**QUT, School of Cultural and Professional Learning.**

**CLB 049: THE GLOBAL TEACHER: semester schedule**

Professor (adjunct) Anne Hickling-Hudson & Dr. Erika Hepple

*Note: This unit is only 9 weeks, and there is not time to cover everything in class. It is important to view and read the materials on your own. Please prepare at least two starred readings for each session. Read more if you can.*

*We encourage you to keep a weekly journal reflecting on your learning in the unit. This will help with all of your assignments.*

Week 1, 27 Feb: **Introductions: Teaching in a Global Framework**

* Introduction to each other & Introduction to the unit
* History Quiz : for thinking about mental frameworks
* Student questions: what bothers you about global events? In your experience, how are global issues taught in schools?
* Video (if time): ‘The Eton of Africa’. To be revisited in Week 5.
* Teaching the global dimension: how does a teacher prepare? Discussion.
* Students consider what global issue they will base their seminar and exhibition on (firm choice next session)

**Readings**

\*\*Bagnall, Nigel. (2007). Chapter 12 : Globalisation in Connell, Raewyn et al, *Education, Change & Society*, South Melbourne: Oxford University Press, pp.280-300.

Brock, C. (2011) ‘’The excluded and marginalized majority’. Ch. 3 in C. Brock, *Education as a Global Concern.* London & New York: Continuum.

\*\*Hicks, David. (2007). [Chapter 2: Principles and Precedents](https://qutvirtual2.qut.edu.au/portal/pls/portal/cmd_request_p.show_item?p_item_id=178851" \t "_top) in Hicks, David and Holden, Cathie, *Teaching the global dimension : key principles and effective practice*, Oxford: Routledge, pp.14-30.

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Week 2, 6 March: **Identity and representation**

***Key question: how does an understanding of cultural identity help the global teacher to develop* *cross-cultural pedagogies in a postcolonial curriculum?***

* Ethnic identities in Australia: Anne’s article: ‘White’, ‘Ethnic’ and ‘Indigenous’.
* Aboriginal Art activity –learning to see through other cultural eyes. Chapter by Keeffe.
* Exploring meaning in other indigenous cultures including Asia-Pacific cultures (after this class, go and view GOMA’s Asia-Pacific art exhibition, if possible).
* Culture clashes: ‘Western’ students and teachers in unfamiliar cultures.
* Cultural representation in ‘Western’ cultures. Introducing museums as educational spaces – prepare for visits in week 3. Read the articles on museums and education (listed in Week 3). Listen to the audio-file on Immigration museum, Melbourne, introductory description of ‘State of Emergency’ exhibition at Queensland State Library.
* Video – School of Babel– how a school in Sydney encouraged multilingualism

**Readings:**

\*\*Hickling-Hudson, A. (2005) ‘“White”, “Ethnic” and “Indigenous”: pre-service teachers reflect on discourses of ethnicity in Australian culture’. *Policy Futures in Education,* Vol 3, No. 4, pp. 340 – 358. E-prints

Howard, Gary (2006) Ch. 2 ‘White dominance and the Weight of the West’, and Ch. 6 ‘Ways of being White’, in G. Howard, *We Can’t Teach what We Don’t Know.* New York: Teachers College Press.

Keeffe, Kevin (1992) ‘Pintupi Art, the curriculum and cultural politics.’ In K. Keeffe, *From the Centre to the City. Aboriginal Education, Culture and Power.* Aboriginal Studies Press, 19-41.

Moreton-Robinson, A. (1999) ‘Unmasking whiteness. A Goori Jondal’s look at some Duggai business.’ In B. McKay (Ed.) *Unmasking Whiteness: Race Relations and Reconciliation.* Nathan, Qld: Griffith University, 28-36.

\*\*Pearson-Evans, A. ‘Recording the Journey. Diaries of Irish Students in Japan.’ Ch. 3 in M. Byram and A Feng (2006) *Living and Studying Abroad. Research and Practice.* Clevedon, UK: Multilingual Matters.

Shaw, Paula (2009) *Seven Seasons in Aurukun.* NSW, Allen & Unwin. (Choose a few chapters if you don’t have time to read the whole book).

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Week 3, 13 March: **Learning in public spaces: museums & libraries**

***Key question: how can the global teacher make use of museums and libraries to help students develop cross-cultural empathy?***

* Visit to Queensland Museum – start preparing in Week 2
* Visit to State Library – view “State of Emergency” exhibition – set focus in week 2
* Interaction: Students meet with Nathan and Samantha – initial thoughts about exhibition.

