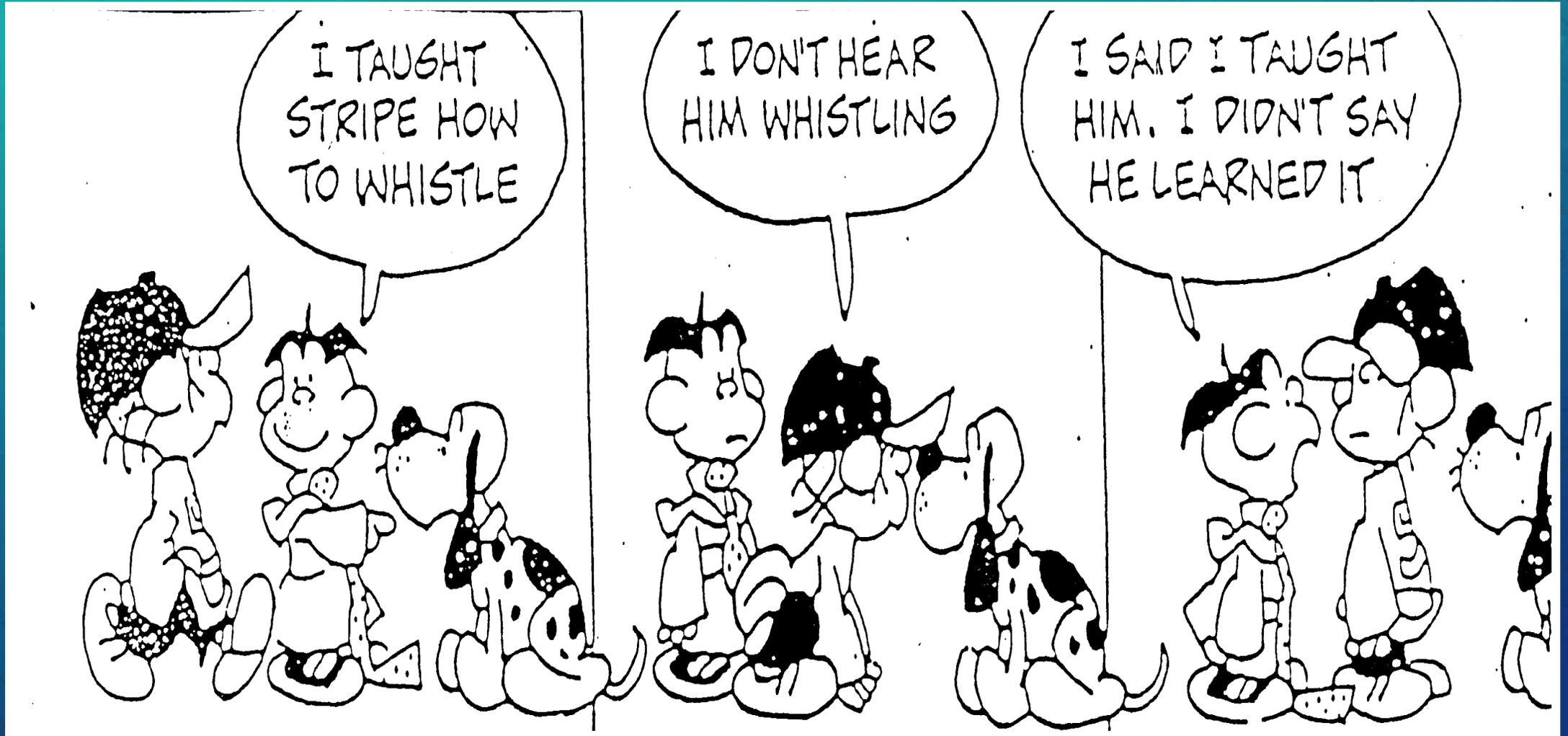
The students enjoyed collaborating and studying the chapter for the presentation with zeal. They could understand the outline of the chapter but the questions related to deeper understanding / comprehension of the given text were not answered satisfactorily by the students.

Student voice:

I represent my school for many cricket matches. Also I am interested in quizzing and elocution. I always had a guilt feeling whenever I miss out on class hours and I have to spend extra hours copying up with class work and homework. Programmed instructions helped to recap the concepts and happily I showed significant progress in my final exams.'

Student in Swarnalakshmi Ramesh's action research

TEACHING MUST BE LINKED WITH LEARNING



The feedback that I have received from many teachers has been positive, mentioning that action research on collaborative learning between partner schools is indeed a powerful tool to mould the young minds. While the Principal of a Ghana School wishes to adopt this strategy in her school, two partner school teachers have expressed their desire to take up this project with our school next year. Five teachers of our school and two teachers of the city based schools have shown their inclination to adopt this strategy. Other teachers in our partner school in England are also keen to adopt this real life approach to learning.'

Raminder Mac

'Through my GTA research, I wanted to develop a deeper understanding of how community service impacts the minds and hearts of young students. I wanted to see if values like empathy, respect and compassion for the physically impaired marginalised students can be imbibed in the students through community service. Through a research plan spread across three months, I learnt the role of community service. The research has also helped me grow emotionally as a person by interacting with the marginalised children and beneficiaries. It gave me an insight into their thought process and it was quite a surprise to know that although these children may show some physical disability they are extremely creative and intelligent. Last few months have been wonderfully enriching and I in all sincerity hope to bring into practice the findings of my research in the school curriculum.

I strongly believe that community service is a great problem-solving skill builder and gives confidence to students to face challenges.'

Dr Bijoy Kumar Sahoo

EMBEDDING GLOBAL LEARNING - GTA'S FINDINGS

In order to embed global learning in a school there needs to be:

- Compelling evidence that global education improves students' learning in the classroom in that school
- Sharing of the evidence with the whole school community, including parents, staff and students
- Good leadership that uses evidence of 'what works' to develop and change policy and practice, and incorporate the changes into long term planning

FACTORS SUPPORTING GLOBAL LEARNING IN THE CLASSROOM – EVIDENCE FROM GTA

- Quality feedback to teachers – from students, parents, senior leadership and other staff
- Guidance/advice/challenge to support teachers in making decisions
- Open and motivating learning environment for staff
- A ‘can do’ culture without blame that enables new approaches to be trialled and evaluated
- Time to share learning across the staff



*‘the treasure of human unity is human diversity and
the treasure of human diversity is human unity’.*

Edgar Morin – philosopher and sociologist, UNESCO Chair in Complex Thought