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Australian International Education Conference
15 - 18 October 2019
Perth Convention and Exhibition Centre

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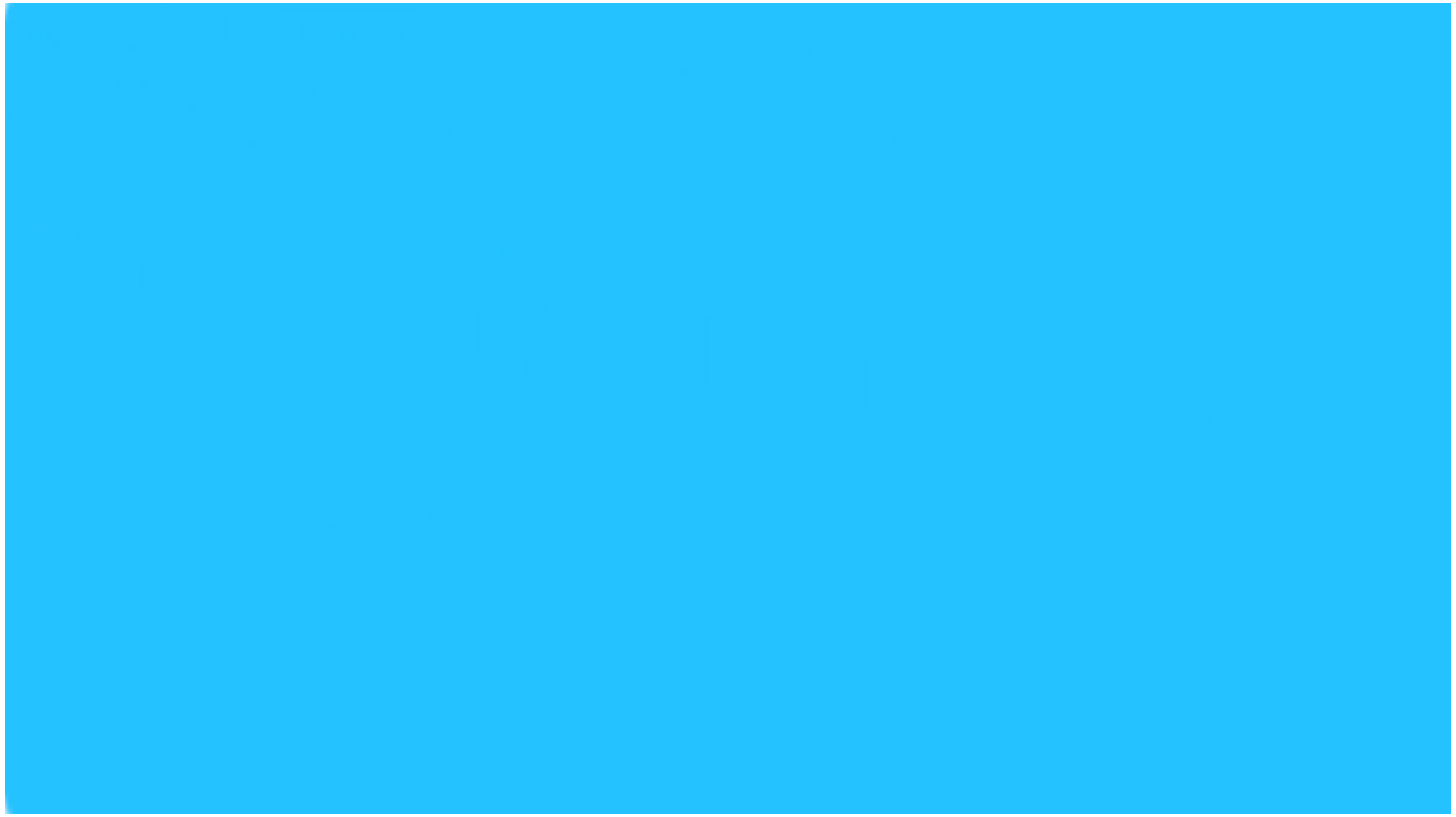
www.aiec.idp.com

