

Global Teaching and Learning towards Sustainable Development

Sino-Swedish Meeting

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Birgitta Nordén

Doctoral Student (GRESO)
Graduate School for Education and Sustainable Development
Malmö University
birgitta.norden@mah.se



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MY RESEARCH FIELD

Global Learning for Sustainable Development (GLSD).

MY RESEARCH QUESTIONS

How is the global dimension developed and implemented in teaching towards sustainability?

What competences and knowledge are requested in global contexts?

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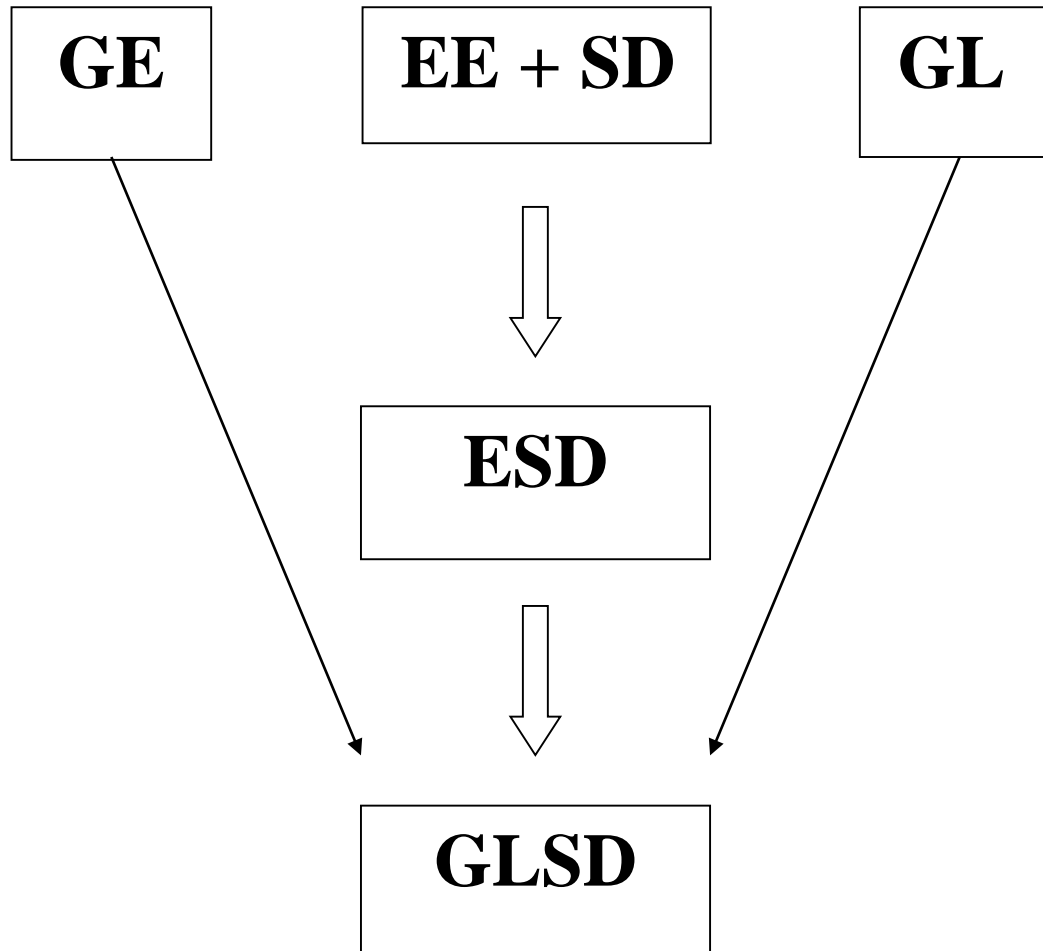
GLOBAL LEARNING for SD (GLSD)

- Emergent international concern for Sustainable Development (SD) demands Global Learning (GL), according to Brunold (2005);
- GL calls for a theoretical frame explicitly related to SD (Scheunpflug & Asbrand, 2006);
- Through reflective abilities, SD and GL are related. With self-determination learners interact in global classrooms and their local society (Rauch & Steiner, 2006);
- GL activities in learning contexts incorporating the learners' local experiences as central, develop SD related outcomes and capabilities to the learner. Through dialogues, within global settings, experiences exchanged are reformulated progressively in the process of learning SD (Anderberg, Nordén & Hansson, 2009);
- GL should be the result of taking sustainability seriously, and GL needs to relate to the individual learner's process and learning outcome (Scott, 2010);
- Need for extending the individual's knowledge capabilities to act, involving part-to-whole relationships between learning process and content, is identified within the GLSD (Norden & Anderberg, 2011).

