

Research Bank

PhD Thesis

Global Citizenship Education in the classroom. An exploratory study on teachers' views

Caccioppola, Federica

Caccioppola, Federica. (2021). Global Citizenship Education in the classroom. An exploratory study on teachers' views [PhD Thesis]. Australian Catholic University Institute for Learning Sciences and Teacher Education

This work is licensed under [Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/)



LUMSA
UNIVERSITÀ



Libera Università Maria Santissima Assunta
LUMSA

Australian Catholic University
ACU

PhD in “CONTEMPORARY HUMANISM”

Global Citizenship Education in the classroom.
An exploratory study on teachers’ views

Supervisor (LUMSA)

Prof. Gabriella Agrusti

Supervisor (ACU)

Prof. Claire Wyatt-Smith

PhD student: Federica Caccioppola

Identificative Number: S00270795

Academic year 2019/2020

Curriculum: Education (Research methods in Education)

SUMMARY

INTRODUCTION 4

1. GLOBAL CITIZENSHIP EDUCATION: DEFINITIONS, PRACTICAL RECOMMENDATIONS AND IMPLICATIONS FOR CLASSROOM PRACTICES 5

1.1. INTRODUCTION 5

1.2. A DEFINITION OF GLOBAL CITIZENSHIP EDUCATION: A BRIEF OVERVIEW 5

1.2.1. IMPLICATIONS OF GLOBAL PERSPECTIVE ON EDUCATION 7

1.2.1.1. ACQUIRE KNOWLEDGE, UNDERSTANDING AND CRITICAL THINKING 8

1.2.1.2. DEVELOP A SENSE OF BELONGING TO A COMMON HUMANITY 9

1.2.1.3. ACT FOR A MORE PEACEFUL AND SUSTAINABLE WORLD 9

1.3. RETHINKING GLOBAL CITIZENSHIP EDUCATION: LITERATURE REVIEW ON DEFINITIONS AND EVIDENCE IN CLASSROOM 11

1.3.1. FINDINGS: DEFINITIONS 13

1.3.2. FINDINGS: EVIDENCE OF GCE IN CLASSROOM 17

1.4. THE DEFINITION OF GLOBAL CITIZENSHIP EDUCATION IN THE STUDY 32

2. GLOBAL CITIZENSHIP EDUCATION IN THE AUSTRALIAN CURRICULUM: ANALYSIS FOR TEACHERS AND POLICY QUESTIONS 33

2.1. INTRODUCTION 33

2.2. THE AUSTRALIAN CURRICULUM ANALYSIS 35

2.3. METHODS 36

2.4. RESULTS 37

2.5. DISCUSSION 41

2.5.1. GLOBAL CITIZENSHIP AND EDUCATION. WHAT DOES IT MEAN TO BE A GLOBAL CITIZEN AND HOW SCHOOL CAN HELP STUDENTS TO BECOME GLOBAL CITIZEN 41

2.5.2. GLOBAL AND CITIZENSHIP EDUCATION. GLOBALISATION AND INTERNATIONALIZATION OF EDUCATION 44

2.5.3. GLOBAL EDUCATION AND CITIZENSHIP. THE GLOBAL ISSUES AS ENTRY POINTS OF GCE 45

2.5.4. GLOBAL CITIZENSHIP EDUCATION. WHAT MISSED INTO AUSTRALIAN CURRICULUM 47

2.6. CONCLUSIVE THOUGHTS AND OPEN QUESTION 49

3. FROM INTERNATIONAL COMPARATIVE SURVEYS TO THE CLASSROOM. TEACHER AND STUDENTS ACTIONS IN THE GCE-ORIENTED LESSON 52

3.1. INTRODUCTION 52

3.2. INTERNATIONAL COMPARATIVE SURVEYS PROMOTED BY IEA AND CONTRIBUTION TO THE ITALIAN CONTEXT IN THE ICCS 2016 SURVEY 52

3.3. OPEN CLASSROOM CLIMATE AS A NECESSARY AND SUFFICIENT CONDITION OF CIVIC AND CITIZENSHIP EDUCATION: THE ITALIAN STUDENTS' POSITIVE PERCEPTION OF AN OPEN CLASSROOM CLIMATE 64

3.4. THE IMPACT OF AN OPEN CLASSROOM CLIMATE ON CIVIC AND CITIZENSHIP EDUCATION 67

3.4.1. THE ROLE OF OPEN CLASSROOM CLIMATE FOR GCE'S ASSESSMENT 68

3.5. AN EVALUATION FRAMEWORK 70

3.6. A BRIEF REVIEW ON COGNITIVE, SOCIO-EMOTIONAL AND BEHAVIOURAL ASSESSMENTS IN GCE 72

3.7. TEACHER AND STUDENTS' ACTIONS IN A GCE-ORIENTED LESSON 76

3.8. TOOLS FOR CLASSROOM OBSERVATION 79

4. DESCRIPTION OF THE STUDY AND METHODOLOGY	86
4.1. AIM AND RESEARCH QUESTIONS	86
4.2. RESEARCH DESIGN	86
4.3. METHODOLOGY	87
5. ACCESSING RESEARCH PARTICIPANTS IN SCHOOLS	89
5.1. THE AUSTRALIAN TEACHERS AND LESSONS	91
5.2.1. MELANIE AND THE LESSONS ON MIGRATION	92
5.2.2. SYVIA AND THE LESSONS ON MIGRATION AND URBANIZATION	93
5.2.3. CRYSTAL AND THE LESSONS ON MIGRATION	94
5.2.4. MARYAM E AND THE “GLOBAL LEARNING PROJECT”	95
5.2.5. THORSTEN AND THE LESSONS ON CLIMATE CHANGE AND SOCIAL INCLUSION	96
5.2.6. ALINTA AND THE LESSONS ON ETHICAL DILEMMAS	97
5.2.7. AMIR E LE LEZIONI SUI DILEMMI ETICI E SUL VEGANESIMO E VEGETARIANISMO	98
6. DATA ANALYSIS	106
6.1. THE LESSONS FROM THE CURRICULAR PERSPECTIVE	106
6.1.1. MIGRATION IN AUSTRALIA. THE LESSONS OF MELANIE, SYVIA AND CRYSTAL	107
6.1.2. ENVIRONMENT AND SUSTAINABILITY. THE LESSONS OF MARYAM, THORSTEN AND AMIR	109
6.2. THE LESSONS ANALYSIS FROM THE GCE PERSPECTIVE	110
6.2.1. THE LESSONS ON MIGRATION PLANNED BY MELANIE, SYVIA AND CRYSTAL	110
6.2.2. THE EXTRA-CURRICULAR LESSON ON ENERGY, WATER AND SUSTAINABILITY PLANNED MARYAM	127
6.2.3. THE LESSONS ON CLIMATE CHANGE AND SOCIAL INCLUSION PLANNED BY THORSTEN	130
6.2.4. THE LESSONS ON VEGANISM/VEGETARIANISM PLANNED BY AMIR	145
7. FROM DATA-ANALYSIS TO DISCUSSION. THREE MODELS OF THE GCE-ORIENTED LESSONS	155
7.2.1. THE CURRICULAR LESSON	156
7.2.2. THE <i>UPGRADED</i> CURRICULAR LESSON TO REFLECT ON HUMAN RIGHTS AND INEQUALITY	160
7.2.3. BEYOND THE CURRICULUM. CLASSROOM DISCUSSION AND FLEXIBLE LEARNING SPACE	165
8. CONCLUSIONS	169
BIBLIOGRAPHY	172
APPENDIX A	196
LIST OF RESEARCH ON THE GCE TOPIC IN THE LAST TEN YEARS (2009-2019)	196
APPENDIX B	215
LEARNING AREAS, SUBJECTS AND SENTENCES IDENTIFIED BY SEARCHING “GLOBAL CITIZENSHIP EDUCATION” FOR KEYWORDS IN THE AUSTRALIAN CURRICULUM (GRADE 8)	215
APPENDIX C	236
DOCUMENT TEMPLATES FOR RECRUITING AUSTRALIAN SCHOOLS FOR THE STUDY	236
APPENDIX D	249
AUSTRALIAN LESSON TRANSCRIPTS	249

Introduction

In fast-changing world, Global Citizenship Education (GCE) is a modern notion, supported by multi-disciplinary scientific literature. The need to analyze, define and *operationalize* the concept of GCE is linked to the opportunity to build a common global consciousness and to connect national, international and transnational dimensions. GCE can be identified as the possibility to prepare students to live and act in contexts of change, interdependence and diversity. In this framework, open classroom climate and positive verbal interactions between teachers and students is crucial.

The study “Global Citizenship Education in the classroom. An exploratory study on teachers’ views” aims at describing teachers’ views on possible goals and practices on GCE in two different contexts: Central Italy (2017-2018) and Queensland (2019), Australia. To this end, the research analyses teaching strategies devoted to promoting dialogue among students and between teachers and students. The research specifically focuses on how secondary schools’ teachers promote the development of knowledge and skills related to GCE, in their verbal and nonverbal interactions.

The study follows a qualitative methodology, adopting classroom observations in secondary schools and interviews to teachers focused on GCE aims and learning activities. In addition, in Italy a set of video-analysis was carried out in order to retrieve data for the documentation and representation of verbal and non-verbal interactions between teachers and students.

Finding could indicate opportunities and challenges teachers face in dealing with topics related to global citizenship. The data referring to Italian context were collected in 2018. In Australia data were collected throughout 2019. On the short term, this explorative study intends to provide insights on GCE teaching practices and relative constructs possible *operativization*; and to support teachers’ professional development through critical reflection. On the medium-long term, the study could have an impact in: building or reinforcing networks between schools and Higher Education institutions, both at a national and at an international level; promoting in Italy educational change and disseminate innovative teaching knowledge and practices; outlining possible pathways to improve GCE teaching practices both in Australia and in Italy.

1. Global Citizenship Education: definitions, practical recommendations and implications for classroom practices

1.1. Introduction

The concept of Global Citizen Education (GCE) is a modern notion, and as such, is supported by multi-disciplinary scientific literature. This concept should not only be defined and reconsidered, but also operationalized. Although supporting literature has not yet completely consolidated the framework, the available theoretical framework is comprised of United Nations Educational Scientific and Cultural Organization (UNESCO)'s perceptions regarding *Global Citizenship Education*, the Organization for Economic Cooperation and Development (OECD)'s operational definition of *Global Education* and the International Civic and Citizenship Education Study (ICCS) carried out by the International Association for the Evaluation of Educational Achievement (IEA). The surveys conducted so far concern the construct of *Citizenship Education*. The application and transferability of this data to the construct of *Global Citizenship Education*, has yet to be verified.

The need to analyse the concept of GCE is linked to the opportunity to build a common global consciousness; connecting national, international and transnational dimensions, starting from education centres where the foundations of society are laid. Education must first of all, train people and citizens to become aware and responsible for the common good and, in general, for a profound global change, primarily a cultural one. In order to educate citizens who are not only connected, but critically informed and trained to have the capacity for critical thinking, it is necessary to give value back to the centrality of the educational and training processes.

The fragility of the concept of "Education for Global Citizenship" is linked to the need to place the right to global citizenship education within a society that, despite territorial localisms, conflicts, asymmetries and inequalities, is global and cosmopolitan. Considering the epistemological aspects of the question becomes even more significant in an uncertain historical phase of change, linked to a global crisis in which, schools and universities no longer act as a driving force in the era of globalization, unstable economies and large migratory flows. Placing people and subjectivity at the centre of a civil society and of a public sphere, both local and global, requires the analysis of multiple indicators and variables.

1.2. A definition of global citizenship education: a brief overview

An increasing globalised world has raised questions about what represent meaningful citizenship, even considering its supranational dimensions. Growing interest in global citizenship has resulted in expanded attention to a global perspective in citizenship education, and its possible implications for policy, curricula, teaching and learning. Global citizenship generally refers to a sense of belonging to a wide community and shared humanity. It accentuates political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global level.

Global Citizenship Education, a topic of interest for various European organizations, research institutions such as the IEA and the school policies of individual countries, is part of the vast field of research on citizenship education, whose concept has passed from the national sphere to the global one as one of the effects of the process of globalization. Citizenship education set in a global context forms “citizens of the world” even before citizens of their own country, beyond differences in nationality, class or social belonging, faithful in the first place to the human community (Nussbaum, 1999).

The GCE was born in the United States and Great Britain by the impetus of studies born in the seventies in order to train students to understand the principles of justice and equality within new contexts of cultural diversity and global change (Osler & Starkey, 2006).

Different organizations working to implement GCE produced different definitions of global citizenship. Despite the lack of a common definition of global citizenship education at the international level, literature shows three predominant dimensions: *social responsibility*, *global competence*, and *global civic engagement* (Andrzejewski & Alessio, 1999; Braskamp, 2008; Braskamp, Braskamp, & Merrill, 2008; Morais & Ogden, 2010; Parekh, 2003; Westheimer & Kahne, 2004). *Social responsibility* concerns interdependence and social care about the others, the society and the environment; *global competence* is related to cultural norms to interact with the others for communicating and working in different environments; *global civic engagement* refers to the involvement in a global community through actions such as volunteerism, political activism, and community participation (Morais & Ogden, 2010).

In the academic world there is no unambiguous and shared definition for the GCE, which is due to the interest of different research sectors that have dealt with it in the last twenty years, giving rise to an abundant variety of theoretical and methodological approaches. The conceptual bases of the GCE, therefore, must be traced back to the intersection of the topics that characterize the different research sectors (Parmenter, 2011), such as, for example, *global education* and *citizenship education* for the educational field (Davies, Evans & Reid, 2005). According to Wintersteiner et al (2015), GCE is “a concept that is located at the interface between civic education, global education and peace education, as well as education for sustainable development and intercultural learning”. Ultimately, GCE is a multidimensional concept, which originates and develops in multidisciplinary contexts, characterized from time to time by the focus on one or more predominant themes.

In the literature (Oxley&Morris, 2013) two meanings of global citizenship emerge.

The first meaning is characterized by cosmopolitan elements that transform the concept of citizenship from a series of well-defined rights (Marshall, 1950) to a “status, a feeling and a practice at all levels, from local to global” (Osler, 2011, p. 2). Critical to this implication is that a form of global citizenship so implicit, aimed at the birth of a world state or a cosmopolitan democracy, requires the existence of a global governance body (for instance, supranational organizations such as the United Nations) which, on the basis of cooperative purposes and global social justice, provides an intrinsic universalist perspective and the typically western idea that all men can share the same fundamental values. Cosmopolitan theories have influenced the discourse on the GCE both because the meaning of "global citizenship" presupposes the concept of “citizen of the world” that is to say the commonality and equality of all human beings. The cosmopolitan ideal today is considered one of the most effective keys for interpreting the globalized world (Damiani, 2016).

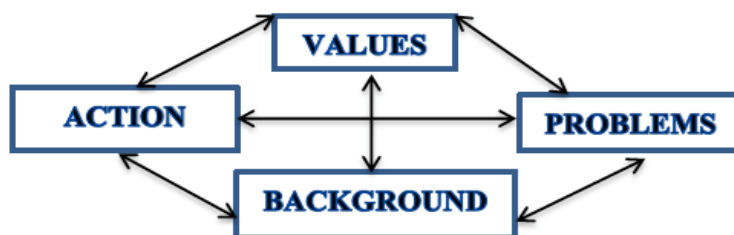
The second meaning, of a more relativistic nature, is characterized by the concept of advocacy, which is defined as a complex of actions by collective entities (such as associations for the protection and promotion of rights), for the benefit of third parties. Within this meaning there is a critical conception of global citizenship that aims to promote a global counter-hegemony that dissects global oppressive structures, generating social transformations. For Damiani (2016), “it is important to underline the near impossibility (to date, given the wide debate on the subject) of applying rigid theoretical models to a phenomenon that is extremely varied in terms of its theories, political, economic and socio-cultural contexts of reference” (p.75).

The principal fragility of the GCE, as present in the academic field, appears to be linked above all to the predominantly western contexts in which it was elaborated. Research on English language academic production related to the ECJ (Parmenter, 2011) confirmed this trend, noting that all the articles found in the WorldCat database (199 articles) published over a twelve-year period (1997-2009) concern a developed segment of the globe, which involves conceptualizations conditioned by Western schemes, with few open to different “global perspectives” (p. 370). This risks prolonging, consciously or unconsciously, past colonial models. These critical issues, although not always clearly recognizable in the different approaches, must be considered when talking about GCE.