**Readings:**

Casey, D 2001, ‘Museums as agents for social and political change’, *Curator: The Museum Journal*, vol. 44, iss. 3, pp. 230–6, Wiley InterScience online, retrieved 28 June 2010.

\*\*Macdonald, SJ 2003, ‘Museums, national, postnational and transcultural identities’, *Museum and Society*, vol. 1, no. 1, retrieved 22 June 2010.

S. Weil. (2007). ‘Part 1 : Changing Roles of Museums over Time and Current Challenges’ pp. 32-46 in Watson, S, *Museums and their communities,* NY: Routledge, pp.32-46.

\*\*Spring, Joel. (2008). Chapter 10: Teaching to Protect and Preserve Cultures in Spring, Joel, *The intersection of cultures,* New York: Lawrence Erlbaum, pp.279-301.

[www.slq.qld.gov.au/](http://www.slq.qld.gov.au/)

[www.museumvictoria.com.au/education](http://www.museumvictoria.com.au/education)

Week 4, 20 March:  **Racism / ethnocentrism: how can the global teacher challenge these problems?**

* Debrief re museum visit
* ‘Colonialism in 10 minutes: The Scramble for Africa': http://www.youtube.com/watch?v=Pw12KGSj53k&feature=related
* Racism – process drama
* Debrief re process drama
* School strategies for anti-racism eg. Dadzie
* Intercultural empathy: Video: ‘Leap of Faith’.

**Readings on racism and anti-racism in education:**

\*\*Kailin, J. Ch.. 8 ‘From the individual to the collective narrative. Facing history in ourselves.’ In J. Kailin (2002) *Antiracist Education. From Theory to Practice.* Maryland: Rowman and Littlefield, 163 - 209.

Sleeter, Christine. (2004). How White Teachers Construct Race in Ladson-Billings, G. and Gillborn, D eds, *The RoutledgeFalmer reader in multicultural education,* N.Y.: Routledge/Falmer, pp.163-178.

\*\*Dadzie, Stella. (2000). Part 2: ‘Hammers and tongs’, points 3-7, in S. Dadzie, *Toolkit for tackling racism in schools*, Staffordshire, UK: Trentham Books Limited, pp.64-72.

Mayo, Peter (1997) ‘Tribute to Paulo Freire (1921 – 1997)’. *International Journal of Lifelong Education.* Vol 16, No. 5, 365-370.

Week 5, 27 March: **Tackling “Schooling as Violence”: Problems of poverty, gender, and conflict.**

Seminars 1 & 2

**Readings on Poverty:**

\*\*Brock, C. (2011) ‘’The excluded and marginalized majority’. Ch. 3 in C. Brock, *Education as a Global Concern.* London & New York: Continuum.

\*\*Mickelson, R (2000) ‘Children on the streets of the Americas: implications for social policy and educational practice.’ In R. Mickelson (Ed.) *Children on the Streets of the Americas: Homelessness, Education and Globalization in the United States, Brazil and Cuba*. London & N.Y.: Routledge.

Shiva, Vandana (2001) ‘Globalization and Poverty’, in Bennholdr-Thomsen, Veronika, Nicholas Faraclas and Claudia Von Werlhof, ***There is an Alternative. Subsistence and Worldwide Resistance to Corporate Globalization.*** London: Zed Books, and Melbourne: Spinifex, pp. 57-66.

Singer, Peter. (2009). [Chapter 6 extract: How Much Does it Cost to Save a Life?](https://qutvirtual2.qut.edu.au/portal/pls/portal/cmd_request_p.show_item?p_item_id=179555" \t "_top) in Singer, Peter, *The life you can save : acting now to end world poverty*, Melbourne: Text Publishing, pp.88-112.

Sisia, Gemma (2007) *St Jude’s*. Sydney: Macmillan. (Choose a few chapters if you don’t have time to read the whole book. Watch the video on You Tube.)

Fernandez-Cabrera, Marta (2012) ‘Air Raids, Bride Price and Cuban Internationalism in Africa: A Cuban Teacher in the Angolan Civil War.’ In Hickling-Hudson, Anne, Corona-Gonzalez, Jorge, and Preston, Rosemary (eds), *The Capacity to Share. A Study of Cuba’s International Cooperation in Educational Development,* New York, Palgrave Macmillan, pp. 241-248.

**Readings on teaching for gender justice:**

Banks, J and Banks, C. (2007) ‘A Dozen Strategies for Creating Gender-Fair Classrooms.’ In J. Banks & C. Banks (eds.). *Multicultural Education: Issues & Perspectives* (5th ed.), 156-157.

\*\*Davies, Lynn (1997) ‘Doing Justice. Education and Gender Relations in Africa’. In Scrase, Timothy, *Social Justice and Third World Education.* New York & London: Garland, pp 85 - 105.