IEAA Fellowship and Online Learning Modules

Introducing IEAA Fellowship



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New online learning modules

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In your own time, at your own pace… wherever you are in the world

MODULE 1: INTERNATIONAL EDUCATION ESSENTIALS

MODULE 2: DATA DEMYSTIFIED

MODULE 3: MAPPING TRANSNATIONAL EDUCATION

MODULE 4: INTERNATIONAL STUDENT LIFE

MODULE 5: MARKETING AND RECRUITMENT STRATEGY

MODULE 6: ADMISSIONS AND COMPLIANCE ESSENTIALS

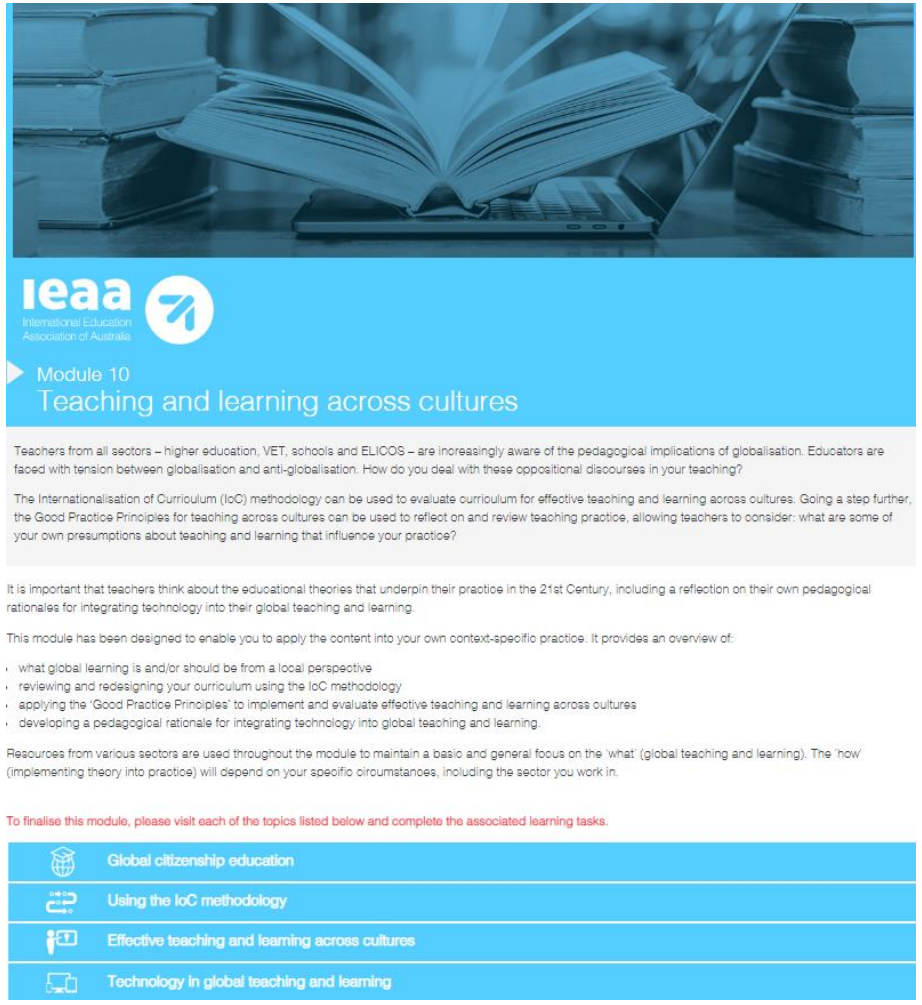
MODULE 7: UNPACKING LEARNING ABROAD

MODULE 8: PAVING PATHWAYS

MODULE 9: SCHOLARSHIPS AND FELLOWSHIPS FUNDAMENTALS

MODULE 10: TEACHING AND LEARNING ACROSS CULTURES

Module 10: Teaching & Learning



ieaa
International Education Association of Australia

Module 10
Teaching and learning across cultures

Teachers from all sectors – higher education, VET, schools and ELICOS – are increasingly aware of the pedagogical implications of globalisation. Educators are faced with tension between globalisation and anti-globalisation. How do you deal with these oppositional discourses in your teaching?