1.2.1. Implications of global perspective on education

The definition of the most operational GCE identifies as its main purpose “to prepare students to live and act in contexts of world change, interdependence and diversity, thus conditioning the evolution of the globalization process” (Damiani, 2016, p. 89) and calls into question certain elements: knowledge of global problems, actions to bring about change and values (Figure 1, p.3) (Damiani, 2006, p. 92).

Figure 1. Framework for exploring global issues (Richardson, 1976 cit. in Hicks, 2003, p.266)



In this perspective, GCE is a key to progress for the challenges of the twenty-first century. The preliminary focus of GCE is to identify the effect of education in finding feasible solutions to global issues in their social, political, cultural, economic and environmental dimensions. It also means acknowledging the role of education to build knowledge and skills and, consequently, influencing learners’ values, social and emotional skills and attitudes, in order to facilitate international cooperation and promote social transformation.

GCE, according to UNESCO (2017), aims at empowering learners to assume active roles to clear up global challenges and to become proactive citizens in a more peaceful and

inclusive world, and it is relevant in order to accomplish goals linked to sustainable development education. It promotes three aims: developing respect for all, building a sense of belonging to a common humanity and helping learners in becoming responsible and active global citizens. GCE involves three core conceptual dimensions (UNESCO, 2015), which are interrelated and common to various interpretations (Table 2).

Table 1. Core conceptual dimensions of GCE (UNESCO 2015, p.15)

<i>Cognitive</i>	To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.
<i>Socio-emotional</i>	To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.
<i>Behavioural</i>	To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

As shown in the table 2, GCE has three sub-categories, related to the three learning domains:

- a. Cognitive, i.e. knowledge and thinking skills necessary to better understand the world and its complexities.
- b. Socio-emotional, i.e. values, attitudes and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully.
- c. Behavioural, i.e. conduct, performance, practical application and engagement.

1.2.1.1. Acquire knowledge, understanding and critical thinking

In the past, citizenship with specific reference to civic identity has been associated with a restricted and exclusive area or territory (Mackenzie, 1978), but recently, this idea of citizenship was not useful to deal with processes such as globalisation, large-scale migration, and the expansion of dual citizenship.

In contrast with an individual analysis of the context, a global approach should stimulate change into a spaces where learners are free to analyse and experiment with other forms of seeing, thinking, and being and relating to one another. Clearly, the change is not realised by telling learners what they should think or do. The emphasis is on the historical and cultural production of knowledge and influences in order to empower learners to make informed choices, never imposing, ever recognised and respected (Andreotti, 2006).

Global Citizenship Education shows citizenship in a global perspective and provides information, knowledge and skills necessary for life in the current globalized interconnected world. It should be designed principally to supporting future citizens to understand the distinctive phenomena in a world that connect different communities, nations and cultures.

In a document written in cooperation with UNESCO (Wintersteiner et al, 2015), the “education for global citizenship” is defined an “umbrella term” (p. 9) including themes such as conflict resolution and peace, education for tolerance of diversity, humanitarian action, human rights and humanitarian law, as well as civic responsibilities, as these themes relate to local, national and international levels. Themes within the field of education for global citizenship: values and life skills; peace; human rights (critical thinking, empathy, avoiding

stereotyping and exclusion, responsibilities); citizenship or civic education (p. 9). Education for citizenship is not limited to the preparation of citizens who will be successful on the labour market: knowledge has to be intended as an instrument for change, policy transformation, reduced of domination or nature protection.

In order to support new ways of learning, educational institutions should review their policies, curricula and educational approaches and teach students to be responsible for their actions and for using their acquired knowledge (Mravcová, 2017).

1.2.1.2. Develop a sense of belonging to a common humanity

Global citizenship education supports young people to develop the essential competencies for consent them to actively participate in the world, and help to make it a sustainable place.

Students should feel that they have not only their nationality and fit socially to the particular country, but they all create one global community and they are also citizens of the world. They also need to acquire new global skills to be able to live and interact anywhere in the world (Bourn, 2014).

Gardner (2007) defines the *respectful mind* to talk about responsiveness and gratitude for differences among human beings and human groups: “individuals without respects will be not worthy of respect by others and will poison the workplace and the commons” (p.19). The respectful mind observes, accepts and interacts constructively with different people and cultures. It tries to understand different cultures and to work successfully with them. In the classroom, for example, teachers can improve this mind through modelling respectful behaviour, exposing students to materials from other others cultures and exploring what links people to other people or cultures and places to learn from, and learn about, different people, places and cultures. The author remarks that in a globalized and connected world, the respectful mind is fundamental.

Education literature confirms the importance of the role of the teacher, which is an agent of social change in multicultural societies and in promoting global competencies. Wyatt-Smith (2018) underlines the characteristics of the expert teachers, which know how to open opportunities for students to present their voices, promoting further teaching and learning and enabling young people to learn about the world. In other words, the role of the teacher is to support learners to use existing knowledge and to produce new knowledge.

1.2.1.3. Act for a more peaceful and sustainable world

Gardner (2006) affirms that “We are responsible not only for what we do but for what we don’t do” (p. 207). He successively (2007) specifies that being in the world implicates a complex level of thinking, articulated from the so-called *ethical mind*. Ethical mind interrogates everybody not in terms of own rights, but about what responsibilities everybody has as a citizen, member of community, nation and wider world. The core questions are: “What kind of a person do I want to be? What kind of a worker do I want to be? What kind of a citizen do I want to be?” (Gardner, 2008, p. 14). Knowledge is not enough; it represents a basis for taking action and responsibility.

The conceptualizations that develop the socio-emotional dimension of the GCE (Table 2) are predominantly those that focus the discourse on the centrality of man and his ability to affect society through an education based on participant observation, the enrichment of the talents of each individual and on the relationship between the individual and society, an education “capable of the future” (UNESCO, 2018, p.8). In this perspective, the purpose of the school is to remove “the obstacles that prevent the development of people and their effective active and responsible participation in the choices of society in today’s global world [...], a school that opens minds” (De Mauro, T. in Nussbaum, 2010/2011, p.15). The education forms citizens who are capable of imagining alternative futures and of being able to effectively influence the fate of the planet through the exercise of their rights and duties in an interrelated world in constant evolution.

Table 2. *The socio-emotional dimension in some conceptualizations of Global Citizenship Education*

OXFAM (2015a; 2015b) identifies encouragement as the basis of student education, drawing attention to the importance of the climate and class relations for the development of its values and opinions while respecting those of others.

In the conceptualizations of UNESCO (2014; 2015; 2016), which partly resemble those of OXFAM as far as cognitive aspects, skills and values are concerned, there are some problematic issues regarding the respect of the balance between universal vs. individual, between sense of common and collective identity vs. individual rights, between global solidarity vs. competitiveness in the understanding of the global dimension of citizenship. Building a sense of belonging to a wider community and shared humanity involves considering a socio-emotional dimension as the basis of identity and social commitment oriented to solving global problems. Building a more peaceful and inclusive world starts from empowering students to take active roles to address global challenges and become proactive citizens (UNESCO, 2016).

The *Center for Universal Education at the Brookings Institution*, the *United Nations Educational, Scientific, and Cultural Organization* (UNESCO), and the *U.N. Secretary General's Education First Initiative Youth Advocacy Group* (GEFI-YAG) (2017) identified empathy and the ability to communicate and collaborate with others in order to identify tools and procedures to measuring construct.

For the purpose of this study, GCE refers to any educational effort that aims to increase individuals’ participation of young persons in their communities. In details, “Education for Global Citizenship is one means to help young people develop the knowledge, skills, behaviours, attitudes, and values to engage in effective individual and collective action at their local levels, with an eye toward a long-term, better future at the global level” (Centre for Universal Education at Brookings, UNESCO & GEFI-YAG, 2017, p. ix). The same study identified eight prominent GCE competencies selected to underpin programs of global citizenship education:

1. Empathy;
2. Critical thinking/problem solving;
3. Ability to communicate and collaborate with others;
4. Conflict resolution;
5. Sense and security of identity;
6. Shared universal values (human rights, peace, justice, and so forth);
7. Respect for diversity/intercultural understanding;
8. Recognition of global issues — interconnectedness (environmental, social, economic).

Education for global citizenship supports young people in investigating the world around them. It endorses learners to engage with critical thinking and actions in a fast-changing and interdependent world. Therefore, besides a precise improvement of global understanding and multiple perspectives, “an education for global citizenship should also include opportunities for young people to develop their skills as agents of change and to reflect critically on this role” (Oxfam, 2015).

UNESCO (2015) identifies three learner’s attributes in relation to global citizenship education: being informed and critically literate; socially connected and respectful of diversity; ethically responsible and engaged. “Socially connected and respectful of diversity” is relevant for this work because of the of good relationships between individuals, groups, societies and nation states for peaceful co-existence, personal and collective well-being.

1.3. Rethinking global citizenship education: literature review on definitions and evidence in classroom

To define, reconsider and operationalize the concept of GCE, this study provides an overview of current knowledge, identifying the most relevant conceptions (“definitions”) and practical recommendations (“evidences”) in the existing research.

In detail, the literature review is organized into three sections, which correspond with three phases:

1. Search for relevant literature on definitions of GCE and its evidence in classroom (*phase 1*)
2. Practical screen (*phase 2*)
3. Findings: definitions and evidence of GCE in classroom (*phase 3*).

In the first phase, the keyword global citizenship education was identified to focus the review. The search was conducted using the two major databases for education publications: ERIC and SCOPUS.

The initial search on global citizenship education produced 3.374 results (1.983 on ERIC and 1.391 on SCOPUS).

The second search on “global citizenship education” reduced the results to 440 results (175 results on ERIC and 265 on SCOPUS).

In the second phase, according to the guidelines suggested by Fink (2014), inclusion and exclusion criteria were applied to ensure that the most appropriate articles for the subject area were included.

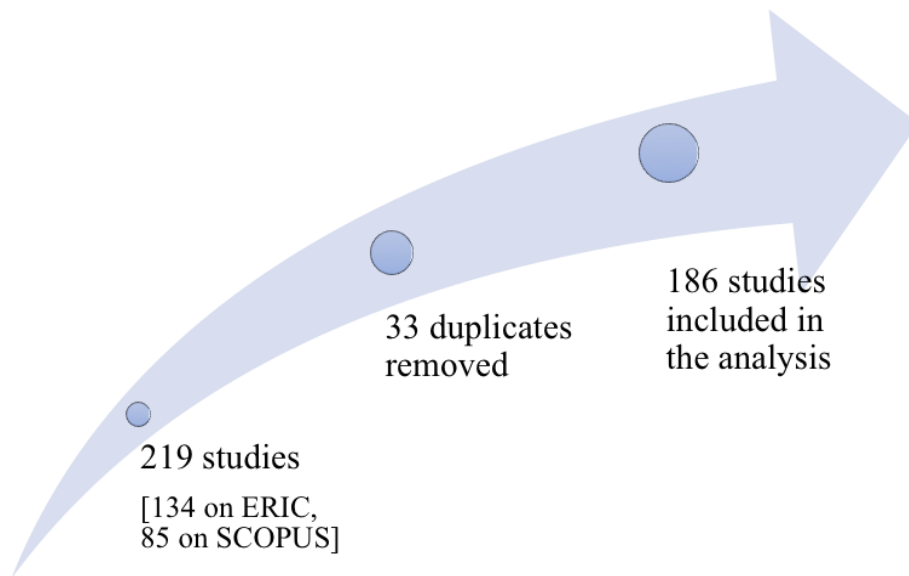
Inclusion and exclusion criteria set the characteristics of the literature review. They were determined before the search was conducted.

The inclusion criteria selected for the analysis are four:

1. Studies in which the term “GCE” is in the author’s keywords and throughout the text (*inclusion criterion 1*).
2. Peer-reviewed studies (*inclusion criterion 2*).
3. Studies published since 2010 (*inclusion criterion 3*).
4. Studies written in English and Italian (*inclusion criterion 4*).

The results are shown in figure 2.

Figure 2. Studies considered in the literature search according to the inclusion criteria



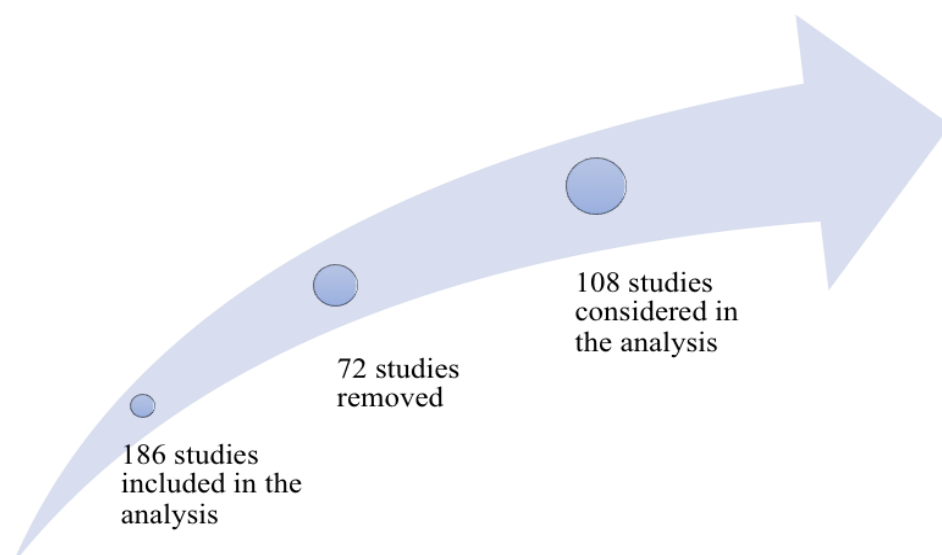
Appendix A contains the list of studies and research on the GCE topic in the last ten years (2009-2019).

The defined exclusion criteria are five:

1. Studies in which the term “GCE” is not in the author’s keywords and throughout the text (*exclusion criterion 1*).
2. Studies in which any engagement with GCE throughout the text was absent, even if GCE was mentioned in their keywords (*exclusion criterion 2*).
3. Studies which substituted the term “GCE” with similar terms such as “citizenship education, critical global education, democratic citizenship education, global education, global and international education, and so forth” (*exclusion criterion 3*).
4. Studies not related to the school (*exclusion criterion 4*).
5. Studies not available (*exclusion criterion 5*).

The results are presented in figure 3.

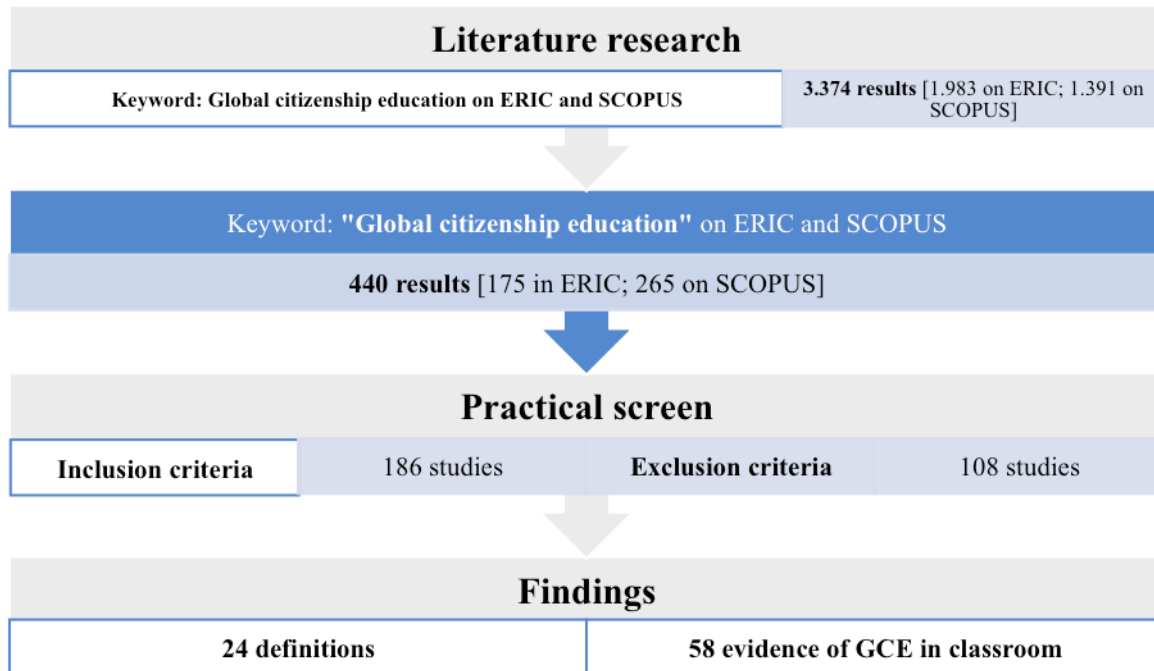
Figure 3. Studies considered for analysis and interpretation



Considering the 108 studies considered in the literature analysis, 24 studies reported the GCE’ definition (“GCE is” or “GCE as”) and 58 reported evidence of GCE in classroom or practical recommendations for the observation/application of GCE in classroom.