Gilbert, R. (2004) ‘Gender perspectives on society and environment.’ Ch. 10 in R. Gilbert (Ed.) *Studying Society and Environment. A Guide For Teachers*. 2004: South Melbourne: Social Science Press.

Harber, C. (2004) ‘Schooling as sexual abuse’. Ch. 7 in C. Harber, *Schooling As Violence: How Schools Harm People and Societies.* NY: RoutledgeFalmer, 97-110.

Kristof, Nicholas, and Sheryl WuDunn (2010) *Half the Sky.*  Knopf Doubleday.

(Read a few chapters if you don’t have time to read the whole book.)

\*\*Mills, M (2001) ‘Conclusion: Principles for Action.’ Ch. 5 of *Challenging Violence in Schools: An Issue of Masculinities*. Buckingham & Philadelphia: Open University Press.

**Readings on peace studies and conflict resolution**

\*\*Bickmore, Kathy (2008) ‘Education for conflict resolution and peacebuilding in plural societies: approaches from around the world’, in Karen Mundy et al, *Comparative and International Education: Issues For Teachers*. Toronto, CSPI & New York: Teachers College Press, pp. 249 – 272.

Boughton, Bob (2012) ‘Cuba’s contribution to adult literacy, popular education and peace-building in Timor-Leste’. In Hickling-Hudson, Anne, Corona-Gonzalez, Jorge, and Preston, Rosemary (eds), *The Capacity to Share. A Study of Cuba’s International Cooperation in Educational Development,* New York, Palgrave Macmillan, pp. 198-214.

Brenes-Castro, A. (2004) ‘An integral model of peace education’. In A. Wenden (Ed.) *Educating for a Culture of Social and Ecological Peace.* NY: SUNY Press, pp. 77-98

\*\*Graham, Sheila (2007) ‘The Arts in Violence-Prevention: The Case of the Area Youth Foundation.’ In Hickling, F. (Ed.) *Dream-a-world. CARIMENSA and the Development of Cultural Therapy in Jamaica.* Kingston: Caribbean Institute of Mental Health and Substance Abuse, 44-50.

(Jamaica’s *Area Youth Foundation* is an NGO for peace education and poverty reduction, directed by Sheila Graham. Look it up on the Web.)

Mortenson, Greg, with Mike Bryan (2010) *Stones Into Schools.* *Promoting Peace With Books, not Bombs, in Afghanistan and Pakistan.* London: Penguin. (Choose a few chapters if you don’t have time to read the whole book. Watch the DVD ‘Pennies for Peace’.)

Week 6, April 10th: **Changing Schools for a Changing World**

**Seminars 3 &4**

***Key questions: What are the elements of injustice and environmental danger in models of schooling such as the ones shown in the two videos: ‘The Eton of Africa’ and ‘Schooling the World”?***

***What challenges are being mounted to unjust education by alternative models?***

* Video: ‘Schooling the World’
* Schooling and the environment (introduction. Further development in Week 7)
* Revisit Video: ‘The Eton of Africa’.
* Alternatives – eg: Montessori schooling, Reggio Emilio schooling (Italy), socialist schooling (Cuba), libertarian schooling (Summerhill, UK), Eco schooling (UK), democratic community-based schooling (USA).

**Readings on education, the environment and healthy lives**

Carlsson, D., F. Rowe & D. Stewart (2001) ‘Health and wellbeing in the school community environment: evidence for the effectiveness of a Health-Promoting Schools approach.*’ Environmental Health*, Vol 1 No. 3.

\*\*Heap, B. and A. Simpson (2004) ‘When you have AIDS, people laugh at you’: a Process Drama approach to stigma with pupils in Zambia. *Caribbean Quarterly*, Vol. 50 No. 1, March 2004, pp.83-98.

Lampert, Jo, and Kerryann Walsh (2010) ‘ “Keep telling Until Someone Listens”. Understanding Prevention concepts in Children’s Picture Books dealing With Sexual Abuse’. Children’s Litereature in Education. *Children’s Literature in Education* Vol 41:146-167.

Shiva, M. (1994) ‘Environmental degradation and subversion of health’. In V. Shiva (Ed.) *Close to Home; Women Reconnect Ecology, Health and Development Worldwide.* Philadelphia, PA: New Society Publishers.

\*\*Wade, Ros (2007) ‘Sustainable Development’. Ch. 9 in Hicks, David and Holden, Cathie (Eds.) *Teaching the Global Dimension. Key Principles and Effective Practice.* Oxford: Routledge, 104-113.

