

Question for reflection

- Which methodologies are most present in your school? Why are they most present?
- Does the IWB help or hinder the variation of methodologies you are able to use in your classroom?
- How has your methodology changed over time?
- Do you look at complex or 'controversial' issues? Have you used particular methodologies to look at these issues -if so how did it go?
- Are you willing to use different methodologies; are you prepared to try and fail, learn and develop, with them or do you prefer to 'stay safe' with the methods you know?
- What opportunities are there in your school for teachers to learn from each others' teaching methods?

Next steps

Organise a methodology focus group/a meeting.

If you are a school leader, do you have particular methodologies that you know are effective, promoted through trainings or staff meetings/demonstrations?

Which toolkits and handbooks are available for teachers' CPD and are these supported through modelling and supported practice?

Monitoring & Evaluation: how do you know it's working?

New methods are shared in staff meetings, with an openness to try new types of activities and teaching methods.

Resources such as methodology toolkits are made available to all staff with presentations from staff who are familiar with techniques.

Baselines and evaluation tools are developed across the school to measure improvement in learning using newer approaches.

There is a very useful toolkit to check what has been learned from a global learning perspective, in 'How do we know it's working?' (RISC)



Keep sets of tactile, colourful and engaging styles of global learning resources to use again with different classes, helping embed this learning into planned curriculum.

Thematic Links

There are a wealth of **drama based** techniques that can be used with children of all ages.

Forum Theatre is a drama technique developed in the 1970s by Augusto Boal in Brazil, in which a play (about a topic relevant and real to the lives of the audience) can be 're-played' where members of the audience can take on roles and change their responses to the problems in the play.

www.theatreoftheoppressed.org

Hot Seating or 'mantle of the expert' is a way for the teacher to give information to the pupils in role as an 'expert' while pupils ask questions. Pupils, after some investigation, can also play the 'expert' role.

www.mantleoftheexpert.com

www.time2think.org.uk is a new bank of resources aimed at primary educators to support classroom learning and staff development around global learning and community cohesion. It is a Lifeworlds initiative but builds upon a strong pedigree and heritage that includes Open Spaces for Dialogue and Enquiry (OSDE), Through Other Eyes (TOE), Global Learning for Community Cohesion (GLCC) and Philosophy for Children (P4C).



Global Learning Centre

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Details of current teacher training, information on global learning and examples of HEC's work
www.globallearninglondon.org.uk

Join the London Global Teacher Network - LGTN offers London teachers the chance to connect around global learning.
www.lgtn.org.uk



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Methodology for global learning

Methodology can sometimes be seen as 'separate' from curriculum content but the two are inextricably linked in any learning experience. Quality global learning will depend as much on approach and teaching methods as it does on 'global topics' or content. Appropriate and effective methodology is at the heart of global learning.

In the English school system the nature and role of different methodologies has been the subject of much debate, and different methodologies have been supported to varying degrees across different 'trends' within education. These trends can be cyclical and regrettably linked to national politics rather than rigorous educational theory. 'Teacher talk' as a main pedagogic technique has been criticized in recent decades. The importance of speaking and listening has grown, along with 'pupil-centred' approaches based on discovery and problem solving, group and pair work. Teachers increasingly seek ways to make their teaching relevant and varied, offering examples and applications to join up with theories or ideas.

Technology has had its inevitable influence both on what is possible in the classroom (from class projectors to the internet) and on the way pupils learn and access information outside the classroom. We are still waiting to see the full impact of technology on teaching methodology.

From 2009, the idea of a 'compelling learning experience' was used to describe a learning experience that gives learners autonomy, promotes collaboration, broadens horizons, raises aspirations, is 'real' and relevant, and has links across curriculum areas. (QDCA)

Global learning methodology complements the developments in the range and type of teaching methods, and helps pupils:

- Explore and make sense of the big issues in the world
- Think critically and creatively about topical and controversial issues
- Be active participants in their own learning and develop skills of learning through problem solving and enquiry
- Deconstruct issues and events and consider them from a range of perspectives
- Communicate with and learn meaningfully about people from a range of countries and cultures
- Develop self awareness and a positive attitude to difference
- Argue a case on behalf of themselves and others
- Reflect on the consequences of their own actions now and in the future
- Link learning to taking responsible action
- Participate in society as active and responsible global citizens

Outcomes for pupils

With a community of enquiry approach pupils learn to cooperate and listen to each other whilst gaining understanding of a topic.



A wide range of different methodologies means pupils with different learning styles all access the curriculum.

Pupil-centred methodologies offer pupils the opportunity to give more personal responses to global issues.