The figure 4 sums up the main finding of the literature review.

Figure 4. The three phases of literature review and its main finding



1.3.1. Findings: definitions

This paragraph reports the definitions of GCE (“GCE is” or “GCE as”) furnished by the materials considered relevant to the topic explored.

Table 3. References and definitions of Global citizenship education

Authors	Year	GCE Definition. Global Citizenship education is/as ...
Bosio, E., & Torres, C.A.	2019	1. GCE as one of the possible value- creating outcomes of internationalization (= “internationalization be defined as the process of encouraging integration of multicultural, multilingual and global dimensions within the education system, with the aim of instilling in learners a sense of global citizenship” Yemini 2016: 184). 2. In many contexts, it is also a ruse to promote neoliberalism and entrepreneurship in the educational institution. 3. We ask a fundamental question which underpins our contribution: is GCE an educational theory of the common good? We believe this query is one of fundamental importance given that GCE is a form of intervention in searching for a theory and an agency of implementation because the world is becoming increasingly interdependent and diverse, and its borders more porous. There is a de-territorializing of citizenship practices and identities, and of discourses about loyalty and allegiance (Torres, 2017). 4. GCE as a pillar of sustainable development is one of the answers to the challenges affecting global peace, such as growing inequality; global poverty; neoliberal globalization; authoritarian education; and predatory cultures destroying the environment and the planet. In conclusion: the notion of GCE as a possible value-creating outcome of internationalization and democratic cosmopolitanism not as a concept that “often has been appropriated by neoliberal sentiments to convey global market competence or even employment that involves numerous international flights” (Garson, 2016, p. 29).
Cho, H.S., & Mosselson, J.	2018	Global citizenship education (GCE) is a progressive and transformative educational experience that addresses the challenges brought about by the colonial legacy and the rapid spread of global capitalism and neoliberal economic, political, social and cultural structures (Andreotti 2006; Davies 2006; Gaudelli 2016; Shultz 2007). Global citizenship education has emerged as a tool aimed at teaching children about social justice and to prepare learners for more equitable and active engagement around challenges such as poverty, conflict, environmental damage and sustainable development on the global level. As a curriculum, GCE is designed to create a paradigm shift away from nation-building to promoting a broader sense of belonging to a global community (Park 2013; UNESCO 2015). However, in practice, GCE emerges instead as a curriculum aimed at global elites that reinforces hegemonic norms (Andreotti 2006; Dill 2013; Ellis 2016) [...] GCE as a curriculum for the international education community (Kim et al. 2014). GCE has the capacity to be a curriculum with the complementary goals of social justice and providing learners with opportunities and competencies to become active contributors in building a more inclusive and equitable world (Oxfam 2015; Tarozzi and Torres 2016; UNESCO 2015).
Howard, A., Dickert, P., Owusu, G., & Riley, D.	2018	Global citizenship education serves as an educational framework to uphold Sankofa’s Pan-African mission by equipping students with the necessary skills, competences and knowledge to be ‘in the service of Africa’ and ‘to offer innovative ideas and solutions to the plethora of challenges confronting Africa today.’ The school uses global citizenship practices to prepare students fully ‘for the best universities worldwide’ and ‘for putting their knowledge, skills, and resources into developing their continent, Africa.’ .. Sankofa uses global citizenship education as a means of preparing students to become leaders in the service of Africa and thus, an educational framework for advancing its Pan-African mission. <u>Conclusion.</u> The ideas and practices of global citizenship education can become grounded in multiple knowledges and inclusive of multiple wisdoms, philosophies, cultural practices, and relationships that strive for multi-civic virtues that transcend borders and cultural boundaries (Torres, 2017). Through global citizenship education, Sankofa attempts to provide its students with such learning opportunities, but instead the meanings and practices attached to these efforts are implicated in enduring colonizing forces (Andreotti and de Souza, 2012; Pashby, 2012) because they are guided by Pan-African commitments and ideas. Thus, global citizenship education at Sankofa prepares students more to be in the service of the West than Africa by advocating a ‘fixity of identity or cultural unity’ that limits the diversity and fluidity of identities and ‘the social, political, and popular consciousness of [peoples of Africa]’ (Kalua, 2009; p. 25; see also Fanon, 1963)...GCE at Sankofa reflect the soft version in GCE (Andreotti, 2006), which reproduces, perhaps indirectly and unintentionally, existing unjust systems of beliefs and practices (Pashby, 2011).
Damiani, V.	2018	In this study GCE is not simply considered in relation to a ‘more informed local citizenship education’ or, using a minimalist interpretation, a generic ‘international awareness’ (Davies, 2006 p.6), nor is it an ambiguous sense of belonging to a universal society. Global citizenship education is understood as knowledge of, and willingness to influence decision-making processes throughout the world and their effects on the lives of individuals in pursuing common interests. Human rights education (HRE) is intended as the starting point for addressing the social, economic, environmental and political aspects of the contemporary world, highlighting, once more, the multiple theoretical intersections that constitute GCE.
Howard, A., & Maxwell, C.	2018	Global citizenship education can be understood as a set of practices, curricula inputs and a re-articulation of the purpose of education driven by schools’ needs to respond to the challenges of globalisation by providing students with opportunities to develop awareness and knowledge of differences, to establish and maintain relationships across differences, to gain a sense of obligation toward others, and to accumulate valuable forms of human and cultural capital (Dill 2013; Yemini and Maxwell 2018).
Palmer, N.	2018	For the purposes of clarity I have treated GCE as an overarching notion, simultaneously conclusive, interrogative and provocative (Davies and Pike, 2008).

Wintersteiner, W.	2018	Global Citizenship (Education) as a new framework of thinking, a lens for analysing and criticising global developments as well as the development of globalization. GCED as a form of thick cosmopolitanism is what distinguishes it from other approaches. GCED is a comprehensive and radical pedagogical answer to the new challenges now faced by societies all over the world. GCED is challenging our own (Western) belief systems, including some basic assumptions about knowledge and knowledge production. Global Citizenship Education is probably the first genuine global pedagogical approach with an explicit decolonizing claim, the first time that decolonial education is becoming mainstream (or has a chance to become mainstream). In the framework of the 17 sustainable development goals (SDGs), education plays an important role. In contrast to the Millennium Development Goals (MDGs, 2000-2015), these goals are intended not only for developing countries, but for all countries and societies. GCED is a necessary and indispensable part of any education. GCED is a much needed and powerful approach for any citizenship education. It is essential for alternative knowledge production, the indispensable substance of any critical thinking. (Nussbaum, Morin)
Gardner-McTaggart, A., & Palmer, N.	2018	GCE is yet another way to reveal being in the world, with a more generous educational remit than skills-based learning: educating for humanity. GCE is a powerful tool to move from the conceptual to the affective domain. It is of value in identifying the individual as the agent of change; educating a critically responsible 'global' citizenry able to engage and not just conceive.
Noh, J.-E.	2018	This article suggests GCE as an umbrella term.
Yemini, M.	2018	GCE is not considered a choice made but rather a need, forced onto the school due to its pupils' super-diverse composition. GCE's advantages are perceived as collectivist and not individual, almost disconnected from the pupils' own resources. GCE as a form of capital. Contrary to elite private British schools where global dimensions can be very prominent but at the same time hidden (Brooks & Waters, 2015), and unlike in traditional middle-class settings where GCE maybe pursued as a desired outcome (Weenink, 2008), here the integration of multicultural, multilingual, and global dimensions into education is managed through the careful balancing of desired and undesired outcomes. The outcome of internationalization at the individual level is GCE, which is valued as desirable and even easy to achieve given the school's super-diverse composition.
Calle Díaz, L.	2017	gce is regarded as a vital goal in all educational settings nowadays. This notion has evolved throughout history and has been established as an umbrella concept to embrace intentions to educate people to be able to interact with dynamic global issues related to environmental care and sustainable development, intercultural relationships, identity, and peace building, among others.
Yeoh, M. P.	2017	Global citizenship education (GCE) is learning that provides knowledge, and involves students' active participation in projects on global issues of a social, political, economic, or environmental nature.
Waldron, F., Ruane, B., Oberman, R., & Morris, S.	2016	Focusing on key issues pertaining to climate justice and climate action, this article examines the case for conceptualising CCE as a component of Global Citizenship Education (GCE). CCE and GCE: a context for action
Myers, J.P.	2016	GCE as transformative practice. I argue that GCE is a re-orientation of citizenship education...A better model for understanding GCE is a web of interconnected and intersecting experiences as individuals become aware of the ways that political issues and actors shapes the local, familiar world around them. Thus, teaching youth to understand how to engage with the world can hardly "stop at the border," whether a real or imagined border at a local, regional or national scale.
Leek, J.	2016	Global citizenship education in Poland is another step towards opening Poland to the world, preparing young generations of Poles to be citizens in their own country and active participants in the global community, after years of the country's isolation from foreign influences...global citizenship education in Poland is designed to develop skills, in particular perception and understanding of global interdependence, critical thinking to be able to make decisions, cooperation at the local, national and international levels, followed by attitudes such as responsibility, respect, honesty, empathy, openness, accountability, personal commitment, readiness for lifelong learning.
Palmer, N.	2016	Although ill defined, it can be argued that, in essence, GCE is any educational endeavour that seeks to explore issues or ideas globally and involves the learner adopting a global consciousness. GCE, by its very nature, espouses a set of competencies for use globally and personally. Equally, GCE is considered a means of presenting global justice and a sense of the common good. It stands to reason, then, that these ways of thinking and acting globally can differ enormously across culture.
Goren, H., & Yemini, M.	2016	In Israel, GCE remains a fringe phenomenon and is strikingly absent from the formal curriculum.
Mravcová, A.	2016	global citizenship education' (GCE) as an immovable part of the global education system
Reilly, J., & Niens, U.	2014	Global citizenship education could then be defined as education that aims to enable students to challenge power imbalances, to negotiate identities and, ultimately, to achieve greater equality, justice, democracy and peace via individual and societal transformation (Nussbaum 1997).

Pashby, K.	2011	I have been drawn to the concept of GCE, a term that describes a large body of theoretical literature and a wide range of global awareness initiatives, and for the purposes of this paper, it will refer to literature that theorises citizenship education in a global orientation - that is, citizenship education that seeks to take up the global imperative. [...]. In investigating the theorisation of citizen-subjectivity in GCE, I have identified that global citizenship is often conceptualised as an expansion of national citizenship. [...] GCE from a social-justice lens: I identify that from my perspective here in Toronto, Canada and within the wider context of the Global North and particular pluralistic Western democracies (such as the USA, the UK, Australia, New Zealand), GCE is a significant attempt to expand a notion of liberal democratic (national) citizenship to be more complex and to recognise and notice the complicity of nations in global problems so as to promote a sense of participation and responsibility beyond the confines of national borders. Conclusion. Is GCE a matter of pruning the perennials, fixing up national citizenship education, or can it plant 'new seeds' for cultivating global citizens?
Parmenter, L.	2011	Global citizenship education has become a focus of study in a diverse range of academic fields over the past two decades. In each case, global citizenship education has tended to emerge at the intersection of two or more existing topics of concern within the area, so that literature on the topic is rooted in existing research within the field, while being linked to trans-disciplinary trends in knowledge production and societal change. For example, in the field of education, global citizenship education is rooted in the two distinct fields of global education and citizenship education (e.g., Davies, Evans, and Reid 2005). Naturally, the fact that global citizenship education discourse comes with this peculiar mix of disciplinedetermined 'baggage' means that it has given rise to a range of theoretical interpretations, contexts and methodologies, which in turn has generated a rich multitude of conceptualisations and concerns. At the same time, as discussed in the next section, existing research is severely constrained by dominant global power patterns and structures of knowledge production and dissemination.
Eidoo, S., Ingram, L., MacDonald, A., Nabavi, M., Pashby, K., & Stille, S.	2011	While there is much debate and contestation around what is meant by GCE, we identify some consistent elements and define GCE as an agenda for a social justice-oriented approach to teaching and learning global issues in the classroom. In terms of an educational agenda, we understand GCE as pushing beyond an exclusively national perspective of world affairs, avoiding reducing civics and global studies to social studies topics, and breaking from tokenizing and exoticizing foreign places and peoples. As an orientation to learning, GCE encourages students to understand globalization, to adopt a self-critical approach to how they and their nation are implicated in local and global problems, to engage in intercultural perspectives and diversity (Pashby, 2008), and to recognize and use their political agency towards effecting change and promoting social and environmental justice.
Dale, R.	2010	Three of the most influential trends in social studies teacher education are authentic pedagogy, global citizenship education, and multicultural education/culturally relevant pedagogy (CRP). Global citizenship education (GCE) is the trend that promotes a global dimension to education by seeking to balance unity and diversity of peoples and cultures worldwide. Glossary. Global citizenship education: A field of study that seeks to balance unity and diversity of peoples and cultures worldwide; it concentrates on the education of students to understand and appreciate different cultures, to think and address problems with global consciousness and compassion, and to collaborate for the common good.

1.3.2. Findings: evidence of GCE in classroom

This paragraph reports the evidence of GCE in classroom, defined as any approach to teaching and learning (teaching methods; learning outcomes such as projects, exams, assignments from classes; lesson plans; lesson contents, and so on) that is supported by research.