**Readings on global contexts and trends for educational change:**

# \*\*Hickling-Hudson, Anne (2010) ‘Curriculum in Postcolonial Contexts.’ In ‘Curriculum Development’, (Eds) P.D. Pearson & A.Luke, subsection of the *International Encyclopedia of Education,* 3rd Edition, (Eds) B. McGraw, E. Baker, and P. Peterson.

Hickling-Hudson, Anne and Jo Ferreira (2004) ‘Changing schools for a changing world: curriculum trends for a “planetist” future’. In (eds.) B. Burnett, D. Meadmore, G. Tait, *New Questions for Contemporary Teachers. Taking a Socio-Cultural Approach to Education.* Frenchs Forest NSW: Pearson, 153 – 168.

Spring, Joel (2009) ‘Textbooks, Curriculum E-Learning, Cyber Bullying and Global Models of Curriculum and Instruction.’ Ch. 9 of J. Spring, *American Education.* NY, McGraw Hill, 224-248.

**Readings on alternative models of education**

\*\*Hickling-Hudson, Anne, Jorge Corona-Gonzalez & Elvira Martin-Sabina (2006) ‘Education in Newly Independent Countries. Problematic Models and the significance of the Cuban Alternative’. *Austrian Journal of Development Studies*, Vol 22 No. 4: 96 – 125. In QUT *E-prints*.

\*\*Meier, Deborah and Paul Schwarz (1999) Central Park East Secondary School: The hard part is making it happen.’ (Eds) Apple, Michael, and Beane, James, *Democratic Schools. Lessons From the Chalk Face.* Buckingham: Open University Press, pp. 30 – 47.

Overington, Caroline (2011). [Funky school](https://qutvirtual2.qut.edu.au/portal/pls/portal/cmd_request_p.show_item?p_item_id=192351" \t "_top) *The Weekend Australian Magazine*, (Sept.10-11), 12-17.

Peterson, Bob (1999) ‘La Escuela Fratney: A journey towards democracy’. (Eds) Apple, Michael, and Beane, James, *Democratic Schools. Lessons From the Chalk Face.* Buckingham: Open University Press, pp. 68 – 97.

Neill, Alexander Sutherland *(1970) Summerhill: For and Against*, a collection of essays, arguing both in favour and against Summerhill's approach.

Week 7, 17 April:  **A PEDAGOGY OF HOPE: Global Social Movements and Educational Change**

 **Seminars 5 & 6**

***Key question: What can educators learn from global social movements to help them counter injustice in education***?

Consider how global social movements eg. for feminism, for peace, for environmental protection, against racism etc, have influenced social and educational change. Consider the implications of this for ‘a pedagogy of hope’. This provides a revision overview for the whole unit.

Reading:

Attali, Jacques, ‘Third Wave of the Future: Planetary Democracy’. In J. Attali (2011) ***A Brief History of the Future.*** Melbourne: Allen & Unwin, pp. 255 – 278.

Week 8, 24 April: **Media and Education**

**All groups – further preparation for exhibition at State Library in Week 9.**

Guest speaker from State Library to discuss media in support of democratic change/ media and exhibiting.

**Readings:**

\*\*Brown, K, J. Cummins, E. Figueroa and D. Sayers. ‘Global Learning Networks. Gaining perspective on our lives with distance.’ In E. Lee, D. Menkart and M. Okazawa-Rey (no date) *Beyond Heroes and Holidays. A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development.* Washington DC: Network of Educators on the Americas, 334 – 354.

\*\*Roderick, T, L. McLure and Chief Roy Crazy Horse. ‘Bias in children’s movies: Pocahontas’. In E.

Lee, D. Menkart and M. Okazawa-Rey (no date) *Beyond Heroes and Holidays. A Practical Guide to*

*K-12 Anti-Racist, Multicultural Education and Staff Development.* Washington DC: Network of Educators on the Americas, 126 – 130.

Week 9, 1st May: **Launching the Exhibition at the State Library**

**QUT, CLB 049: TOPICS AND SEMINARS, 2013**

Week 1, 27 Feb: **Introductions: Teaching in a Global Framework**

Week 2, 6 March: **Identity and Representation**

Week 3, 13 March: **Learning in public spaces: museums & libraries**

Week 4, 20 March:

**Racism and Ethnocentrism: how can the global teacher challenge these problems?**

Week 5, 27 March: **Tackling “Schooling as Violence”: Issues of Poverty, Gender and Conflict.**

* **Seminar 1) Identity & cultural representation in museums & libraries**

***Group 1:****Show how the global teacher can help students think critically about discourses of cultural identity within the curriculum, using resources from museums and libraries.*