The Internationalisation of Curriculum (IoC) methodology can be used to evaluate curriculum for effective teaching and learning across cultures. Going a step further, the Good Practice Principles for teaching across cultures can be used to reflect on and review teaching practice, allowing teachers to consider: what are some of your own presumptions about teaching and learning that influence your practice?

It is important that teachers think about the educational theories that underpin their practice in the 21st Century, including a reflection on their own pedagogical rationales for integrating technology into their global teaching and learning.

This module has been designed to enable you to apply the content into your own context-specific practice. It provides an overview of:

- what global learning is and/or should be from a local perspective
- reviewing and redesigning your curriculum using the IoC methodology
- applying the 'Good Practice Principles' to implement and evaluate effective teaching and learning across cultures
- developing a pedagogical rationale for integrating technology into global teaching and learning.

Resources from various sectors are used throughout the module to maintain a basic and general focus on the 'what' (global teaching and learning). The 'how' (implementing theory into practice) will depend on your specific circumstances, including the sector you work in.

To finalise this module, please visit each of the topics listed below and complete the associated learning tasks.

- Global citizenship education
- Using the IoC methodology
- Effective teaching and learning across cultures
- Technology in global teaching and learning

Topics include:

1. What global learning is and/or should be from a local perspective
2. Reviewing and redesigning your curriculum using the IoC methodology
3. Applying the 'Good Practice Principles' to implement and evaluate effective teaching and learning across cultures
4. Developing a pedagogical rationale for integrating technology into global teaching and learning.

Questions or more information

- Email Kim, Professional Learning & Projects Coordinator with IEAA on professional-learning@ieaa.org.au

- Visit: ieaa.org.au/fellowship

  And www.ieaa.org.au/events/category/online-learning

Module 10: Teaching & learning across cultures

Module 10: Teaching and learning across cultures

Level

Introductory

Duration

5-7 hours

Cost

$175 IEAA members

$250 non-members

200

Register myself.

Register another person.

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Module 10: Teaching & learning across cultures

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- Module 10: Teaching and Learning Across Cultures
- Topic 1: Global Citizenship Education
- Topic 2: Using the IoC methodology
- Topic 3: Effective teaching and learning across cultures
- Topic 4: Technology in global teaching and learning

Global Citizenship Education

Rapid globalisation has meant that we now live in a highly interconnected and interdependent world. As Fazal Rizvi explains at the Global Citizenship Education Symposium 2018, there is no turning back from such interconnectivity and interdependence for three key reasons:

1. Global mobility can only increase because the global economy depends on it. Australia's service economy is a case in point; imagine the Australian education sector without student mobility.
2. Advances in information technology will keep developing intercultural exchange.
3. The dominant economic model, which fosters a culture of consumption, will require a continuous flow of money and capital across borders. As a result, policies and agreements will be needed on a global scale, including on existential issues such as water and climate change.

Despite these realities, we are experiencing a rise of mainstream anti-globalisation sentiments across the world, mostly in the form of isolationist ethno-nationalism. We are seeing states assert their sovereignty by deciding to leave cohesive multinational organisations such as the European Union, attempting to spend billions of dollars building a wall on the Mexico-United States border, and legislating 'border control' laws and policies in Australia while simultaneously cutting back on overseas aid.

Resource

'Maintaining global citizenship education in schools: a challenge for Australian educators and schools' – Buchanan Burridge and Chockiewcz

Task 1: Global Citizenship Education (discussion)

What does Global Citizenship Education mean to you?

Do you agree with Buchanan, Burridge and Chodkiewcz's viewpoint? Do their arguments help you address the critical issue raised at the start of the module: how should educators deal with the oppositional discourses of globalisation and anti-globalisation?