Table 4. References and evidence of Global citizenship education in classroom

Authors	Year	Evidence or practical recommendations for the observation/application of GCE in classroom
Kishino, H. & Takahashi, T.	2019	1. Many students indicated that SUA (Soka University of America)'s regular academic courses have helped them examine global issues from different perspectives and have offered an opportunity to discuss with classmates from various cultural and national backgrounds. Thus, students can not only acquire knowledge of world issues but also engage in intercultural interactions in class. SUA's regular academic courses serve as a platform in which students practice and develop their global competence and social responsibility. Students also commented that they became aware of social problems and started being concerned about them. [...] Student: "The discussion-based design of the classrooms has helped and continues to help me with broadening my international perspective. With students from all around the globe providing their perspective and their experiences, as a domestic student, that dialogue helped me "expand my horizons" if you will". 2. Participants indicated that they learn about different cultures and perspectives through interacting with diverse peers inside and outside classes. 3. Interdisciplinary approaches to teaching contributed to developing GCE (Because SUA incorporates interdisciplinary approaches in its curriculum, the present study added new knowledge to the research field by assessing the curriculum).
Skårås, M., Carsillo, T. & Breidlid, A.	2019	Global competencies: in all lessons observed, except one, the teacher lectures and the students are only invited to ask questions at the end of the lesson, when there is little time left. Thus, the teaching methods do not encourage active participation and critical thinking as stated in the new curriculum [...] Classroom observations and teacher interviews reveal that critical thinking is not a universalist concept, but rather a foreign concept to the majority of the teachers [...] In the rare instances when active student engagement was observed, the teachers terminated the discussion to avoid discussing sensitive and controversial issues. Thus, teachers in South Sudan classrooms cannot freely discuss issues that relate to the ongoing civil war. [...] Teachers do not have the pedagogical support or ideological space to talk about contentious issues. [...] Thirteen of the lessons observed were lecturing with no student cooperation. In the one lesson that identifies group work, students are not allowed to add their own reflections on the topic but are told to adhere to a list copied from the blackboard during the prior lesson. Thus, group work is not synonymous with active learning and independent reflection. Citizenship and the issue of decolonized spaces: Central GCE concepts, such as critical thinking and perspective consciousness, are excluded from the classroom, meaning, as the observations show, that teachers lecture (chalk and talk) due to a lack of textbooks, but also to avoid sensitive issues. Other central questions in CGCE – such as whose experiences are being told in the classroom, and whose knowledges and ways of knowledge are at the centre of learning – are avoided.
Çolak, K., Kabapınar, Y. & Öztürk, C.	2019	1. According to the teachers, GCE deals with a wide range of global problems, intercultural learning and communication with people living in different nation states and regions, and real knowledge and experience gained through interaction with other people was considered important by all participant. (Theoretical content: Global challenges, environmental awareness, recycling, savings; Democracy education, rights, responsibilities and freedoms; Like present content; Documents on human rights; Concepts related to national citizenship after global; Discrimination (religion, language, race), not respecting others; International political relations, recognition of other countries; Community awareness; Other: (Empathy, Solidarity, Common heritage, World History and General Geography, Value concept and common values, Participation, Globalization, National value instead of Nationalist concepts, Foreign language) 2. Students should be given opportunities to experience democracy in schools by participating in election and decision-making processes, not just hearing, while being educated as a global citizen (Davies, 2006).
De Poorter, J. & Aguilar-Forero, N.	2019	1. To get their voices heard and avoid abuses, the citizenship standards expect students to be participatory citizens who [...], <i>participate in</i> [...] and <i>critically analyse and debate</i> current events, policy decisions and omissions, cases of discrimination and exclusion as well as the general human rights situation (an indication of justice-oriented citizenship) [...] <i>collectively question, reinterpret and propose alternatives</i> and <i>discuss</i> (p.12). 2. One especially interesting direction for future research, then, would be to attempt to open the 'black box' between policy and practice through comparing and contrasting the analysis provided in this paper with the actual, observed outcomes of GCED in the classroom.
Bosio, E. & Torres, C.A.	2019	1. Soft skills are difficult to certify or measure but are important to build soft power. The cognitive aspects may be easy to evaluate and measure, but the actual practice of common good, the good life, or an ethics of citizenship and solidarity requires other strategies, away from the classroom. Yet a great deal of this early socialization can and should be achieved in early age classrooms.

Anderson, A.	2019	Global competence and critical literacy are two innovative approaches to promoting GCED in inclusive childhood education that support individuals across the lifespan. Critical literacy supports GCED through active and necessary engagement in the relationship between oneself and their local-global context and arises from social and political conditions of their community (Mulcahy, 2011; Stevens & Bean, 2007; Vasquez, 2014).
Goren, H., Maxwell, C. & Yemini, M.	2019	1. Teachers have been shown to be central in shaping the way GCE and related concepts are taught to students (p.245). The way GCE manifests itself in the classroom is not only dependent on the policy steer offered within national education policy, but also by the way teachers engage with it directly (p.246).
Sund, L. & PashbyK.	2018	<u>Empirical examples:</u> 1. In the first example, Travis, a social sciences teacher, emphasized the contextual-historical and political aspects, relating his teaching of global issues to the current migrant crises and the number of people coming from Africa south of the Sahara who are displaced because of economic and political factors in their home countries. 2. In the second example, the students in Science teacher Carla’s classroom examined the global water crisis. They applied scientific knowledge and discussed how the supplies of freshwater resources are inequitably available and unevenly distributed, which can lead to conflict and concerns over water security. With reference to a documentary, a group of four female students discussed the fact that a multinational company had built a factory in a village in India and depleted the locals’ supply of fresh water which they rely on to live and to farm, thus emphasizing political and affective aspects by considering power relations and highlighting different local perspectives. Carla chose this particular documentary because it raises the question of whether water should be a human right or a tradable commodity. She also reflected on the fact that they moved between different subject areas and contributed knowledge of conflicts and societal aspects that were valuable for a deeper understanding of the issue. She also noticed how the students put problems into local and historical context and emphasized that an objective of the course is that students critically examine and develop their own value systems and show an understanding of how values vary depending on cultures and time periods. 3. In the third example, in a Social Science course on international relations, a Social Science teacher, Heather, and a Science teacher, Ashley, taught collaboratively in order to strengthen and deepen linkage of similar topics, concepts, or capabilities from the two subject areas. The students were instructed to use certain statistical variables and the GapminderWorld graph (available at www.gapminder.org/world) to compare the situations of different countries and then reflect on the benefits and tensions of global development. The students had watched a popular TED talk, The Magic Washing Machine by Hans Rosling, the founder of Gapminder, in which Rosling uses data and statistics to dispel common myths about the developing world. "I guess that is the main purpose of education and schooling . . . not so much to give the students the right answers, but to teach them the ability to ask the right questions". <u>Conclusion.</u> in this small-scale study, we engaged directly with classrooms where teachers and students discussed micro-level ethical and political challenges through teaching practices and student interactions. The examples of practice shared in this paper show not only how the teachers reflect and directed work in their classrooms, but also how their pedagogy challenged students to think of multiple perspectives on how a problem is framed and encouraged them to come up with alternative answers of these issues. Research has shown that considering values and ethics has been an ignored part in education. Critical scholarship in GCE and ESE suggests this must include reflecting on how the lives we live in the Global North affect the lives of others far away and how local/regional/national issues are also global issues. This small sample shows that such teaching enables students to begin to develop awareness about their own values and the values they live by, and to confront them with other values and reflect on the structures of which they are part. The findings of this study alert teachers and educators to the importance of considering ethics in a way where we take up political ideas and consider alternative perspectives. This is exemplified in discussions and reflections from the classroom snapshots where teachers and students critically engage with notions of complexity and complicity while also being rooted in the daily life of classrooms. These include questions such as to what extent economic growth advances human development or if technological advances are also ecologically and socially unsustainable and harmful, and whether water should be a human right or a tradable commodity.

Damiani, V.	2018	<p>The 10 lessons of the learning unit were focused on issues such as poverty, the UN and NGOs, globalisation, migration, human rights, land grabbing, fair-trade, child labour, the global garment supply chain, and child marriage. The pedagogical approach underpinning the new course encompassed participatory teaching and learning methodologies (role- plays, discussions, plenary sessions to analyse controversial issues in depth, research and group sessions). The sources used to develop the learning unit were mostly non- educational, including newspaper articles, YouTube videos, NGO and international agency reports on specific contemporary topics, documents (e.g., the Declaration of Human Rights) and speeches (e.g., Malala Yousafzai’s speech at the UN in July 2013). GCE IN CLASSROOM PRACTICE: Among the activities carried out during the lessons, all students found doing role-plays, and watching videos and documentaries on YouTube to be interesting. In contrast, the activities that aroused less interest were focused on the reading of newspaper articles and on analysis of world maps. Since GCE is generally intended as a transversal subject that tackles topics that may often not be included in formal curricula, an analysis of how students stand in relation to the subject’s knowledge becomes far from trivial and represents a key aspect that must be carefully addressed. All students showed a deep interest in matters that concerned other boys and girls of the same age living in poverty and slavery in different parts of the world. Reading the history of Iqbal Masih, watching some videos on YouTube about children in a brick factory in Pakistan, students became emotionally involved and asked to learn more about those topics. The participatory activities underpinning these lessons (e.g., plenary comments and debates, group activities) and the use of non-educational sources (such as newspaper articles and web-based materials) stimulated their curiosity and participation. Obtaining the emotional involvement of students, who have been provided with a sound knowledge of the causes and consequences of a specific matter, can be considered the most promising takeaway from the present study on GCE. Emotional involvement can develop empathy with other people throughout the world, thus fostering active engagement in society to change an existing situation (Banks, 2008; Merryfield, 2008). Students also expressed interest in participatory teaching and learning activities...the possibility to interact, to play different roles in roleplays, to carry out research work, and to discuss freely with each other encouraged students’ curiosity and interest and motivated their learning. The teaching resources selected: the use of non-educational sources (texts, videos, pictures, etc.) focused on real matters and events at the local and global levels. The ability to use the multiplicity of web sources available in English is necessary not only in terms of a wider range of resources that can be adopted in class but also, and primarily, for teachers and students to be able to compare contrasting points of view and critically analyse multi-faceted matters, as research showed (Tichnor-Wagner et al., 2016; Zhao, 2010). CRITICAL ASPECT: teachers who want to address GCE topics in class should be aware of the existence of conflicting analyses of contemporary matters and, at the same time, should attempt to avoid allowing their personal opinions to influence the choice of learning contents and subsequent interpretations. CONCLUSION. the importance of considering the basic knowledge students require before the instruction on GCE, the potentiality of their emotional involvement in GCE-related subjects and of participatory pedagogies for effective learning. GCE, like other educational programmes (education about sustainable development, for instance), shares this need for re-structuring schools’organisation and practice toward cross curricular and whole-school approaches, and could therefore benefit from national initiatives, although not primarily focused on the topic. in order to foster understanding and to engage students in actions for change, they should be urged to analyse and reflect on real contemporary events that take place at local and global levels. GCE didactic resources, far from being preordained, should be developed from actual problems that affect a city, a region, and a nation with an impact on the whole world, or vice versa. The connections and the tensions between the local and the global may, in this way, be objectively analysed. It is thus necessary that GCE is grounded on actual events, as a concrete chance to reflect on the single episode and on the general dimensions behind it. This is strongly linked with the overall potentiality of GCE: the combination of a sound knowledge of contemporary world issues and the possibility to reflect critically upon the actual events as a common basis for the development of global responsible attitudes and values.</p>
Howard, A. & Maxwell, C.	2018	<p>Community service activities and trips are important components of their global citizenship education. As part of the work, the research team and relevant members of the school senior leadership team collaboratively developed a unit plan aimed at fostering students’ critical consciousness during a weeklong service trip in Taiwanese aboriginal communities... This unit centred on a video project that provided students opportunities to document their experiences and learning throughout the trip for the purpose of facilitating further reflection on their understandings of self and others, and exploration of questions related to privilege, oppression, and class and cultural differences...their final projects and debriefing discussions revealed that through these learning experiences they developed a greater capacity to question their assumptions about themselves and others, to form relationships across differences, and to acknowledge the significant role that their advantages played in their lives, and critically, relate this to the disadvantages of others.</p>

O'Flaherty, J. & Liddy M.	2018	DE/ESD/GCED stress the importance of active and participatory learning methodologies, yet the majority of the 44 papers included for review reported on work completed in traditional learning environments such as lecture theatres and classrooms. (The exceptions are research based in an NGO setting of an overseas volunteer programme, and an outdoor education setting.) The traditional, formal educational setting has been noted as being problematic for the use of active methodologies (McCormack and O'Flaherty 2010) and the dominance of traditional learning sites is contrary to the inclusion of active and participatory learning, which is central to developing learners' efficacy in relation to global issues. One positive note is the use of use of multimedia in both the design of educational interventions, as well as its use as a tool for measurement of learning. Seven papers used online leaning forums; two papers employed online problem-based learning simulations, while another employed a climate change negotiations simulation, supported by a variety of platforms (short story forum, Appropedia, Blackboard). Many of these studies employed analysis of student interactions and conversation threads from these formats. The use of other forms of media was also noted, including audio-visual stories, fil and film-making, student drawings and concepts maps. This use of multimedia demonstrates innovation in both pedagogical design and as a research tool, it may also support learner engagement and enhance participation.
Gardner-McTaggart, A. & Palmer, N.	2018	It is clear that communication, interaction, and dialogue are central to developing critical knowers who can work towards the equitable goals of GCE. (It is also clear that technology remains an unknown in this 'connection'). It is unlikely that a narrow, instrumental educational agenda will allow learners to view relationship as central to development: as the cornerstone of the reflective self. Relationship and reflection are keys for students in overcoming individualism and personal bias.
VanderDusse nToukan, E.	2018	The UNESCO's 2014 document proposes that teachers and schools adopt a 'transformative pedagogy' approach to teaching and learning, 'which helps to increase the relevance of education in and out of classrooms by engaging stakeholders of the wider community who are also part of the learning environment and process' (p. 21). Characteristics of this pedagogy described in the document include 'process-centered learning', educators taking the role of "'enabler" or "facilitator", rather than a "doer"', and practices that are learner centred, holistic, foster awareness of challenges and responsibilities, encourage dialogue and promote critical thinking, resilience and an orientation towards solutions (p. 21).
Buchanan, J., Burrige, N. & Chodkiewicz, A.	2018	There is evidence that young people are interested in learning about local and global issues in Australian schools and do want to act to make a difference in the world (Weirenga et al., 2008). Reference to recent studies: Geography Grade 12, Canada (Massey, 2014); Geography Grade 7-8 (DeNobile, Kleeman & Zarkos, 2014). Part of a teacher's role is to facilitate critical thinking in the learning process. Providing students with strategies and approaches to connect with, engage and evaluate the differing perspectives and complexities of global issues is arguably a fundamental one. <u>Global Education Framework in Australian Schools</u> . Five key themes are to be addressed including: interdependence and globalization; identity and cultural diversity; social justice and human rights; peace building and conflict resolution; and sustainable futures.
Thier, M., & Mason, D.P.	2018	Five steps in applying NGT: (1) Explaining: The facilitator (the study-abroad programme instructor) explained NGT procedures to participants. (2) Questioning and reflecting: The facilitator asked, 'What are the most important traits for a global citizen?' before allowing participants three minutes to reflect silently and individually. Participants wrote down all the responses they could muster. (3) Generating Ideas, Round 1: In round-robin style, participants each listed a single utterance (i.e.idea or concept of one or more words) in response. The facilitator noted utterances on chart paper before the group. In turn, participants responded until they each exhausted their lists of unique utterances. At that point, they would say 'Pass.' (4) Discussing Key Themes, Round 2 Leading a categorization exercise, the facilitator asked participants to identify utterances from the chart paper that they believed to be redundant, asking for ways to combine utterances, develop common language, or otherwise unite overlapping ideas. This process followed Perry and Linsley's (2006) deletion by negotiation approach. In some instances, participants added ideas for further consideration during this step (see Rubin et al. 2006). (5) Scoring: The facilitator prompted participants to score categories as a 5 (most important), 3, or 1 based on level of importance.
Bellino, M. J.	2018	Although students debated whether they should exercise their privilege to leave Guatemala, there was consensus that the country needed economic development, investments accessible to elites. Students' self-conceptions and understandings of national and global civic obligation merged through imagined engagements with the global market economy, so that students recognized their civic ties to Guatemala and the opportunity to exercise citizenship through the creation of jobs and leveraging of transnational business partnerships. Developing the country's economy and increasing Guatemala's global competitiveness, in their view, forged a path toward peace, security, and poverty alleviation.