* **Seminar 2) Racism and anti-racist strategies in education**

***Group 2:*** *Give examples of how teachers can help students think critically about and challenge racism and cultural violence, in their own country and globally. This should include reference to anti-racist movements.*

Week 6, 10 April: **Changing Schools for a Changing World**

* **Seminar 3)** **Poverty and anti-poverty strategies in education**

***Group 3:*** *Give examples of how teachers can help students think critically about and challenge poverty, in their own country and globally. This should include reference to global anti-poverty movements.*

* **Seminar** 4) **Violence in Education: Conflict-Resolution and Peace Studies**

***Group 4:*** *Give examples of how schools could tackle problems of violence such as gender abuse, bullying, physical punishment, and the glorification of war and political aggression. What can educators learn from global movements to help counter this sort of violence in education*?

Week 7, 17 April: **Changing Schools for a Changing World**

* ***Seminar 5) Education for environmental and community health***

 ***Group 5:*** *Show how teachers can prepare students for a sustainable future by promoting environmental and community health through school or other educational programs (eg museums, libraries, community arts etc )*

* ***Seminar 6) Alternative Education models***

***Group 6:***  *Show how the following alternative models of schooling challenge the injustices of traditional schooling and prepare students for a sustainable future: (i) the libertarian model (Summerhill) (ii) the socialist model (Cuba) (iii) models based on alternative curriculum and assessment (eg Longstreet & Shane, Meier and Schwarz).*

Week 8, 24 April: **Media and Education**

Week 9, 1st May: **Launching the Exhibition at the State Library**

**QUT**

**School of Cultural and Professional Learning in Education**

**CLB049** **The Global Teacher**  **Date: Semester 1, 2013**

*Lecturers/ unit guides*: Adjunct Professor Anne Hickling-Hudson (a.hudson@qut.edu.au)

 Dr. Erika Hepple (e.hepple@qut.edu.au)

**Assignment 1:**

**Group seminar to be presented to classmates, and a small exhibition to be presented to an invited audience.**

* **Task:** Each group will present a Seminar in workshops at QUT on the dates outlined on the schedule of topics. The seminar will be preparation for a small Exhibition, to be presented to an invited audience on 1st May.
* **Rationale and Goals**

The seminar and exhibition are designed to encourage you to engage in activities that are practical, interesting, and useful to you as future teachers. The seminar and exhibition together give you the opportunity to achieve the following goals:

* experience a topic in depth: research it and prepare it so that in your future teaching you know how to encourage active citizenship and community engagement
* share creative work in a team of your peers
* design a topic as a learning experience for your classmates and the wider public, using visuals, print, learning objects, and interactive tasks
* explore content and practices relevant to teaching about ethical global citizenship
* prepare the seminar and exhibition in a form which can become part of your professional portfolio.
* **Weighting: 60% Due date: Seminar in weeks 5 – 7, Exhibition 1st May**

**ASSIGNMENT 2**

**Reflections on ‘The Global Teacher’: Essay**

* **Task:** You will write an individual reflective essay exploring the development of your learning in ‘The Global Teacher’ this semester.

**Rationale and Goals**

The purpose of this essay is to allow you to reflect on your professional development as a teacher sensitive to global context and issues in education. You will achieve this by selecting two of the seminar topics presented in CLB 049. One should be your group topic, plus one other. With reference to relevant literature:

1. Explain how your involvement in each of these topics (in classes, seminars, the exhibition, keeping your journal, through readings etc) changed and influenced your thinking as a future teacher committed to ethical global citizenship (30 marks).
2. For each topic, describe and justify, with reference to the literature, one curriculum idea that you could use in teaching to excite and engage your students (name the age group) (10 marks).

**Weighting: 40% Due date: Friday 10th May**

**Contribution of QUT’s ‘THE GLOBAL TEACHER’ (LCB327) to the collaborative program ‘Learning and Teaching in Public Spaces’.**

Anne Hickling-Hudson and Erika Hepple

Queensland University of Technology

**1. Introduction**

In 2011, *The Global Teacher*, a Bachelor of Education subject at QUT, became part of the three-year project ‘Learning and Teaching in Public Spaces’. This is a library/ museum research project with OLT funding, formally entitled ‘Collaborative exchanges with museums / libraries in experiential learning and citizenship’, funded by the Office of Learning and Teaching (OLT). The project was led by Professor Maureen Ryan of Victoria University in collaboration with partners Deakin University, Charles Sturt University and Queensland University of Technology, together with the Immigration Museum Melbourne, Maritime Museum Warrnambool, Chifley Home, and the Queensland Museum and State Library of Queensland (SLQ).