Through interactive and problem solving methods such as mysteries (see inside)



The Cambridge Review talks about the importance of dialogic learning - rich talk between pupil and teacher and pupil and pupil - but most teachers are not trained to do this.
Clive Belgeonne, DEC South Yorkshire, in conversation with Max Hogg
Global learning in school - A Review of What works 2010

Learning in a Global Context is a framework for supporting schools in preparing young people for life in an increasingly globalised world.

...in a world where there is now an oversupply of information, the ability to make sense of what is available is now the scarce resource...

Jane Gilbert, Catching the Knowledge Wave? The Knowledge Society and the future of education



The Development Compass Rose

The Development Compass Rose has the potential to encourage questioning and purposeful talk to stimulate critical thinking and active learning. It was designed to raise questions about development issues and their interrelationships with environmental and economic issues. Social questions also help explore the similarities and challenges of issues facing people in different parts of the world and will connect with local issues.

As a planning tool it can identify ideas and questions for teachers to structure the progress and analysis of geographical enquiry. As a teaching tool it can help pupils synthesise pupil ideas, order information from a range of sources, construct an argument and motivate participation.

Tide~ Global Learning

Methodologies to support Global Learning

Values line - participants stand in a line according to how much they agree or disagree with a statement.

Ranking activities - such as 'diamond ranking' in which pupils prioritize nine items into a 'diamond'.

Brainstorm / thought shower - a technique through which a group, sometimes facilitated by one person, rapidly generate a list of ideas.

Circle time, OSDE and P4C are collaborative, democratic and child-centred learning and develop critical thinking. See boxes on the right.

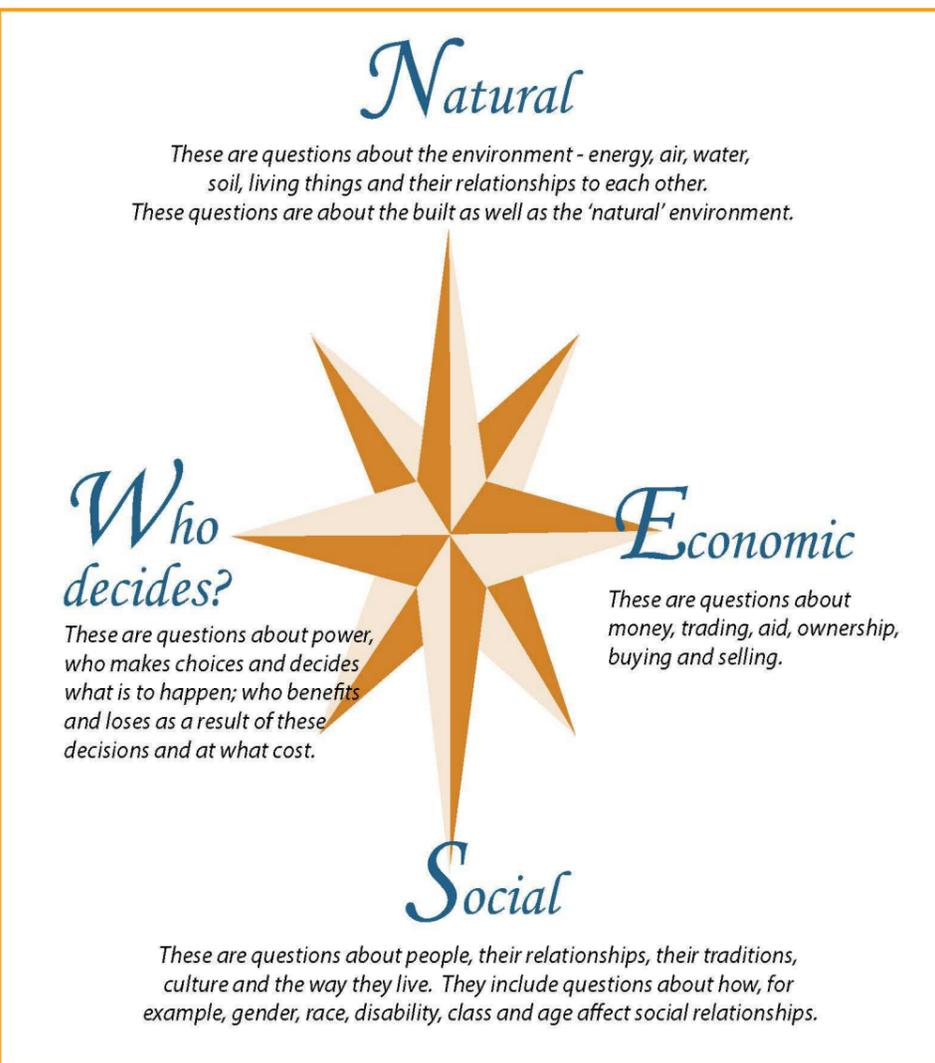
Role-play is a popular way of bringing to life a process or context, such as the way communities can be affected by unfair trade rules.

