

From theory into practice: towards a pedagogy of global learning



Ben Ballin, Tide~ global learning

For narratives which support these slides, please see the following CPRT blogs:

<http://cprtrust.org.uk/cprt-blog/learning-global/>

<http://cprtrust.org.uk/cprt-blog/from-pessimism-to-hope/>

Slides 11-14 refer to a project led in the UK by Tide~ global learning. For more details, including downloadable teaching materials, see:

<http://www.tidegloballearning.net/secondary/young-people-global-stage-their-education-and-influence>

Pessimism



“This is the era of globalisation, and perhaps of unprecedented opportunity. But there are darker visions. The gap between the world’s rich and poor continues to grow. There is political and religious polarisation. Many people are daily denied their basic human rights and suffer violence and oppression. As if that were not enough, escalating climate change may well make this the make-or-break century for humanity as a whole. Such scenarios raise obvious and urgent questions for public education.”

- Cambridge Primary Review Final Report

Hope ...?

- Since 1990, the number of people living in extreme poverty has declined by more than half.
- The proportion of undernourished people in the developing regions has fallen by almost half.
- The primary school enrolment rate in the developing regions has reached 91 percent, and many more girls are now in school
- Remarkable gains have been made in the fight against HIV/AIDS, malaria and tuberculosis.
- The under-five mortality rate has declined by more than half, and maternal mortality is down 45 percent worldwide.
- The target of halving the proportion of people who lack access to improved sources of water was met.

- Figures on progress towards MDGs from UNDP, 2015

“Pessimism turned to hope ...

... when witnesses felt they had the power to act. Thus, the children who were most confident that climate change need not overwhelm them were those whose schools had replaced unfocussed fear by factual information and practical strategies for energy reduction and sustainability.”

- Cambridge Primary Review Final Report

Towards a pedagogy of global learning

We need some *aims* ...

- Promoting interdependence and sustainability.
- Empowering local, national and global citizenship.

Sustainable Development Goal 4:

‘Ensure inclusive and quality education for all and promote lifelong learning’

Target 7: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

Theories of knowledge and learning

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to how meny people in the
World did That or happend.
discousing And dibating what
we Think see if it is
write or wrong. The nambers
changing from this year to Taday

Logical/scientific and narrative modes of thinking
Dialogue, discourse, debate

www.worldometers.info

Learning as sustainability



The 17 Sustainable Development Goals

Can the sustainable development goals be a radical curriculum alternative?

4 Citizenly Responsibilities ...

1. understand that the Goals are important – and why
2. think about these in relation to people's lives and interests
3. weigh arguments and discuss possibilities and practicalities
4. get involved, whilst reflecting on the appropriateness of actions



Young people on the global stage: their education and influence

The Global Learning Lenses

- What are the SDGs? (*Magnifying glass*)
- What do different people say about them? (*3D glasses*)
- Where do views differ? (*Microscope*)
- What can be done about the SDGs? (*Telescope*)
- What have we learnt and how?



Tide~ global learning

Website and online resource:

www.tidegloballearning.net

Twitter: [@tidegloballearn](https://twitter.com/@tidegloballearn)

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See also >>> CPRT blogs