This report sets out the contribution of *The Global Teacher* to the OLT project.

**2. Pedagogical Focus of the QUT B.Ed subject:**

**‘*The Global Teacher’***

*The Global Teacher* has been offered as an elective subject for Bachelor of Education students in the Faculty of Education at Queensland University of Technology, since 2004. *The Global Teacher* provides a global view of socio-political issues that shape education. The subject, at first coded CLB049, was designed by Professor Anne Hickling-Hudson to meet the needs of students who were seeking a broader education, particularly to prepare them to be able to teach their own students in a globally-informed and interculturally-sensitive way. When Professor Hickling-Hudson retired in 2013, Dr. Erika Hepple took over teaching and coordinating *The Global Teacher*, assisted by Professor Hickling-Hudson in her role as Adjunct Professor at QUT. From 2014, Dr. Hepple had sole responsibility for the subject, which was re-coded LCB327.

*The Global Teacher* features a particular focus on education issues understood both in a global and an Australian context. Taking a historical and postcolonial perspective, *The Global Teacher* has been engaging students as future teachers in understanding and designing strategies for tackling problems of racism, poverty, violence, environmental sustainability and conflict/resolution in their classrooms and education systems generally.

Students taking this subject are not discipline specific. They come from a variety of specializations. Students majoring in History, English, and English as a Second Language predominate, but there are also some from Creative Industries and Science. There are some international exchange students, for example from Norway, Japan, Malaysia, South Korea, Canada, and Germany. The students are from early childhood, primary, and secondary specializations.

**3. Phases of involvement of *The Global Teacher* in the project**

**‘Learning and Teaching in Public Spaces’**

At QUT, the project ‘Learning and Teaching in Public Spaces’developed in three phases that are reflected in the assessment exercises set for students.

2012: Phase 1. *Analysing cultural representation and identity.*

Student-led, interactive seminars show how museums and libraries select topics and develop cultural messages through their exhibits and collections. They discuss how as future teachers they could utilise museums and libraries in their pedagogy, and perhaps even influence the content of museum exhibitions in their communities.

2013: Phase 2. *Designing an exhibition*.

With the assistance of Samantha Harrington McFeeter and her team at the State Library of Queensland, student groups curate and mount exhibitions of the six themes from *The Global Teacher.*

2014: Phase 3. *Making* *digital narratives*.

With the assistance of Samantha Harrington McFeeter and her team at the State Library of Queensland, students, in groups or individually, design a three minute video (a digital narrative) and present it to illustrate themes from *The Global Teacher.*

In **Phase 1,** 2012, *The Global Teacher* expanded into a collaborative, public space, in that students explored the potential of museums as a cultural resource for teaching. Professor Hickling-Hudson developed an analysis of cultural representation in museums and libraries globally and locally as one of the core themes within *The Global Teacher’s* repertoire. She organised student field trips to the Queensland Museum and State Library of Queensland, and introduced students to approaches taken by other museums including Queensland’s Redland Museum, Victoria’s Museum of Immigration, Koori Museum and Melbourne Museum, Liverpool’s Museum of Slavery, and New Zealand’s Te Papa museum. Some students chose to study this theme further by presenting for their classmates seminars on the topic of “Cultural Representation in Museums and Libraries”. These seminars explored the cultural messages that were embedded in the displays, exhibits and collections in museums and libraries, and the implications of these messages for cultural identity. As part of their seminars, the students asked their classmates to carry out group work to discuss and illustrate a design for their own museums. This resulted in some very creative and informative presentations, which are included in the QUT website resources.

In **Phase 2,** 2013, when Dr. Erika Hepple joined *The Global Teacher* and the OLT Project, some important goals of the subject were achieved through institutional partnership. Collaboration with State Library of Queensland became incorporated as integral to the teaching and learning in this subject. For their second assessment exercise, students were asked to form small groups which would design and mount exhibits illustrating themes that they selected from *The Global Teacher*. The exhibition was prepared and mounted by six groups.

The final phase of the exercise was an individual essay of 1,500 words in which each student reflected on what they had learnt from having mounted the exhibition: what it meant to them culturally and pedagogically.

State Library became not only a resource for information, but also provided the students with pedagogical expertise to help them in exhibiting and curating Global Teacher themes for a broader community-based audience. The collaboration was embedded into the assessment for *The Global Teacher*, requiring the students to visually translate their understandings of global educational issues into a public exhibition, which was held at State Library on 1st May 2013.