Ferguson, T. & Chevannes, P	2018	Restorative Justice Circles represent safe spaces in which all participants are equal, respected, and able to speak their truths freely without being subjected to ridicule or judgment. Circles are being used in various ways in schools, to help teachers gain further insights into student activities outside of school and to hear from students who would not feel free to speak in the formal classroom setting. For example, in one school, on a Monday morning, teachers use a Circle to encourage children to share their experiences over the weekend, as a guide to understanding issues that might impact behavior or attention in class during the week.
Goren, H. & Yemini, M.	2017	At high-SES schools, teachers reported a strong focus on the development of concrete skills as part of their perceptions of GCE in practice. These skills included presentations, research projects, debates, marketing techniques, and other initiatives. Teachers at such schools considered these involvements to be concrete ways in which their schools prepare students to compete in global society.
Goren, H. & Yemini, M.	2017	Many of the programs discussed require the use of technology (particularly internet connection or particular gaming consoles) as a prerequisite (e.g., Bickel et al., 2013, Hull and Stornaiuolo, 2014, Lim, 2008). These programs included participation in online forums with students in other countries (Lim, 2008), assignments whereby students were supposed to study and represent foreign countries (e.g., Johnson, Boyer, & Brown, 2011), and the incorporation of global citizenship materials as a school-wide cross-curricular theme (e.g., McNaughton, 2014).
Gaudelli, W.	2017	Multimodal forms of learning and resources are highlighted and participatory modalities are encouraged to harness connective technologies. Inviting students to read and interpret other related sources, such as advocates of increased economic development, those who seek technological solutions to global warming that would allow carbon consumption to increase exponentially, and climate change deniers, could provide an engaging point-counterpoint analysis of the assertions embedded in Francis' text. Too, it would remind students that global learning requires an encounter with diverse and conflicting perspectives while nourishing the skills to ascertain validity, trustworthiness, and reasonableness in public arguments. Lastly, GCE teachers should invite students to engage in the issues raised in LS beyond time spent in class. Questions like: What civic organizations and non-governmental organizations are addressing global warming? What is being done? How have policymakers responded in various governments around the world? What actions have been taken to address global warming and the environment within our local community? What more can be done? Encouraging students to go beyond merely studying topics is fundamental to engaged citizenship. Questions like these can spark that type of work to begin, given a sound grasp of the interpretive dimensions within and connected to this global text.
Banta Rigoberto D., Jr.	2017	In the International Organizations Hall, participants are immersed in a model United Nations peer-learning activity in which they take on the role of a specific country and deliver that country's position on a particular global issue. For instance, students might debate a resolution about food security while representing the diverse interests and agendas of countries like Bangladesh, Germany, the United States, and Sierra Leone. Students must adopt different perspectives on global issues, work together to identify a solution, and negotiate a consensus. A trained facilitator from APCEIU guides the group through the process, which concludes with a vote on a resolution (according to three domains of GCED: "THINK" for the cognitive domain, "SHARE" for the socio-emotional domain, and "ACT" for the behavioral domain) + Hands-on and participatory activities.
Shultz, L., Pashby, K., & Godwaldt, T.	2017	Taylor (2011: 177) reminds us that an approach to GCE 'of "bringing the world into our classrooms" forgets that our classrooms are always already in this world' and inherits geo-political power relations written through social categories and identities. Youth have important policy knowledge and understand that they live in a globalized world that includes unacceptable inequalities and oppressions.
Yeoh, M. P.	2017	"I use environmental issues for problem-based learning, PBL, in science"; "I advocate global issues, sustainable development, and environmental issues whenever possible in science classes"; "Use global economic problems for PBL to engage learner's curiosity" (teachers).
Hancock, R.	2017	Properly identifying emotions and having a safe space to exhibit them is another way that children learn how to exist powerfully (during a small-group conversation about a book). Communication and problem-solving are encouraged in the classroom daily. The teachers at Sunshine operate within a space that encourages their own agency.
Arshad-Ayaz, A., Andreotti, V., & Sutherland, A.	2017	Discuss youths' perspectives on and vision for GCE, using digital technologies (YouTube, Twitter, mobile phone voting, Google Docs, H.323 Video Conferencing, discussion boards, blogs, etc.).

Engel, L. C., Fundalinski, J., Gatalica, K., Gibson, H., & Ireland, K.	2017	As we consider the broader relationship between research and practice in global citizenship education, where there are often notable gaps, we consider it important to share both the approach and results with others. Students learned to communicate with others, not only across international borders, but also across borders within Washington, DC, which is segregated along racial and socioeconomic lines.
Toh, S., & Cawagas, V.	2017	GCED-informed peace education should prompt children to consider how human actions have led to the multiple consequences of environmental destruction, including pollution, loss of biodiversity, soil degradation, deforestation, and the complex chain of events that constitute climate change. In peer mediation programs, children take on the responsibility of mediating conflicts between peers (e.g., peace tables, zones of peace in schools). Stories about people who have dedicated their lives to the values and practice of active nonviolence (e.g., Mahatma Gandhi, Martin Luther King, Rigoberta Menchu, Wangari Mathai, Vandana Shiva, Thich Nhat Hanh, Malala Yousafzai, Kailash Satyarthi) will motivate children to transform the world through nonviolent means. In this information age, GCED also promotes critical media literacy as well as digital citizenship skills to empower learners to evaluate and reject websites and other digital media that promote a culture of violence and related unpeaceful attitudes (e.g., racism, extremism).
Waldron, F., Ruane, B., Oberman, R., &	2016	Across the focus groups, teachers and student teachers doubted that ‘people’ would do the individual actions necessary...This dialogue exemplifies student teachers’ thinking around the wider cultural and political barriers to a more sustainable lifestyle and the need for collective action and leadership to facilitate societal structures in support of environmentally friendly behaviour.
Wang, C., & Hoffman, D. M.	2016	In the second curriculum, classroom activities include creating “three self portrait stencils,” including one that incorporated the poem students wrote in a workshop entitled ‘My American Dream’’. According to the curriculum author, “these poems speak of the challenges they have faced in their lives, as well as their hopes for the future”. For students and educators particularly in the US, this would be one way to create a space for critical reflection on the assumptions about self and other that, as we have suggested, may underlie some global education efforts. Anthropological case studies, readings, and research that focus on the diverse ways human beings approach their problems and attempt to solve them, alongside work that considers global and transnational movements of people and ideas can be made central to these efforts. Global citizenship education must give students deep knowledge of local cultural settings and the ability to put self-critical practice at the core of their activist engagements.
Myers, J.P.	2016	Such an effort would require shifting attention in GCE to include teaching practices that foster global thinking and civic identity development in classrooms that examine the ways that young people take up global citizenship and what they take away from classrooms about historical and contemporary global issues.
DiCicco, M.C.	2016	The narrative of educating for the global marketplace has dominated the initiative from the very beginning and is echoed in its stated goal: “to provide every student in the high school with a relevant 21st century education steeped in real-world application that places special emphasis on the skills needed for future success.” By appealing to parents’ concerns about their children’s future competitiveness in the labor market, rhetoric such as this serves to legitimize a limited approach to global citizenship education—one that does not promote responsibility toward and critical engagement with global issues, but aims merely to provide employers with workers who possess skills currently in demand in the global marketplace. <u>Conclusion</u> . (It is evident the) tension between the technical-economic agenda for GCE (preparing students to be knowledge workers in the global economy) and GCE for social justice (preparing them to be active participants in global civil society).
Leek, J.	2016	What is interesting is that at the end of the social curriculum, recommendations are made on how participation can be developed at the school level. For example, through participation in school debates, participation in school projects to solve problems in the local community, or participation in decision-making at different schools in selected areas of school life. In the introduction to the social education curriculum, a set of aims are listed, one of which refers to discussion about the meaning of citizenship in contemporary times, globalization today: the influence of globalization on culture, economy, politics, ecology, communication, followed by recommendations for teachers to support pupils in the class room to present their own perspectives of fairness, or what it means to be an ethically engaged global citizen. there is a recommendation for schools to ensure that students have access to various sources of information and different points of view, participate in discussions and debates in school, in tasks and projects aiming to solve problems of their community.

Blackmore, C.	2016	The paper has started to illustrate some of the strategies that teachers might use across a variety of subject areas in order to encourage critical thinking, dialogue, reflection, and ultimately responsible being and action. The examples used here all involve a stimulus – a book, a film, or a talk – in order to explore issues of difference, environment, and action. The kinds of strategies that teachers used included asking questions, creating a safe space for discussion where there are no ‘right’ or ‘wrong’ answers, asking students to share their assumptions, encouraging dialogue, sharing their own opinions, and showing how individual choices have an impact. It supports Schweisfurth’s (2006) findings in Ontario, Canada, that teachers who are motivated to make critical GCE a priority are able to find creative ways to do so within the curriculum. It also illustrates some of the challenges that teachers may face when fostering critical global citizenship education in their classrooms. For example, supporting students to feel comfortable to share their thoughts and opinions, deciding when and whether to share their own opinions, and how to respond to unexpected questions or comments. These discomforts are perhaps an inevitable part of critical global citizenship education, yet something that is important to understand in order to support teachers and students to explore and engage with them. What is interesting is that at the end of the social curriculum, recommendations are made on how participation can be developed at the school level. For example, through participation in school debates, participation in school projects to solve problems in the local community, or participation in decision-making at different schools in selected areas of school life. In the introduction to the social education curriculum, a set of aims are listed, one of which refers to discussion about the meaning of citizenship in contemporary times, globalization today: the influence of globalization on culture, economy, politics, ecology, communication, followed by recommendations for teachers to support pupils in the class room to present their own perspectives of fairness, or what it means to be an ethically engaged global citizen. There is a recommendation for schools to ensure that students have access to various sources of information and different points of view, participate in discussions and debates in school, in tasks and projects aiming to solve problems of their community.
Goren, H., & Yemini, M.	2016	Teachers at academic schools ranked critical thinking as the most important value they impart upon their students through the civics curriculum.
Mravcová, A.	2016	The most appropriate is the incorporation of global issues into the existing curricula accompanied by interactive and participatory forms, based on co-operation. <u>Summary.</u> Typical methods used in GCE and the teaching were various discussion techniques, simulation games, role play, work in groups, brainstorming, critical analysis, case studies, interactive and co-operative learning, demonstration methods, integration methods, and overall assessment, which allow students to see the taught issues from different perspectives. 1. Selected courses for implementation of GCE. A large variety of interactive and participatory educational methods were used. Students had to participate and create their own attitudes to individual issues. Methods included: brainstorming, which was mostly used when they had to offer their ideas on given questions; work in pairs or groups using various case studies, where students had to think about solutions to some global problems like representatives of some organizations or states (also using dramatization and role games); panel discussions after students’ presentations, accompanied by the question of how the global citizenship view can be visible in their topic; or group discussions about pictures presenting various national and international problems. 2. Pilot course on development education and four optional courses. It required using a variety of teaching methods, such as role play and similar games, critical reading, brainstorming, and working in groups, with every topic being delivered interactively. Teachers presented topics from various viewpoints and then through interactive and participatory techniques left students to work with received information, for example, to think about possible solutions of migration crises in Europe as leading political representatives; or find the position of individuals in each global issue. The aim was to support students’ critical engagement in the issues and consider the role that they could play. It was the first real activity oriented to the teaching of such important global issues in one course... Both pilot course and optional courses combine basic formal methods with more participatory and interactive ones. They consist of important global topics and are necessarily connected with global citizenship.
Mikander, P.	2016	In the students’ everyday lives, they are not asked to question the origins of their clothes or other consumption items, and questions of global inequality are not debated in the media on a regular basis. It is possible to live a life without encountering these questions, but in school they can be seen as controversial issues that form a part of democratic education (Hess & Avery, 2008).

Krutka, D. G., & Carano, K. T.	2016	Small, interactive group activities hold particular promise. Social media in the social studies classroom has the potential to access to information and information technology (Darling-Hammond, Zielezinski, & Goldman, 2014). Used wisely, videoconferencing can potentially mediate humanizing experiences with others and help students move to a higher level along the GCE spectrum --> e.g. take students on a virtual field trip of Glacier National Park, an area greatly affected by climate change. This activity could be supported through other activities like students studying past and present photos of the region along with other primary and secondary sources. This analysis could dovetail class dialogues about practicing and encouraging sustainable patterns of living, consumption and production.
Tichnor-Wagner, A., Parkhouse, H., Glazier, J., & Cain, J. M.	2016	(1) Providing spaces for students to share global experiences. All 10 teachers used global examples. E.g. (a). <u>To teach language arts objectives, middle school teacher Kate</u> . In a review lesson on idioms, small groups of students matched idioms from around the world with their countries of origin. Students then discussed their reasoning along with the meaning of the idiom. Then, students independently created an idiom using the setting of their book from the book project. (b). <u>In middle school science teacher Simone's classroom</u> . Small groups of students and debate. (c). <u>Science lesson on seed</u> . The teacher opened with a video on a seed vault in Norway that stored the seeds of fruits and vegetables from all over the world. (2) For example, in Simone's science class, students synthesized the knowledge they had learned about energy use around the world (described in the previous section) to write a letter to the President of the United States outlining the steps he should take to solve the global energy crisis. For a semester, high school ELA teacher Alyssa worked on a video exchange between her classes and a school in India. Elementary teacher Ally facilitated a weekly Friday Skype session between her first grade classroom and a school in Indonesia that had been built after the tsunami. Community service and service-learning projects were another form of authentic learning that cut across disciplines and age groups. (3) They discussed these experiences with students informally, for example, answering questions students asked or hanging objects or photos from their travels on the classroom walls as a way to elicit conversation.
Chong, E. K. M.	2015	(1) <u>Adopting active citizenship</u> . GCE in Hong Kong uses a multitude of active participatory teaching and learning approaches (CDC and HKEAA, 2007, 2010). These methods are not unique to GCE but they help students to reflect on controversial and complex global issues and develop their knowledge, skills and values as global citizens (Dower and Williams, 2002; Heater, 2004) (2) ... using a wide variety of sources and images to counter stereotypes, thereby developing skills to question and critique them (Centre for the Study of Social and Global Justice (CSSGJ), 2006). (3) <u>Dialogue and enquiry</u> . Open Spaces for Dialogue and Enquiry is a methodology for the introduction of global issues and perspectives in educational contexts, such as those of teachers, adults, and higher and secondary education students (CSSGJ, 2006). It aims to develop critical literacy and independent thinking, which are transferable skills that help learners at school and beyond (CSSGJ, 2006). In Hong Kong's curriculum guidelines, questioning techniques are recommended in Social Studies (CDC, 1997, 1998), while interactions between students and teachers, and debriefings are emphasized in Liberal Studies (CDC and HKEAA, 2007) and Life & Society (CDC and HKEAA, 2010). (4) <u>Experiential learning</u> . Experiential learning (e.g. drama, interactive scenarios), out-of-classroom learning, collaboration with NGOs (e.g. citizenship projects), overseas study tours that aim at forming new knowledge (Savicki, 2008), international linkages (e.g. school partnerships), and role plays or debates (e.g. model United Nations simulations) are recommended for GCE (CDC, 1997, 1998; CDC and HKEAA, 2007, 2010) because experiential learning enables students to examine the issues of inequality and injustice and taking action. (5) <u>Project or issue inquiry</u> . Project work is important in citizenship education because it presents an opportunity for young people to take responsibility for their learning and is a form of active learning (Llewellyn, 2010). Project or issue inquiry contributes to students' self-directed learning capacities (Evans et al., 1996). Project learning utilizes a wide evidence base for assessment judgement and it allows peer assessment. Teachers can provide feedback and feeding forward for students' improvement (CDC and HKEAA, 2003, 2007, 2010). Meanwhile, issue inquiry emphasizes depth instead of breadth and it requires the development of conceptual understanding (CDC and HKEAA, 2007). Also, by collaborating with others, students can develop their higher-order thinking and reflect on issues from different angles. This encourages them to choose practical solutions from among alternatives and to take effective action (Evans et al., 1996). (6) <u>Assessment practices of GCE</u> Traditional views of assessment should be adjusted in light of global changes in knowledge production and dissemination. The shift towards autonomous learning that integrates knowledge acquisition with creativity, values and commitments presents a significant problem for undertaking traditional forms of assessment (Bates, 2012). Journal writing and reflection on learning (CDC and HKEAA, 2007, 2010) facilitate reflection by students on their learning about global issues. Indeed, pupils should be encouraged to recognize, reflect and act upon values and dispositions underlying their attitudes and actions as individuals and as members of groups or communities (Crick, 1998).

