



EDUCATION FOR GLOBAL RESPONSIBILITY IN TEACHER EDUCATION

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ABOUT THE BACKGROUND

- Socio-cultural-political changes
- UNESCO teacher education institution
- MEd International programme and action research
- Research group on Ethics of education, intercultural and international education
- Master's programme Education and globalisation
- Review by the N-S Center
- Global education 2010 (national strategy)
- Ministry of Education project Education for Global Responsibility



RESEARCH AND THE GROUP

- Intercultural education (pedagogy)
- Global education (human rights, peace....)
- Intercultural competences (sensitivity) and global awareness
- Intercultural learning (transformative learning)
- Identity and identity processes
- Intercultural relations



RESEARCH continued

- Values and ethical principles in intercultural relations and global education
- Views and images of different cultures
- Migrations, immigration policies and practices, sub-cultures
- Curricula, teaching material, practices
- Exchanges, North-South cooperation
- NGOs and global education
- Ethnicity, religion, language, gender



RESEARCH ON TEACHER EDUCATION IN OULU

- New programme MEd International (a five-year programme) since 1994
- Programme development is connected with the research group
- THE PROGRAMME: Aims, selection, student body, contents, language, methods, practices, tutors, exchanges, excursions, tasks, evaluation, feedback, research



MAIN RESEARCH AREAS

- 1. Philosophical and theoretical foundations
 - Ethics of education e.g. value basis, aims and ways of working
 - Ethics of caring
 - Critical pedagogy
 - Transformative learning and transformative pedagogy
 - Experiential and socio-cultural learning

MAIN RESEARCH AREAS cont.

- 2. Curricula and contents
 - In principle, holistic approach
 - Problems with traditions and structures
 - Intercultural education and comparative education run through
 - Educational sciences and school subjects
 - Practices, exchanges, excursions
 - Tasks, theses

MAIN RESEARCH AREAS cont.

- 3. Teaching methods and learning
 - Longitudinal, lifestories
 - Role of specific courses
 - Environment, group
 - Tutors, mentors
 - Cultural encounters
 - Practices, exchanges
 - Knowledge, action, dialogue, emotional involvement, role taking, perspectives

MAIN RESEARCH AREAS cont.

- 4. Students' identity processes
 - Bicultural, tricultural, multi-levelled
 - Third-culture kids
 - Expatriates
 - Acculturation paths
- 5. Language
 - English as lingua franca

MAIN RESEARCH AREAS cont.

- 6. Competences and skills
 - Follow-up about where students go, alumnis and further training
 - Induction period
 - Different and similar competences
 - Intercultural sensitivity and global awareness

MAIN RESEARCH AREAS cont.

- 7. MAIN PROBLEM AREAS
 - Structures
 - Ethnocentrism
 - Firm and fixed ideas about what teachers need, what is important
 - Many demands
 - Status of global education, perspective change
 - From margin to mainstream, not extra
 - University teachers' qualifications



SOME RESEARCH RESULTS

- Holistic approach, philosophy
- Need to clarify the philosophical starting points and value basis
- Need to define aims and competences
- Contents and methods important
- Powerful or significant learning experiences or the sum of small incidents
- Human relations matter a lot: atmosphere, others students, lecturers, representatives of other cultures, tutors, MENTORS
- Care, modelling, affirming
- Induction and support network needed



DISCUSSION SUGGESTIONS:

- How do teacher education programmes prepare for global responsibility? Should they? In what ways and in what respect?
- What does global education mean in teacher education?
- What is the relationship between national and global teacher education?
- What are the conditions for global education in pre- and in-service teacher education? Barriers and actions?