In **Phase 3.** 2014, the design of digital narratives replaced the design and mounting of an exhibition. For the second assessment, Dr. Hepple asked students to work in groups or individually to make a three-minute video, selecting one of the six themes from *The Global Teacher.* The videos were presented at a public showing in the Library at QUT, and will be posted on a website at QUT.

As part of this assignment,each student wrote an individual 800 word explanation of how this digital case study can be used in the classroom to inform and stimulate student engagement with global issues relating to social justice. They were asked to clarify in their essay (a) the specific group of learners and (b) how the materials are suited to the educational needs and interests of these learners.

**4. Curriculum themes in *‘The Global Teacher’*, and collaboration**

**with State Library of Queensland (SLQ).**

The following outlines of the 9 week program illustrates

(1) The Global Teacher: aims, assessment and content

(2) How the collaboration was framed to build on the respective strengths and expertise of State Library Queensland staff and *The Global Teacher* educators.

**1) *‘The Global Teacher’:* aims, assessment and content**

* *Aims: For students to*
1. Develop a professional identity which is globally informed and culturally sensitive
2. Apply their learning about global educational issues to the design of curriculum for ethical classrooms (not limited to the Australian context, encouraging a probing of unfamiliar settings)
3. Connect the students with the staff and content of the Queensland Museum and State Library so that they become familiar resources both for their tertiary learning and in the future as teachers (addition from 2012)
4. Develop skills in using public spaces to convey ethical global messages to audiences beyond the confines of the classroom (addition from 2013)
* *Assessment.*

The subject requires students to complete two assignments over a nine-week semester.

Assignment 1: Student-led Seminars

Students, working in groups of three or four, are asked to research selected issues from *The Global Teacher,* and experiment with how they would teach these issues in a classroom setting for a stated age group of their choice. Each group presents to their classmates a seminar on its chosen topic.

Assignment 2 in 2013: Exhibition and Essay

Part A: Small group exhibitions

Students work in groups to curate and mount exhibitions of the six themes from *The Global Teacher.*

Part B: Essay.

Students write an individual essay of 1500 words reflecting on what they had learnt from their involvement in the subject and in the exhibition.

Assignment 2 in 2014: Digital Narratives and Essay

Part A: Digital Narratives

Students work in groups or individually to make a three minute video, selecting one of the six themes from *The Global Teacher.* The videos are presented at a public showing in the Library at QUT.

Part B: Essay

Students write an 800 word rationale for their digital narratives.

* *Content: Central Themes of ‘The Global Teacher’*

The Global Teacher curriculum is organised around themes explored in three-hour sessions each week by way of interactive presentations, discussions, seminars and occasional field trips. The themes are listed here, and the chart below sets them out in further detail.

* Identity and cultural representation
* Racism and anti-racist strategies in education
* Poverty and anti-poverty strategies in education
* Violence, conflict-resolution and peace studies
* Education for environmental and community health
* Alternative education models

*The Global Teacher Weekly Schedule, outlining collaboration between QUT and State Library of Queensland (SLQ activities in red)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Location** | **Activity** | **Details** |
| 1 | QUT Campus | QUT Interactive workshop: *Global Teacher* themes. **Education: a global concern and a human rights response** Perspectives on and education systems in a globalized world.Globalisation, Postcolonialism and identity: Implications for education | Introduction to *the Global Teacher* ‘ Teaching the global dimension’. How ready are you? Quiz, games, discussionOrientation to assignments |
| 2 | QUT Campus | QUT Interactive workshop: *Global Teacher* themes:**Cultural identity and representation.** Cultural discourses, global and local perspectives, developing empathy in a context of diversity | Exploring themes of cultural identity and representation:* Introduction to philosophical

implications in Indigenous Visual Art.* How can schools cater for a cross

cultural environment? A ‘multiliteracies’ curriculum approach. |
| 3 | State Library of Queensland (SLQ) | * Visit to the Queensland Museum
* Guided tour of State Library exhibitions
* Meeting with exhibition staff
 | Exploring themes of cultural identity and representation through Indigenous perspectives * *State of Emergency* exhibition at SLQ
* SLQ Learning and other library staff discuss aspects of the pedagogy of exhibiting
 |
| 4 | QUT Campus * Online services,