Truong-White, H., & McLean, L.	2015	Although there is emerging scholarship on the innovative ways teachers are using digital technologies to advance the goals of global citizenship education (Barnatt, Winter, Norman, Baker, & Wieczorek, 2014; Gaudelli, 2006; Kirkwood, Shulsky, & Willis, 2014; Lee & Friedman, 2009; Merryfield, 2007), such practices have yet to become mainstream in K–12 classrooms (Evans, 2006; VanFossen & Berson, 2008). Digital storytelling is evolving as a potentially powerful innovation to support the aims of global citizenship education while meeting the demands of a digitally immersed student population. Creating digital narratives offers an opportunity for students to learn through technology (Buckingham, 2007) by producing digital media that can be shared both locally and globally. + three-phase collaborative, inquiry-based learning experience with a partner class in a different country. + One reflection question asked students to discuss why their class’s carbon footprint was larger/smaller than that of their partner class. + video production + online discussion forums. A third important finding of our study is that teachers require professional development that explicitly models ways to engage students in discussing, debating, critiquing, and questioning global issues that are contentious in nature (Appleyard & McLean, 2011), especially where the written curriculum is lacking in those areas.
Gallingane, C., & Han, H. S.	2015	Based on the observation of early childhood teachers’ strategies, Ahn (2005b) recommended that teachers use books and read-alouds with more intentionality to better support children’s emotional learning and development.
McNaughton, M. J.	2014	The teachers cited a good deal of evidence to support their claim that, within the drama lessons, the learners were able to work collaboratively in ways that enhanced individual and group learning. They worked together to share their ideas and impressions about what had occurred, and to plan future actions or possible responses (Huckle, 2002). Skills in communicating and collaborating, central to environmental citizenship, were practiced and developed. In each of the Global Storylines topics, the participants, both teacher and learners, create the stories of communities of people, set in a specific place and time (often closely mirroring actual communities). The stories are centrally focused on the importance of that place, of the situated environment, of the community. In each case, the community is faced with a problem, issue, or challenge. There is evidence that the drama afforded teachers strategies with which to create a positive classroom climate (Massey, 2003). In each of the Global Storylines topics, the participants, both teacher and learners, create the stories of communities of people, set in a specific place and time (often closely mirroring actual communities). The stories are centrally focused on the importance of that place, of the situated environment, of the community. In each case, the community is faced with a problem, issue, or challenge. There is evidence that the drama afforded teachers strategies with which to create a positive classroom climate (Massey, 2003).
Reilly, J., & Niens, U.	2014	The teachers we interviewed expressed much enthusiasm about teaching global issues. In line with previous research (Holden 2006), pupil survey results also clearly indicated enjoyment of and engagement with global issues, with 75% of pupils reporting that they enjoyed learning about it a bit or a lot and 80% stating that they sometimes or often thought about how people live in other parts of the world. Where global citizenship education was connected to the global South, it was almost always associated with fundraising, poverty and the desire to help and support those in need. As Andreotti (2006 Andreotti) argues, such conceptualisations highlight the potential for stereotypical thinking and perpetuation of Eurocentric assumptions, again reflected in the pupil survey findings, which indicated some naivety and an element of blame in relation to causes of global poverty.
Al-Maamari, S.	2014	The international curriculum initiatives implemented currently by some Omani schools require a paradigm shift away from pedagogies that favour acquisition of discrete assessable learning outcomes towards a more holistic interpretive and inquiry-based approach. - Students require direct-experience in studying in order to develop a sense of global citizenship. Teachers should be models for their students in the vocabulary they use to describe other people, races, religions. They should provide students with opportunities to discover and discuss the global issues. Although the new educational reform in Oman stresses on employing interactive teaching methods, the findings of some national studies showed that teacher-centered methods still to some extent dominate in Omani school.
Caruana, V.	2014	Research findings of a study exploring students’ journeys to and experiences of higher education in the context of resilience and resilient thinking show that cosmopolitanisation and resilience are symbiotic in the life trajectories of culturally diverse students. Student stories reveal how the challenges of cultural dislocation and dissonance are countered by harnessing resilient traits and support mechanisms to develop resilient thinking in a myriad of ways that enable adaptation and transformation, which reaches new frontiers of personal development and domains of stability.

Harshman, J.R., & Augustine, T. A.	2013	Many teachers identified travel experience as being important to their development as globally minded individuals, but differed over how the purpose and one's experiences during travel correspond with whether someone is developing global mindedness or should be considered a global citizen. Is every trip outside one's country a step towards developing global mindedness or becoming a global citizen? Using technology for global citizenship education. The Internet has made integrating multiple perspectives from around the world into one's classroom exponentially easier. Although many teachers provided examples of how they use the Internet for simple information-gathering exercises, a number of teachers shared activities that require students to interact with and learn from people in different places. Primary source texts and videos, communicating through video conferencing software, and a host of other resources were identified by teachers as ways they engage students in learning about the world.
Leduc, R.	2013	Active Participation in the Classroom. How do children become "actively connected" to a project, what kind of activity is required, and how can that connection and perhaps, more importantly, its impact, be determined? Teachers reported a variety of activities, such as writing letters to newspapers, schools, demonstration activities such as worm composting, salmonids in the classroom, recycling, and water conservation; researching personal cultures and making presentations; forming a mock United Nations council to problem-solve global issues; discussing the news each day; debates of issues; students forming and designing their own NGO to address a global issue; and participation in "Me to We" activities, which is a movement sponsored by the NGO Free the Children. Teachers were asked to list the types of resources they use to teach global citizenship, and they responded with a variety of resources, including textbooks, Web sites, videos, the Internet, guest speakers, fiction and nonfiction books, and newspapers. Many teachers reported using resources produced by NGOs. When teachers were asked if there were any resources they wish they had in their classroom to assist them in the instruction of global citizenship, the predominant request was technology-related, indicating that the current state of technology in classrooms is not meeting student or teacher needs, or expectations (such as more computers in the classroom; Smartboards; the ability to communicate with someone directly from another area, suggesting Skype or similar software; and interactive games and activities focusing on geography and related social studies themes). It is clear that teachers require resources to support global citizenship instruction, and technological equipment is essential to facilitate global connections.
Zahabioun S., Yousefy A., Yarmohammadian M.H., & Keshtiaray, N.	2013	Global citizenship education is a strategic manner to prepare them in twenty-first century. The global citizenship education has not only originated from great philosophers' thoughts, but the mission of great prophets has been to build a better world through educating the human kind and to establish a unique and global nation. Turner stated: "I believe that world religions have been preliminary or initial versions of globalization" (2006, p 210). Therefore the accent should be placed on a basic education for everyone to build a society of productive, involved and responsible citizens and this issue will not be possible without an active, progressive, dynamic and productive approach in setting goals of the curriculum. The curriculum goals proposed for global citizenship education must emphasize on: Developing citizens of the world in relation to culture, language and learning to live together. Fostering students' recognition and development of universal human values. Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas.
de Oliveira Andreotti, V., & Pashby, K.	2013	An example of the potential for DD to work with a critical GCE approach is the #GlobalPOV project. It is a collaboration between Ananya Roy (professor of city and regional planning at University of California–Berkely), Tara Graham (International and Area Studies lecturer and an expert in digital media), and digital artist Abby Van Muijen. Together they have created two online videos that express the nuanced contexts of global poverty issues and the complex interplay of social, economic, and political relations that together contribute to problems and frame various solutions (Blum Centre for Developing Economies, 2013). The videos combine strong scholarship with digital artistry to offer a provocative and stimulating engagement with the issue of poverty. Roy runs a live Twitter feed of responses to the videos and to the #GlobalPOV discussions on Twitter during her lectures (Ness, 2013). While we argue for an interrogation of the premise that DD necessarily mutually reinforces GCE, we see important possibilities arising when DD and GCE are combined through a more critical lens, as the two examples illustrate.

Niens, U., & Reilly, J.	2012	Pupils in this study were concerned about global inequality, and motivated actively to improve living conditions of others around the world. However, critical engagement was limited and discussions reflected what Roman termed the 'intellectual tourists' (2003, 270) discourse of brief forays into unfamiliar cultures and experiences of the other. The conversations also resonated with Roman's 'democratic civilisers and nation builders' (2003, 277) discourse, neglecting economic and political inequalities and structures. Perhaps due to a tradition of charity and missionary work, these views appeared to be particularly prevalent in Catholic maintained schools, which may be considered ironic given the colonial associations of such work and that colonial interpretations of Northern Ireland's history are often regarded as particularly acceptable within the Catholic community (Tonge 2002). We suggest that teaching about the environment has the potential to be used as an entry point for the development of a critical perspective within the broader global citizenship education.
Takenaga, Y.	2012	We now live in a global society. Therefore, the importance of global education is rapidly increasing. In this social context, using children's literature provides many benefits for global education. Using Children's Literature in Global Citizenship Education 1. Mirrors and Windows. Society is becoming increasingly multicultural and global. What role can children's literature play in this social context? Leman (2007, 65) focused on Bishop's (1994) metaphoric conceptualization of children's literature as mirrors and windows. She notes that his metaphoric use of children's literature as mirrors and windows is "illuminating" (Leman 2007, 65). When it functions as a mirror, children's literature can enhance our understanding of our cultures and ourselves. When it functions as a window, it can deepen our understanding of different people and their cultures. These two concepts are very important in global citizenship education. 2. Different perspectives. As stated above, children's literature can function as a window or door providing entry to many different worlds. For example, in Alice in Wonderland, Alice falls down a rabbit hole and enters Wonderland. In The Lion, the Witch, and the Wardrobe, the Pevensie siblings pass through a wardrobe to enter Narnia. In the Harry Potter series, on his first trip to Hogwarts, Harry Potter must pass through the walls of Platforms 9 and 10 to reach Platform 9. From there, he catches a train bound for Hogwarts. In these stories, the protagonists have many strange experiences that differ greatly from their familiar existences. To cite a typical example, in Alice in Wonderland, the Mock Turtle tells Alice the names of the subjects he studies in his school. He states that he studies "Reeling," "Writhing," "Ambition," "Distraction," "Uglification," and "Derision." These subjects correspond respectively to the subjects Alice studies in her school: "Reading," "Writing," "Addition," "Subtraction," "Multiplication," and "Division." The names of the subjects the Mock Turtle studies sound humorous as well as ridiculous. However, they also include some implicit criticism from a child's perspective of the standard educational system during that time in England. 3. Love and respect for small living things. I will discuss haiku, a traditional literary genre in Japan. The haiku is the shortest form of Japanese poetry. haiku provide excellent material for enhancing people's love of the natural world, which is one of the objectives of global citizenship education.
McNaughton, M. J.	2012	Many of the teachers' comments chimed with the categories set out in McNaughton (2007 McNaughton). They recognised the educational importance of 'holistic, integrated, active, participative, values-based, action competence orientated' learning experiences (624). It was evident that the teachers had engaged with the interrogation of their understanding of pedagogical principles of ESD/GCE and had employed many active, collaborative strategies and that their awareness of the benefits of working in more open, learner-centred ways had developed. There was almost complete agreement that the pupils (and the teachers themselves) benefited from working together in active ways: discussing; debating; drawing; making; sorting; observing; researching; preparing questions and presentations; evaluating. The evidence from the teachers' commentaries suggested a growing recognition that pupils are both willing and able, given appropriate teaching strategies, to engage with the complex issues of values and perspectives.
Marshall, H.	2011	<u>Conclusion: prioritising a research agenda.</u> No doubt the astute reader will recognise that this paper is itself lacking in empirical references and that there has been, undoubtedly, a certain level of oversimplification.
Pashby, K.	2011	An example of the tendency for GCE to equate advocacy for global issues with international visits and local community service is Tanner's (2007) broad version of what 'counts' as GCE in the UK context: Education for global citizenship offers many opportunities for community involvement at local, national and international levels. Children and young people in school can participate in practical projects such as tree-planting or energy conservation; in intercultural exchange through school twinning or international visits; or through campaigning on global issues. (155)
Eidoo, S., Ingram, L., MacDonald, A., Nabavi, M., Pashby, K., & Stille, S.	2011	Based on our teaching experiences, our work with teachers, and our theoretical analyses for this paper, in this section of the paper, we share some common beliefs, assumptions and assertions that emerged from our collaboration. 1. Learning is an interactive, practice-oriented, relational process. 2. Students need spaces to critically engage with dominant views and perspectives (i.e., gender, race, religion, etc.). 3. Curriculum needs to teach complexity. 4. Teachers need time for self-reflection and peer-sharing. 5. Identities affect participation and perspectives. 6. National perspective needs to be de-centred. 7. Student participation in "the global" needs to go beyond charity.

Veugelers, W.	2011	<p>Our review results in several more concrete educational outcomes. <u>Open global citizenship</u> (1) As a result of globalisation, people have become closer connected. People therefore need to have knowledge of other cultures in order to work together (knowledge). (2) Global citizenship expresses that your orientation is towards the global world as a whole and therefore that you open yourselves to new experiences (open attitude). <u>Moral global citizenship</u> (3) Global citizenship expresses that you take responsibility for the global world as a whole and for humanity (taking responsibility). (4) Global citizenship expresses that you are prepared to work on increasing the opportunities of all people to enjoy a decent existence (increasing opportunities). (5) Global citizenship means that you appreciate differences between people and groups (diversity). (6) Global citizenship has a global and a local component. At the local level as well, you need knowledge, have to be open, take responsibility, increase opportunities and appreciate differences (local component). <u>Social- political global citizenship</u> (7) Global citizenship is aware of social and political relations and strives for more equal relations. [...] The teachers believe that their students should learn to form their own opinions and that they should be free to criticise. [...] For pedagogical reasons, teachers usually opt for a moral global citizenship (no political because of the age of their students and because politics is rather sensitive in education). Formulating opinions, listening to the opinions of others, seeking knowledge about other countries and putting knowledge in perspective are very important for the teachers. Acquiring these critical thinking skills is important, because ultimately, it is the students themselves who decide what choices to make. Presently, education offers much more space for discussion and debate than before. [...] projects in which the students actually meet other young people and their cultures will remain valuable [...] connect global issues with the personal life of their students [...] analyse the fashionable clothes that students wear, often produced with cheap labour in developing countries [...] offer their students plenty of space to explore problems and to form their own opinions [...] Having a dialogue with an open exchange, listening to each other, and searching for new ideas. [...] The pedagogical and didactical approaches of teachers should even more than at present focus on dialogue; time and space must be devoted to conversations with students about the global world that surrounds them, to jointly reflect on it, and to explore the bigger framework. [...]</p>
Appleyard, N., & McLean, L. R.	2011	<p>1. GCE's approach to professional learning reflects describe cognitive, affective, and active curriculum pedagogical components. 2. Resources with a heavy emphasis on practical applications are promoted for bringing GCE into the classroom. 3. Pedagogies reflect the ideals and goals of global education: (i) cooperative learning, interdisciplinary themes, critical thinking, problem-solving, experiential learning, and community-based learning (ii) teaching methods that "bring about active learning and reflective practice, advocate and practice experiential learning" (iii) student-centred, interactive. 4. Being given opportunities to engage in hands-on, experiential learning themselves; to discuss, critique, question, practice and express themselves; and to see and hear the experiences of other teachers already involved in GCE were specifically identified as being relevant and motivating for pre- service teachers to participate in GCE PD opportunities.5. Collaboration is recognized as essential in developing sustainable networks of support among teachers, administrators, educational policy-makers and community members alike... Collegiality among professors is particularly important for the kind of interdisciplinary teaching methods. [...] Eighty per cent of pre-service teachers who responded to the questionnaires identified significant barriers to effectively integrating GCE into their future classrooms, both personal (Feelings of anxiety in dealing with sensitive or controversial issues, Lack of pedagogical skill, Lack of background knowledge, Choosing issues or topics to focus on, Avoiding "us vs. them" mentality in teaching about other cultures and countries) and environmental factors (Lack of time in an already demanding curriculum; uncertainty as to how to make it fit in certain subjects and grades; Administrative or other staff members' resistance; Dealing with cultural diversity or lack thereof in classroom, school, and community; Parental resistance; Student apathy or creating a sense of doom among students). CURRICULAR AND PEDAGOGICAL NEEDS OF A PROGRAM IN GCE FOR TEACHERS. Intellectual content: global issues, historical developments, root causes, influences on people and the environment, and potential actions to avoid feelings of helplessness and doom. [...Affective content: Dealing with sensitive issues in classrooms also highlights the importance of paying attention to the selection of resources and materials used in any PD program so that teachers are aware of their own personal biases in choosing educational materials. Multiple perspectives and balanced viewpoints are critical in maintaining an open and critical dialogue among teachers and students within wide social contexts (Schukar, 1993). Action content : belief in the efficacy of individual action by knowledge of individual action. Methods of delivery: related to its extended curriculum content encompassing cognitive, affective, and action components, GCE requires training in certain curriculum pedagogies that support teachers and students in achieving their goals of social justice, peace, and sustainability. The success of our students, and ultimately our teacher education programs, rests on the ability of our students to apply these theories to practice. Conclusion. The consistent use of best pedagogical practices include: experiential learning and explicit modelling; targeted, specific instruction in each of the intellectual, affective, and action domains of GCE; availing pre-service teachers with opportunities to practice and reflect on the implementation of GCE in a classroom setting; and developing collaborative networks of support to address the nature of the innovation, delivery systems, and the environment into which the innovation is being introduced (Adey, 2004). 1. The teaching strategies that we're being taught and being encouraged to use are much more diverse in the classroom so that children can work in small groups and do problem solving and varieties of ways to learn and learn amongst each other. So I really see the teacher as a facilitator of that mode of teaching.. (teachers focus group 1.). 2. I think for me, I've just been to so many over this past year, that I have so much information, so what I'm looking for is really how to use that information. Because a lot of them are giving out lesson plans and booklets and that sort of thing. So now I'd really like to hear how to integrate that into the lesson, into what you're doing (focus group 2).</p>