Select the forum discussion below to share your ideas with your colleagues.

To complete this task, you will need to post one original comment of a minimum of 200 words and respond to at least one existing post.

Global Citizenship Education - discussion

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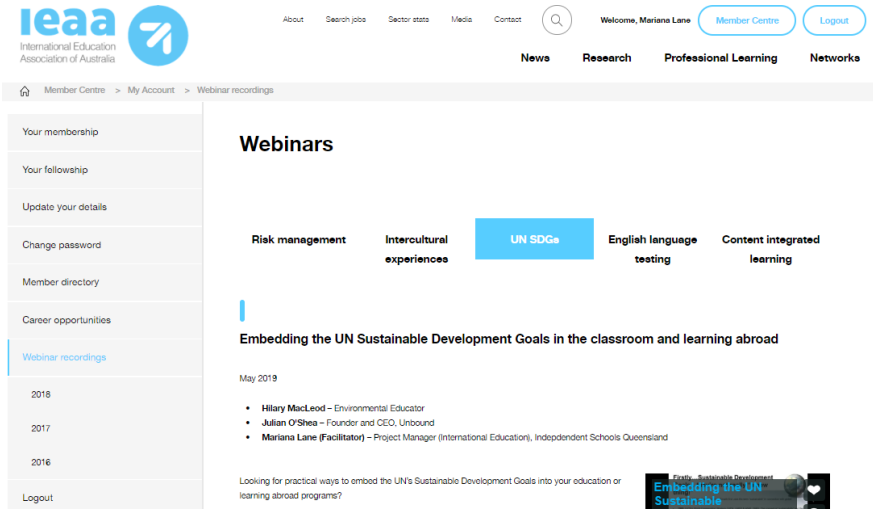
T&L Network Webinar May

Embedding the UN Sustainable Development Goals in the classroom and learning abroad

- **Julian O'Shea** social entrepreneur, educator and humanitarian engineer who is passionate about education and technology for social change, Founder of Unbound (formerly Laika Academy), a social enterprise that designs and leads innovative education programs across the Asia-Pacific region.
- **Hilary Macleod** - environmental educator, focus is Education for Sustainability in a digital and connected world. Has over 30 years of experience in curriculum, policy and resources development, and teacher training across P -12 schooling in Australia and overseas, also as independent education consultant for organisations including AusAID, GTZ, WWF Malaysia and UNESCO in Borneo/ Malaysia, Tuvalu, Papua New Guinea and Nepal.
- (Log into member area and go to: https://www.ieaa.org.au/member-centre/webinar-recordings)



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UN Sustainable Development Goals (SDGs)

4 QUALITY EDUCATION

Facts and figures | Goal 4 targets | Links

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 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

4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all

4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states

4.7 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

Global learning in higher education: IEAA teaching and learning summit 2019

La Trobe University and joined forces for a one-day summit on global learning in higher education. The event brought together academics from Australia and abroad to share and debate their methods of engaging students with the global world in an increasingly interconnected educational environment.

Key themes:

Technology enhanced global learning

Innovation in study abroad

Pedagogies for global learning

https://www.ieaa.org.au/documents/item/1614

Global Teaching & Learning Forum
Brisbane 25 August 2020

Placeholder in ISQ Professional Learning Calendar:

This event will bring global learning to the fore. Facilitated by Independent Schools Queensland, in partnership with other leading organisations, this forum will foster discussion about the future of innovative teaching and learning to develop global citizens who are well equipped for the 21C.

IEAA Teaching & Learning Network

https://www.ieaa.org.au/networks/teaching-learning

Objectives

The Teaching and Learning Network seeks to:

- Explore the curriculum implications for all students (domestic, international and study abroad) in an increasingly connected global society
- Provide a platform for sharing of latest innovations in teaching and learning practice, including the use of digital pedagogies
- Encourage and support collaboration across sectors and industry for the benefit of all involved in education programs offered by Australian education providers
- Provide a support network for teachers and academic staff interested in all aspects of global education.