SLQ | QUT Interactive workshop: *Global Teacher* themes**:** **Racism and anti-racist strategies in education.**Pedagogies seeking change: Freire, Boal and ‘Pedagogies of the Oppressed’.Colonialism and Indigenous experiences. Conflict Resolution.The Peace Studies movement | Exploring themes of racism and anti-racist strategies in education* Process Drama
* Discussion: anti-racist strategies in schools
* Online workshop ‘SLQ Resources’, using DETE’s The Learning Place , on accessing and using SLQ resources for university research.
 |
| 5 | QUT Campus | QUT Interactive workshop: *Global Teacher* themes**Challenging Poverty and Violence globally and locally**Impoverishment as social abuseon a global and local scale.Educational challenges. Policies to help the impoverished and homeless. Social movements for justice: eg feminism, anti-war | Student-led Seminars (Assignment 1): * Identity and cultural representation in museums and libraries
* Racism and anti-racist strategies in education
 |
| 6 | QUT Campus | QUT Interactive workshop: *Global Teacher* themes**Education for ecological sustainability, community health and social justice: reflecting these goals in alternative models of schooling.**The ecological movement Education and sexual health.Alternatives: *‘Another School is Possible’* | Student-led Seminar (Assignment 1):* Poverty and anti-poverty strategies in education
* Violence, conflict-resolution and peace studies
 |
| 7 | QUT CampusSLQ staff available for online enquiries | QUT Interactive workshop: *Global Teacher* themes**Concluding reflections: wrapping up the subject.** | Student-led Seminars (Assignment 1):* Education for environmental and community health
* Changing schools for a changing world

Internet/email contact with students to assist groups progress through stages of setting up an exhibition |
| 8 | State Library of Queensland | SLQ staff presentations to pre-service teachers on exhibiting as pedagogy | * Exploring themes of representation, exhibitions and space
* Student group work preparing their Exhibition installations
 |
| 9 | State Library of Queensland | Student exhibition at State Library of Queensland | * Exhibition of The Global Teacher student work to invited guests and the general public
 |

**5. The role of institutions in the goals of our project**

* *Constraints of the Global Teacher subject at QUT*

The unit is allocated 9 weeks of 3 hour sessions (27 hours), then students go on practice teaching.

This gave us very little time to visit State Library. We devoted three out of the nine weeks to doing this, and added many extra hours out of our own time.

After taking public or private transport to make their field trips to State Library, the students have to rush back to other classes at QUT. Students have to fit this unit into their semester schedule. It is one of four that they study. Many of them also have part-time jobs.

* *Modifying ‘The Global Teacher’ Unit to incorporate the OLT project*

Because of these time constraints, we had to modify the existing structure of *The Global Teacher*. Core topics were reduced in number to make space and time to visit the State Library. We had to cut the former professional links with QUT’s Field Experience Office which used to orient students who wanted to do an overseas practicum. We removed two topics: ‘Social Movements and Change’, and ‘Learning and Teaching in Unfamiliar Settings’.

* *Maximising the time for preparing students for the exhibition*

We provided extra class time for those who could come. At least one representative from each group came to an hour-long meeting at QUT, during which we helped them to envisage how they would set up their group’s exhibition in the library space.

Extra visits were made to the State Library, both for our consultations with Samantha (SLQ Client Learning Coordinator) and other members of the SLQ team, and on the part of students who wanted to prepare more thoroughly for their group’s exhibition.

In Week 9, a full extra day (Tuesday) was made available for students to set up their exhibition on Wednesday. Erika gave up half a day to be there, and our research assistant, Julia Mascadri, gave the other half day. Students had to meet frequently with each other to discuss and plan the exhibition.

* *Institutional exchange*

Funding from the OLT project ‘Learning and Teaching in Public Spaces’ facilitated visits between university academics engaged in the project. Visits to QUT in Brisbane were made by Professor Maureen Ryan (Victoria University), Dr. Karen Charman (Deakin University), and Ms. Jan Molloy (Immigration Museum of Victoria). The QUT academics in the project (Prof. Anne Hickling-Hudson and Dr. Erika Hepple) discussed with the visitors their modification of *The Global Teacher* to fulfill the guidelines of the project. Visits were also made by the QUT academics to Melbourne for project meetings. At these meetings, representatives from all four project partner universities (Victoria, Deakin, Charles Sturt and QUT) exchanged reports about the progress of student learning and student exhibitions in each location.

Multiple visits were arranged between the QUT academics and Samantha Harrington McFeeter and her team at State Library of Queensland to develop the collaborative approach and pedagogy for the Global Teacher. State Library, under the *Libraries Act (Qld) 1988*, contributes to the cultural, social and intellectual development of all Queenslanders. *The Global Teacher* project aligns with State Library’s Strategic Plan 2013-17, in creatively engaging people with information, knowledge and community. State Library assists QUT pre-service teachers to develop new models of engagement, collaborate with community partners, utilise public spaces, and extend the reach and use of library collections.

These opportunities for mutual professional development through the project greatly assisted the QUT academics to help pre-service student teachers learn how to utilise public spaces such as State Library in developing interactive pedagogy that engages with the community.