Mind Maps are a way of developing ideas individually or with a group, connecting ideas through 'branches', connected to the centre. It aids both understanding and memory as the brain works well by association.

Peer education is where young people impart information or advice to others of a similar age. They become active players in the educational process rather than passive recipients of a particular message and many believe that peer learning increases motivation.

Think pair share is a popular and simple activity to ensure pupils are engaged in an activity or theme and thinking for themselves. Pupils are asked to think their responses, before sharing with a partner. They can then either join up with another pair to share, or feedback to the class.

Mysteries - this technique encourages problem solving and enquiry, as pupils look at 'clues' at to why something happened. Why did Mrs Romero smile when she opened her son's letter? Why did Mr Obego have to move his market stall?



Circle Time and Critical Thinking methods

Pupils can access information about a topic at a few clicks, but it is a higher level skill to sift information, form judgements on sources, and critically assess the opinions being forwarded. A key concept for global learning is that of critical thinking, the need for which has been promoted in recent years, both as a result of educational research into higher order skills (including 'Bloom's Taxonomy'), growing support within the curriculum and teachers' own experience.

Teachers, particularly in primary schools, have successfully used 'Circle Time' for many years to help children 'gain confidence self-esteem,...a platform of reassurance for children who need to know there is a time when they can have their say and be listened to.' (Margaret Collins, 'Circle Time for the very young'.)

Two important methodologies for global learning, Philosophy for Children (P4C) and Open Spaces for Dialogue and Enquiry (OSDE), actively promote critical thinking using a '**community of enquiry**' (see below), a 'thinking circle' that encourages participation and pupil-led discussion. It develops the idea of listening and being able to forward opinions and extends this to exploring ideas and themes.

Leading a 'Community of Enquiry'

A community of enquiry is used both in P4C and OSDE (see box right), though with different emphases. The aim is to enable group members to experience the many-sidedness of concepts and to achieve a better understanding of the topic under discussion through *shared enquiry*.

The seating of participants in a circle shape allows for equality, participation and maximum vision within the group.

A **stimulus** is then presented to stimulate creative, critical or imaginative responses and will engage attention and stimulate enquiry. It can be an object, a picture, a story, a saying or question, a film, music, a visit, or really anything at all that can fulfil this role of stimulating thought and enquiry. After the stimulus, children reflect on what is interesting, puzzling or problematic about what was presented, and create their own questions on which to focus the Enquiry. The facilitator (who may be the teacher) then takes on a role in which he/she guides but does not control, the direction of discussion. Rather than making Judgments on comments or giving feedback, some quite challenging skills are required, hence the requirement for training.

Facilitation techniques during the enquiry

The following facilitation can be provided by the teacher:

- focusing and maintaining relevance by directing attention to important points and issues;
- seeking meaning by asking for reasons, explanation or clarification of ideas;
- Expanding by showing links between ideas explored and new areas for discussion;
- Discouraging the tendency of pupils to focus on their own ideas rather than responding to and building on the ideas of others.
- encouraging children to talk and listen to each other rather than for them to direct all their talk through the teacher.

OSDE & P4C - further explanation

The **OSDE** methodology offers a set of procedures and ground rules to structure safe **Open Spaces for Dialogue and Enquiry (OSDE)** about global issues and perspectives, focusing on interdependence.

The key is to create spaces where people gather together to listen and transform themselves—learning and unlearning together, reinventing ways of relating to one another, imagining other possible futures together.

It aims to promote the development of:

- Independent and informed thinking
- Critical, political and transnational literacies
- Enquiry skills and systems of thinking
- Responsible and accountable reasoning and action.

More at www.osdemethodology.org.uk

Philosophy for Children (P4C)

emphasises the importance of enquiry/questioning skills, imaginative and meaningful dialogue, and careful reasoning/reflection in the process of education.

It aims to improve pupils' abilities to think creatively, critically, caringly and collaboratively through well-guided discussion.

The teacher's role is that of facilitator – a 'guide on the side, not a sage on stage' – and the class learns to evolve as a 'community of enquiry': a group of people united in their desire to understand the world and each other more deeply.

Essentially, pupils 'learn to learn' through P4C, by making their learning meaningful and intrinsically desirable, rather than extrinsically motivated. It is a powerful, varied, challenging and thorough methodology, which can reinvigorate the teaching and learning experience.



Which should I use?

Both **P4C** and **OSDE** promote critical thinking, with P4C sometimes seen as more appropriate for primary school pupils and OSDE working well with secondary pupils, though both can be used perfectly well in either context, and both can enhance global learning.