<p>Appleyard, N., & McLean, L. R. 2011</p>	<p>1. GCE's approach to professional learning reflects describe cognitive, affective, and active curriculum pedagogical components. 2. Resources with a heavy emphasis on practical applications are promoted for bringing GCE into the classroom. 3. Pedagogies reflect the ideals and goals of global education: (i) cooperative learning, interdisciplinary themes, critical thinking, problem-solving, experiential learning, and community-based learning (ii) teaching methods that "bring about active learning and reflective practice, advocate and practice experiential learning" (iii) student-centred, interactive. 4. Being given opportunities to engage in hands-on, experiential learning themselves; to discuss, critique, question, practice and express themselves; and to see and hear the experiences of other teachers already involved in GCE were specifically identified as being relevant and motivating for pre- service teachers to participate in GCE PD opportunities.5. Collaboration is recognized as essential in developing sustainable networks of support among teachers, administrators, educational policy-makers and community members alike... Collegiality among professors is particularly important for the kind of interdisciplinary teaching methods. [...] Eighty per cent of pre-service teachers who responded to the questionnaires identified significant barriers to effectively integrating GCE into their future classrooms, both personal (Feelings of anxiety in dealing with sensitive or controversial issues, Lack of pedagogical skill, Lack of background knowledge, Choosing issues or topics to focus on, Avoiding "us vs. them" mentality in teaching about other cultures and countries) and environmental factors (Lack of time in an already demanding curriculum; uncertainty as to how to make it fit in certain subjects and grades; Administrative or other staff members' resistance; Dealing with cultural diversity or lack thereof in classroom, school, and community; Parental resistance; Student apathy or creating a sense of doom among students). CURRICULAR AND PEDAGOGICAL NEEDS OF A PROGRAM IN GCE FOR TEACHERS. <i>Intellectual content</i>: global issues, historical developments, root causes, influences on people and the environment, and potential actions to avoid feelings of helplessness and doom. Pre-service teachers need not only to increase their understanding of development and global issues, but they must also enhance their understanding of specific curriculum pedagogies related to GCE and the theoretical research that informs these approaches in order to bring these issues into their classrooms. <i>Affective content</i>: Dealing with sensitive issues in classrooms also highlights the importance of paying attention to the selection of resources and materials used in any PD program so that teachers are aware of their own personal biases in choosing educational materials. Multiple perspectives and balanced viewpoints are critical in maintaining an open and critical dialogue among teachers and students within wide social contexts (Schukar, 1993). <i>Action content</i>: belief in the efficacy of individual action by knowledge of individual action. <i>Methods of delivery</i>: related to its extended curriculum content encompassing cognitive, affective, and action components, GCE requires training in certain curriculum pedagogies that support teachers and students in achieving their goals of social justice, peace, and sustainability. The success of our students, and ultimately our teacher education programs, rests on the ability of our students to apply these theories to practice. Conclusion. The consistent use of best pedagogical practices include: experiential learning and explicit modelling; targeted, specific instruction in each of the intellectual, affective, and action domains of GCE; availing pre-service teachers with opportunities to practice and reflect on the implementation of GCE in a classroom setting; and developing collaborative networks of support to address the nature of the innovation, delivery systems, and the environment into which the innovation is being introduced (Adey, 2004).1. The teaching strategies that we're being taught and being encouraged to use are much more diverse in the classroom so that children can work in small groups and do problem solving and varieties of ways to learn and learn amongst each other. So I really see the teacher as a facilitator of that mode of teaching.. (teachers focus group 1,). 2. I think for me, I've just been to so many over this past year, that I have so much information, so what I'm looking for is really how to use that information. Because a lot of them are giving out lesson plans and booklets and that sort of thing. So now I'd really like to hear how to integrate that into the lesson, into what you're doing (focus group 2).</p>
<p>McNaughton, M. J. 2010</p>	<p>The analysis of the data revealed that the children's participation in educational drama developed learning related to ESD. It also allowed all of the participants (teacher and pupils) to take part in positive, engaging, pedagogical experiences. The evidence suggested that the systematic planning of the learning aims and outcomes, and the use of a wide repertoire of democratic, participative and sympathetic teaching and learning strategies within the drama lessons, were instrumental in allowing the children to develop knowledge and concepts, skills and positive attitudes linked to ESD (McNaughton 2004, 2006). [...] Evidence: (1) adoption of holistic whole-school approaches to GCE (2) consider real issues and problems (3) using body language and non-verbal communication (4) examining a range of perspectives on and responses to environmental and sustainability concerns (4) considering students as active participants and co-creators of the learning experiences (5) an open, learner-centred teaching style supports the learners in their efforts and allows environmental learning to take place in holistic, multifaced, engaging and meaningful ways.</p>

Rapoport, A.	2010	<p>What happens in the classroom when practitioners teach about global citizenship? Teachers in Hong Kong and Shanghai support GCE but experience pressure from the exam- oriented curriculum, lack of training, and also inadequate support from the school administration and government officials (Lee and Leung, 2006). After examining how individual teachers in Ontario schools prioritized global citizenship issues in their teaching, Schweisfurth (2006: 49) concluded that the teachers had to and were able to ‘interpret the prescribed curriculum imaginatively’ to justify their own aims in teaching about global citizenship. Despite the global citizenship education-friendly Civics curriculum and standards in Ontario, the general encompassing message to teachers was about curricular standardization. Although teachers who were interested in introducing global perspectives in their classrooms were taught through the system of professional development how to look at the curriculum guidelines from a global citizenship education angle, they found themselves at the periphery of the concerns of the profession as a whole.</p>
--------------	------	---

1.4. The definition of global citizenship education in the study

Considering the literature review, this study elaborates the following definition of GCE:

“In the field of didactics, Global Citizenship Education is the teaching/learning process, which aims to increase students’ global awareness in an interconnected world. It requires the teachers to plan learning objective that define the expected goal (or goals) of an educational activity, establishing: what to be taught (contents), how to teach (resources, materials and methodologies), when to teach (lesson timetable), and the type(s) of assessment (evaluation procedure). Lesson plan includes not only the content, but also real and relevant learning activities, and the creation of a positive classroom climate. Learning activities are real and relevant because, instead of undertaking artificial activities that merely carry meaning in the classroom setting, they consider global issues in all its wholeness, and concern people in the world. The positive classroom climate promotes interpersonal relationships in the classroom, which have a significant impact on student behaviour and achievement. In that definition, global citizenship education requires teaching methods and strategies that help students to analyse global issues, which affect the global community and environment (such as environmental issues, political and economic crisis, global movement of people and products, poverty and inequality), and to inspire them to act, contributing to their solution.”

2. Global Citizenship Education in the Australian Curriculum: analysis for teachers and policy questions

2.1. Introduction

In recent years, many scholars (Goren & Yemini, 2017a, 2017b; 2018; Yemini & Furstenburg, 2018; Toh & Cawagas, 2017; Sim, 2016) and supranational organization (UNESCO, 2019; 2018a; 2018b; 2017; 2016; 2015; Oxfam, 2015a; 2015b) conceptualize Global Citizenship Education (GCE) as the multidisciplinary construct designed to talk about changing schools, influenced by social, cultural and economic shift and policy agendas. It represents a central component of 21st century learning in today's world, characterized by global thinking and international perspectives (OECD, 2015), as well as by global mobility and the cultural, political and economic interconnectivity (DEECD, 2009).

Recent developments in the field of GCE have led to a renewed interest in the curriculum, with the aim of promoting a global orientation among students and rethinking the school vision in the contemporary world (Goren & Yemini, 2017a). According to the Office for Standards in Education, Children's Services and Skills¹ (OFSTED, 2019), citizens education, implemented in classroom practice², is directly related to a curriculum being knowledge-rich. Previous studies (Davies, 2008) have reported the importance to examine curricula and programs of study for global citizenship and to integrate global citizenship into a "highly valuable" curriculum area (p.21).

At supranational level, UNESCO (1995) has emphasised the importance to improve "curricula, the content of textbooks, and other education materials including new technologies with a view to educating caring and responsible citizens [...] nationally and internationally" (p.5). In recent times UNESCO (2019) has elaborated the contemporary global education goal to improve GCE at all levels in national education policies, curricula, teacher education and student assessment (Goal 4³, Target 4.7/4.7.1⁴).

According to these requests, in the past decade the Australian education system⁵ has recognized the need to develop a 21st century school curriculum (Council for the Australian

¹ OFSTED inspects services that provide education (e.g. school, academies, and educational institutions and programmes) and publishes the findings to improve the quality of education.

² The document specifies that learning process must not be reduced to memorising facts, glossaries or lists of uncoordinated facts. It remarks the importance of the school and classroom climate: "an open school and classroom climate, in which there are opportunities for debate and discussion, matter as much as formal teaching of particular values or political knowledge" (p.32).

³ Goal 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (<http://uis.unesco.org/sites/default/files/documents/meeting-commitments-are-countries-on-track-achieve-sdg4.pdf>).

⁴ Target 4.7.1: "Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment" (<http://uis.unesco.org/sites/default/files/documents/meeting-commitments-are-countries-on-track-achieve-sdg4.pdf>).

⁵ The organisation of education in Australia is carried out by both Federal and State/Territory governments. State governments deliver school education in Australia with schools operated by government and non-

Federation, 2007; CSCNEPA, 2007). A trends for global citizenship education has emerged. At supranation level, different documents have been published on the Australian global schools, aimed at encouraging a global perspective across the curriculum” (<https://www.globaleducation.edu.au/teaching-and-learning/australian-curriculum.html>). The purpose is to prepare the Australian students for active global citizenship (DETE, 2014; DEECD, 2009; CSCNEPA, 2007; Curriculum Corporation, 2002).

In the literature on GCE in Australia, Cole (2007; 2008) has treated this matter in much detail. He remarks the importance to include global perspectives within the Australian curriculum in response to “a society that is becoming increasingly global in nature and diverse in composition and outlook” (Cole, 2008, p.5). Conforming to Marks, Mcmillan and Ainley (2004), GCE could constitute a component of the Australian Curriculum, a curriculum selector, orienting the debate about future policy to the global perspective. However, most studies have reported the negative effects of these rapid changes on the Australian Curriculum. According to Savage and Lingard (2019), the devolpment of a national curriculum became one of the main endeavors within the Australian Government in the first decades of the twenty-first century, eliciting the “rescaling of schooling policies to the national level” (p.70). As reported by the Professional Teachers’ Council (PTC NSW, 2016), this curriculum shift resulted in less financial governmental support for global education initiatives. For Buchanan et al (2018), the nationalisation and the principle of the “Australian first policies” reflected a change in the curriculum, the pedagogy and the evaluation, assumed the standardisation as part of the regular curriculum (p.52). In line with the authors, a more critical questioning of education for global citizenship in the Australian curriculum requests a clarification of what has been done, and what should do.

This chapter analyses the Australian Curriculum (henceforth, AC) to discuss Global Citizenship Education (GCE) in the context of Australian education policy issues.

The curriculum is intended as one of the most important policy document in which “state, territory and non-government education authorities inform schools, teachers, parents, students, and the community with a clear understanding of what students should learn, [...] as well of classroom practices and resources that complement teaching of the Australian curriculum” (<https://www.education.gov.au/australian-curriculum-0>).

Despite the AC is globally oriented, aimed at preparing students to become informed and active global and local citizens (MCEETYA, 2008)⁶, as shown previously, teaching about global citizenship “remains a critical challenge for schools and communities, especially in a developed country like Australia [...] there is an urgent need to help maintain support for global citizenship education” (Buchanan et al, 2018, p.51).

government education authorities. The Australian Government coordinates national policy priorities for school education and invest in action to ensure “nationally-agreed policy priorities” (DOE, 2014, p.77). At the national level, ACARA has been assumed the development of the Australian Curriculum, while Education Services Australia (ESA) the implementation of it, assuming a key role to supporting state and territories authorities.

⁶ The “Melbourne Declaration on Educational Goals for Young Australians” constitutes the policy framework for the Australian Curriculum. All Australian and state and territory ministers elaborated it in 2008, involved in developing a national curriculum in accordance to the challenges towards Australian education, such as: “the global integration and international mobility; the need to be Asia-literate given the rising prominence of India and other Asian nations; globalisation and technological change; complex environmental, social and economic pressure such as climate change, and rapid advances in information and communication technologies” (DOE, 2014, p.63).

The chapter investigate the following questions:

- 1) *How the Australian Curriculum includes a global perspective?*
- 2) *Conforming to the Australian Curriculum, how can teacher implement a curriculum GCE-oriented in the school?*
- 3) *How does the Austrlian Curriculum include objectives, contents and teaching/learning methods and strategies oriented to GCE?*

2.2. The Australian Curriculum analysis

The AC analysis investigates teachers' views on possible goals and practice on GCE, focused on the teaching strategies to promote it.

Considering that the theoretical framework on "GCE" is "controversial, highly debatable and extremely complex" (Zahabioun et al, 2012, p.197), as well as that on "policy", not unequivocally defined in literature (Tarozzi & Inguaggiato, 2018), the analysis assigns a meaning to both of concepts based on literature, chosen for their suitability for the school and classroom context.

As esemplified in the first chapter, Global Citizenship Education in classroom is a teaching-learning process, which concerns:

- Teachers and students (*subjects*);
- Global, current, contemporary issues about problems of the local community or the wider national or international context (*object*);
- Interactive methodologies, based on strategies that encourage the processes of communication, analysis, investigation and reflection on a current issue or problem (*methodology*);
- The classroom context, open to the wider local context, influenced by global economic, geopolitical and socio-cultural factors (*context*);
- The purpose to develop the critical thinking about global interconnections and the influences of local/regional/national issues on global issues and vice versa, as well as to promote a sense of global citizenship that contributes to the development of a responsible global attitudes and brings human value to all sectors of society, including the economic one (*values*).

Although an univocal meaning could be reductive in the academic field, in which there is no unambiguous and shared conceptualization for this broad topic, the definition was elaborated through a literature review reported in the first chapter⁷. It also includes the three dimensions of GCE - cognitive, socio-emotional and behavioural – as elaborated by UNESCO (2015).

⁷ The review analysed 186 peer-reviewed educational researches available on SCOPUS and ERIC since 2010, written in English and Italian language, to state the theoretical framework for the wider research of the author, "considering the wide variety of terms and their respective semantic meanings and particularities" (Goren & Yemini, 2017, p.180). All search results were logged into an Excel template, and after duplicates were removed. This process reduced the articles to 24 that contain, clearly ("GCE is..." or "GCE as..."), a definition of GCE and to 54 articles that contain evidences, categorized in 510 evidences.

The term policy includes “a wide range of political processes of implementation of ideas into practices, encompassing plans, programmes and guidelines, that have an impact on the integration of global citizenship education in formal primary education system” (Tarozzi & Inguaggiato, 2018, p.24). Tedesco, Operti and Amadio (2013) specifies the *intended* curriculum as an educational policy instrument that defines, through objectives, contents and expected outcomes, the learning that is relevant to society and individuals, representing for the education system what a constitution is for a democracy.

In consonance with these conceptualizations, a curriculum for global citizenship is a document relevant to GCE, which produce an effect on the action of teachers, implementing the global citizenship education approach in the school and rethinking the school practices in response to changes in the macro environment.

2.3. Methods

The analysis was prepared according to the categorization used by Davies (2006) to explore whether the notion of global citizenship can be valuable in driving curriculum policy. It proposes a new methodology to investigate how the Australian curriculum (Year 8) includes GCE in its theoretical framework.

The methodology consists of three phases:

1. Keywords research (*phase 1*);
2. Classification and categorization (*phase 2*);
3. Interpreting analysing (*phase 3*).

The first operation is to search in the AC text the keywords: “global citizenship education”, “global citizenship”, “global education”, “global”, “citizenship”, and “education”. These keywords constitute the “GCE indicators” used to identify the most relevant parts of the text related to GCE.

In the second phase, the results are assigned to four categories, based on the four permutations of global citizenship education highlighted by Davies (2006), and correspond to four different orientations implicit in the curriculum. The table 1 shows the four categories, the code to assign the category-specific attributes and the interpretation.