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How GLSD has emerged from ESD, GE and GL: related concepts in GLSD

TAKING UP THE CHALLENGE

The overall objective is seeking for and advancing **holistic understanding** (Smuts, 1926; Peirce, 1934; Bateson, 1972).

Balance theory and practice - combining holism and perception:

A holistic approach requires an interpretation of the meaning of the parts from an interpretation of the whole and vice versa. Holism and relations are important starting points and a relevant epistemological background to the development of knowledge about the environment. (Hansson, 2000, p. 143)

Crucial management skills required from the teacher, identified (Olum, 2004; Sund & Wickman, 2008) the role of the teacher enhanced from being expert.

Over the coming years, the concept of **global learning** will be discussed more and more and developed in the area of developmental and environmental policies and the education of them. (Brunold, 2005, p. 297)



RESULT

Changes through the implementation is related to knowledge capabilities for GLSD.

- A. Critical knowledge capabilities found developed:
to take command and to collaborate.
- B. Critical knowledge capabilities needed:
to be prepared, to act in a transdisciplinary manner, and to lead for a holistic understanding.

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DISCUSSION

Knowledge Capabilities for GLSD – research & development

One of the critical knowledge capabilities needed was “to act in a transdisciplinary manner”.

Benefits of transdisciplinary approaches (Vikström, 2009): transdisciplinary knowledge formation takes place *in* society, not produced *for* society, but develops in collaboration with the actors involved whatever sphere investigated (Almers, 2009).

Transdisciplinary research conducted also when interaction between science and other fields of society (Bruun, 2005). Individual actors in society are included – a part of the process; the research is contextualised.

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DISCUSSION

Knowledge Capability for GLSD

Several of the critical knowledge capabilities found in our investigation can also to some extent be regarded as leadership skills promoting development, particularly “to take command” and “to collaborate a team”.

Understanding collaboratively is a form of learning that evolves in a *process perspective*. Additionally, this creates the foundation for well-developed competence to *act*.

With GLSD, both necessary skills and a deeper understanding of the SD content could be gained among learners locally, through GL activities in global–local settings.

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DISCUSSION

Teacher teamwork and collective collaboration allow accomplishing transdisciplinarity, which is like a supplement promoting GLSD.

Teaching subject matter of various disciplines with a transdisciplinary approach could bring a holistic perspective in knowledge formation of SD, and lay a foundation for advancing forms for acting sustainably.

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NEXT STEPS

Further research within GLSD is needed concerning:

1. the teacher role and teachers' thinking on the relationships between their particular teaching and pupils learning; ways to support pupils' learning; and how to conduct and implement more self-directed learning in a global-local context.
2. the specific capabilities teachers require meeting new complex fields of learning, and challenges of handling transdisciplinary ESD teaching.

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ABSTRACT

Towards sustainability the implementation of Global Learning for Sustainable Development (GLSD) is crucial. A better understanding of how to – from a global didactic angle – establish globally genuine dialogues forming nuanced conceptions of sustainable development (SD) is necessary. Global teaching as well as global learning has to identify the challenges in various contexts for transdisciplinary knowledge formation. Aiming to reach established and new target groups; higher education and secondary school as well as informal learning situations demands a holistic understanding. Highlighted from a perspective of preventive management strategies for SD, understanding collaboratively could serve as a tool to reach a deeper knowledge formation process through global learning i.e. GLSD. Notwithstanding, the global perspective has to be integrated in curriculum to achieve a competence-driven global curriculum. Thereby, capabilities through constructive interaction for various intercultural qualities of global learning and knowledge formation for sustainable development will be a central part of the outcome.

