Pedagogy of Global Learning

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Current Situation in Europe regarding Global Learning

• Changes in how national governments and public perceive development and aid

• European Commission committed to Development Education but more strategic

• This reflected in many national initiatives

• NGOs in many countries less committed to development education

• But young people and civil society organisations requesting knowledge about and desire to engage in a global society
Global Learning Programmes

• Central role of learning within development and global education practice

• Importance of deepening knowledge and understanding

• Move towards more strategic initiatives

• Implies going beyond the usual suspects

• Importance of Research and Evidence

• Building Capacity and Expertise
Themes That Have Emerged

• Different national education priorities

• Identifying best mechanisms to support schools and teachers

• Continued important role of NGOs and other support providers

• Motivation- taking this forward

• Importance of evidence- classroom practice

• Good resources
Process of Learning

• Global Learning too often been focused on adding themes to the school life and not on re-thinking what is already there

• Need to consider as much about how we learn as what we learn
Pedagogy of Global Learning

Moving from Charity Mentality to Social Justice

- Global Outlook
- Recognition of Power and Inequality
- Belief in Social Justice
- Commitment to Critical Thinking, Reflection, Dialogue and Transformation
Engagement and Intervention

- Recognising and understanding starting points of teachers and pupils

- Process of learning that unlikely to be linear or straightforward

- Outcomes of process likely to be ‘messy’ and ‘complicated’
Dangers and Threats

• Seeing global learning as just another initiative to add on to already burden curriculum

• Reducing it to series of activities, a ‘global learning day’

• Agenda seen as too difficult and too time consuming
Opportunities and Hopes

• Builds on inspiration, emotion and concern for a better world

• Provides the space to do that you have always wanted to do but not always had the time or recognition that it was valuable and important

• Evidence that it motivates some pupils that may well not be motivated but other areas of learning

• Equips the learner for the needs of the 21st century and the future
What Next

• Encourage colleagues, partner schools, civil society organisations to value global learning

• Promote and share what you have learnt

• Create spaces for further professional development and learning eg. Masters course