Table 1. Categories, code and interpretation for the AC analysis

Category	Code	Interpretation
Global Citizenship (GC) + Education (E)	The curriculum contains more reference to the keyword of “global citizenship” than “global citizenship education”, or contains the keyword of “global citizenship” instead of “global citizenship education”	The category refers to a school curriculum that defines the ‘global citizen’, indicating the framework to provide or promote this.
Global (G) + Citizenship Education (CE)	The curriculum contains more reference to the keywords of “citizenship education” and, separately, “global” than “global citizenship education”, or contains the keywords of “citizenship education” and, separately, “global” instead of “global citizenship education”	The category refers to a school curriculum that is focused on citizenship education within (or without) an international and global context: “think global, act local” (Davies, 2006, p.14).
Global Education (GE) + Citizenship (C)	The curriculum contains more reference to the keywords of “global education” and,	The category refers to a school curriculum with the aim of

	separately, “citizenship” than “global citizenship education”, or contains the keywords of “citizenship education” and, separately, “citizenship” instead of “global citizenship education”	increasing an international awareness and the civic and citizenship engagement.
Education (E) + Citizenship (C) + Global (G)	The curriculum contains more reference to the keywords of “global citizenship education” than “global citizenship” or “global education”	The category refers to a school curriculum that includes the dimensions of global citizenship education, identified as a strategic manner to prepare the students in 21 st century or as a cross-curricular theme intertwined with the curriculum subjects at all levels.

The third phase consists of making general observations about the results and identifying patterns, trends and possibilities for GCE in the AC. The typology elaborated by Oxley and Morris (2013) was used to understand and describe the main features of the AC designed to promote GCE.

In sum, the analysis identifies six key words (“global citizenship education”, “global citizenship”, “global education”, “global”, “citizenship”, and “education”), searching them within the corpus of the full text of the AC to report all instances of the word or phrase. Each time each key word is found, the context is analysed to identify themes and patterns. This technique is not new. Ryan and Bernard (<http://www.analytictech.com/mb870/Readings/ryan-bernard-techniques-to-identify-themes-in.htm>), for instance, illustrate “Key-words-in-context” (KWIC) technique to identify themes in qualitative data, based on the observation. However, the innovative element is its use for analysing the curriculum as a “text” to start with, and then revealing insight and implications that a quantitative analysis is too macro-oriented to explain.

2.4. Results

The AC is available on ACARA website (<https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/>), in which it is possible to download a PDF document choosing the content of each area and the year level of interest.

The word version of document, downloaded selecting, within F-10 Curriculum, all Learning Areas⁸, all Subjects⁹, all Curriculum elements¹⁰ and, specifically, the Year 8, has 1,329 pages; 17,092 paragraphs; 56,648 lines and 377,401 words, included textboxes, footnotes and endnotes.

The text comprises 37 chapters:

⁸ Humanities and Social Sciences, The Arts, Technologies, Languages, English, Mathematics, Science, Health and Physical Education, and Work Studies.

⁹ HASS, History, Geography, Civics and Citizenship, Economics and Business, Dance, Drama, Media Arts, Music, Visual Arts, Design and Technologies, Digital Technologies, Arabic, Auslan, Chinese, Framework for Aboriginal Languages and Torres Strait Islander Languages, Framework for Classical Languages, French, German, Hindi, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Turkish, Vietnamese, English, Mathematics, Science, Health and Physical Education, Work Studies.

¹⁰ Cover page, Table of contents, How the Learning Area/Subject works, Year level / band descriptions, Content descriptions, Content elaborations, Achievement standards, and Glossary.

- 4 chapters contain the content of four learning areas (Humanities and Social Sciences, The Arts, Technologies, Languages), organized in a paragraph, which explains “How the Learning Area works” and three sections: *Introduction*, *Key ideas* and *Structure*, plus a *Glossary*¹¹. The “Languages” learning area, in addition, includes five more sections than the other: *Rationale*, *Aims*, *Student diversity*, *General capabilities*, and *Cross-curriculum priorities*.
- 33 chapters contain the content of each subject¹², organized into two paragraphs, which explain: “How the Subject works” (grouped in three sections – *Rationale*, *Aims* and *Structure*) and “Curriculum F-10” (grouped in two sections – *Year 8* and *Glossary*). The “Languages” subjects present a different structure for each of the 16 Second Languages (see Table of contents, p.5-9)¹³.

The keyword tool revealed four elements.

The AC contains the keyword “global citizenship” (GC). The search typing “global citizenship” within the document was positive: “one match was found”. The keyword is contained in the learning area of Languages. The AC contains the keyword “education” (E). The search typing “education” within the document was positive: “117 match was found”. The keyword is contained in the following Learning Areas (and Subjects): Humanities and Social Sciences (HASS; Geography; Economic and Business); The Arts (Visual Arts); Languages [Arabic; Auslan; Chinese; Framework for Aboriginal Languages and Torres Straits Languages; Framework for Classical Languages (Classical Greek; Latin); French; German; Hindi; Indonesian; Japanese; Korean; Modern Greek; Spanish; Vietnamese; English] and Work Studies.

The AC doesn’t contain the keyword “citizenship education” (CE). The search typing “citizenship education” within the document was negative: “no matches were found”. The AC contains the keyword “global” (G). The search typing “global” (G) within the document was positive: “78 matches were found”. The keyword is contained in the following Learning Areas (and Subjects): Humanities and Social Sciences (HASS; Civics and Citizenship; History; Geography; Economic and Business); The Arts (Dance; Media Arts, Music; Visual Arts); Technologies (Design and Technologies; Digital Technologies); Languages (French; German; Hindi; Italian; Korean; Modern Greek; Spanish; Turkish; English); Science; Health and Physical Education and Work Studies.

The AC doesn’t contain the keyword “global education” (GE). The search typing “global education” within the document was negative: “no matches were found”. The AC contains the keyword “citizenship”. The search typing “citizenship” within the document was positive: “59 matches were found”. The keyword is contained in the following Learning Areas (and Subjects): Humanities and Social Sciences (HASS; Civics and Citizenship; History); The Arts (Media Arts); Technologies and Framework for Classical Languages (Classical Greek).

¹¹ Except for Humanities and Social Sciences learning area.

¹² HASS, History, Geography, Civics and Citizenship, Economics and Business, Dance, Drama, Media Arts, Music, Visual Arts, Design and Technologies, Digital Technologies, English, Mathematics, Science, Health and Physical Education, Work Studies.

¹³ Arabic, Auslan, Chinese, Framework for Aboriginal Languages and Torres Strait Islander Languages, Framework for Classical Languages, French, German, Hindi, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Turkish, Vietnamese.

The AC doesn't contain the keyword "global citizenship education". The search typing "global citizenship education" within the document was negative: "no matches were found".

The 255 search results were inserted in a database, and, after each result was added, duplicated were removed¹⁴. The 163 results were inserted in a database and subdivided into eight sections: Year Level, Keyword, tool search results number, Learning Area, Subjects, Paragraph, Sentence and Page numbers. The criterion to include the sentences was to include the complete clauses containing the keyword. In addition, the analysis considered the sentences as mutually exclusive, that it means that they cannot associate with two or more keywords. Therefore, considering the order of the keyword search, the sentence will not be repeated. For example, considering the sentence: "The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of *global citizenship* and lifelong learning" (ACARA, 2011, p.333), highlighted by three different keyword search (global citizenship, global, and citizenship), the analysis have considered it once, referred to the first research and to the meaning of the term in the sentence.

Table 2 shows the learning areas and the subjects identified by searching "Global citizenship education" for keywords in the Australian Curriculum (grade 8) in the short version. Appendix B consitutes the Table 2 in the longer version; it also cointains the sentences of the text.

¹⁴ 60 words were excluded: 11 "global" [global citizens (10); global citizenship (1)], 30 "citizenship" [civic and citizenship subject (20); repetition (8); global citizenship (1); title (1)], 19 "education" [title (14); repetition (3); physical education (2)]. 32 words were included in 24 definitions with more than one term [for example, this part contains more than one words: "The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels: 1 Generalisations made, and relationships found at one level of scale may be different at a higher or lower level. For example, in studies of vegetation, climate is the main factor at the global scale, but soil and drainage may be the main factors at the local scale. 2 Cause-and-effect relationships cross scales from the local to the global and from the global to the local. For example, local events can have global outcomes, such as the effects of local vegetation removal on global climate" (ACARA, 2011, p.137-138)].

Table 2. Learning areas and subjects identified by searching “Global citizenship education” for keywords in the Australian Curriculum (grade 8) (short version)

Keyword	PDF search results number	Learning areas	Subjects
<i>Global citizenship education</i>	No matches		
<i>Global education</i>	No matches		
<i>Citizenship education</i>	No matches		
<i>Global citizenship</i>	1	Languages	
<i>Global citizen/s</i>	8	Humanities and Social Sciences	HASS
			Civics and Citizenship
			Geography
			Economic and Business
		The Arts	Visual Arts
Technologies	Digital Technologies		
<i>Global</i>	78	Humanities and Social Sciences	HASS
			Civics and Citizenship
			History
			Geography
			Economic and Business
		The Arts	Dance
			Media Arts
			Visual Arts
			Music
		Technologies	Design and Technologies
			Digital Technologies
		Languages	French
			German
			Hindi
			Italian
			Korean
			Modern Greek
Spanish			
Turkish			
English			
Science	Science		
Health and Physical Education			
Work Studies	Work Studies		
<i>Citizenship</i>	59	Humanities and Social Sciences	HASS
			Civics and Citizenship
			History
		The Arts	Media Arts
		Technologies	
Framework for Classical Languages	Classical Greek		
<i>Education</i>	117	Humanities and Social Sciences	HASS
			Geography
			Economic and Business
		The Arts	Visual Arts
		Languages	How the Learning Area works
			Arabic
			Auslan
			Chinese
			Framework for Aboriginal and Torres Strait Islander Languages
			Framework for Classical Languages
			Classical Greek
			Latin
			French
			German
			Hindi
			Indonesian
			Japanese
			Korean
			Modern Greek
Spanish			
Vietnamese			
English			
Work Studies	Work Studies		

2.5. Discussion

As exemplified above, the Australian curriculum was analysed according to the four permutations of global citizenship education indicated by Davies (2006) for the exploration of curriculum:

- 1) Global Citizenship (GC) + Education (E).
- 2) Global (G) + Citizenship Education (CE).
- 3) Global Education (GE) + Citizenship (C).
- 4) Education (E) + Citizenship (C) + Global (G).

2.5.1. Global Citizenship and Education. What does it mean to be a global citizen and how school can help students to become global citizen

The Australian curriculum contains more reference to the keyword of “global citizenship” (1 match) than “global citizenship education” (no match). As illustrated, the category refers to a school curriculum that defines the ‘global citizen’ and indicates the framework to provide or promote this. Therefore, how Australian curriculum defines the global citizen? What makes the students global citizens? What are the responsibilities and obligations of global citizenship?

The unique sentence in which an idea of “global citizenship” is expressed is contained within the “Languages” Learning Area¹⁵, expressing that: “The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning” (ACARA, 2011, p.333). The sentence revolves around *learning languages*, aimed at developing the intercultural understanding, which is central to promote intercultural communication, global citizenship, and lifelong learning. The curriculum explains that the students, and their existing language(s) culture(s), “can be challenged” by the new language experience, because they learn to “move between the existing and new languages and cultures”, developing their “intercultural capability” (p.333). In the Australian curriculum perspective, it could be argued that to promote global citizenship it is requested that the students learn languages because it constitutes the basis of the intercultural understanding. Global citizenship is used in an intercultural sense, related to the knowledge of the other languages.

With reference to Oxley and Morris (2013), this conception is referred to the “cultural global citizenship” typology, which “open from other places, interested in their cultural practices and in learning about these practices through reading, travel, and personal contact, shaping a personal identity as a cosmopolitan through such experiences” (p.310). However, Roman (2004) defines the danger of the “intellectual tourism” implicate in the use of discursive codes and cultural practices by educators and learners when they consider their

¹⁵ “The *Australian Curriculum: Languages* is designed to “enable all students to engage in learning a language in addition to English” (p.324) and aim to develop the knowledge, understanding and skills to ensure students acquire: “(1) communication skills in the language being learnt; (2) an intercultural capability, and an understanding of the role of language and culture in communication; and (3) a capability for reflection on language use and language learning” (p.325).

pedagogical and curricular experiences as “brief excursions” into other cultures. The author individuates the globalisation as antecedent, justification for educational experiences that collect “intellectual tourism”, such as travel to places foreign or virtual encounters in cyberspace with unfamiliar people, places and cultures (p.240). As the author writes,

The discourse of intellectual tourism (which effects voyeurism and vagabondism) aspires to achieve “cultural immersion” for the sake of promoting diversity and understanding through cultural exposure. Often, its rhetoric is based on providing contemporary students with the knowledge seen as necessary to deal with today’s complex and increasingly communicative presumed “global village”.

Some authors (McLaughlin, 1992; De Ruyter & Spiecker, 2008), on the basis on the cultural competence, have attempted to draw fine distinctions between minimal and maximal citizen. De Ruyter and Spiecker (2008) argue that “it is not enough to be located within a society: one must actively access a variety of cultures” (p.359). Therefore, the core dimension to the conceptualization of the maximal citizen is the possibility to be active in the society.

Analogously, the AC distinguishes passive from active citizenship in the Glossary of “Civics and Citizenship Education” subject. The “active citizenship” constitutes an extension of the fundamental responsibilities to vote and pay taxes (“passive citizenship”) to the “involvement and informed participation in the civic and political activities of society at local, state, national, regional and global levels” (ACARA, 2011, p.23). Expectation of responsibility is articulated in the definition of “citizen”, who is a “member of a political community that grants certain rights and privileges to its citizens, and in return expects them to act responsibly such as to obey their country’s laws” (p.26). However, it can’t be found in the meaning of “global citizen”, who is a:

person who understands their rights and responsibilities at a global level; that is, one’s identity transcends geography or political borders, and rights and responsibilities are derived from being human. However, these rights and responsibilities do not have legal authority or sanctions that those conferred by a nation have (p.35).

Whereas citizenship refers to the operations of taking action, global citizenship refers to the understanding. A major problem with this kind of theorization is that if a citizen, hopefully, could become an informed global citizen, is not clear if a global citizen, without “geography and political borders”, can be a citizen, engaging in the civic and political activities of society at local, state, national, regional and global levels.

Meanwhile, the AC indicates the way to help student to become global citizens, identifying the global citizenship within and across four learning areas and subjects:

- 1) *Geography*. “Geography helps students to be regional and *global citizens* capable of active and ethical participation” (p.83).
- 2) *Economic and business*. “As mass global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges, Australia needs enterprising individuals who can make informed decisions and actively participate in society and the economy as individuals and more broadly as *global citizens*” (p.137).
- 3) *Visual arts*. “Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as *global citizens*” (p.228).
- 4) *Digital technologies*. “Digital Technologies helps students to be regional and *global citizens* capable of actively and ethically communicating and collaborating” (p.307).

The presence of these subjects, as well the absence of subjects related to this topic (e.g. HASS), confirms the prevalent *cultural global citizenship* typology, in which the focus is on the “symbols that unite and divide members of societies, with particular emphasis on globalisation of arts, media, languages, sciences and technologies” (Oxley & Morris, 2013, p.306).

The characterization of a global student emerges: Australian schools help students to be regional and global citizens, informed about world (mainly world culture), capable of communicate, collaborate and actively participate in society and economy. This conception underlines two directions within the Australian curriculum. The first concerns the *Intercultural Understanding*, with the aim to

assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world (<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/intercultural-understanding/>).

The second involves the *General capabilities*¹⁶ designed to “assist students and equipping young Australians to live and work successfully in the twenty-first century” (<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>).

Thus, if the *Intercultural Understanding* capability presents “a number of entry points for GCE and offering the most scope for focusing on GC” (Buchanna et al, 2018, p.59), the declared aim of *General capabilities*, addressed through the content of the learning areas, is limited to prepare the students to live and work successfully, as the Melbourne Declaration on Educational Goals for Young Australians reports (MCEETYA, 2008): “All young Australians become successful learners, confident and creative individuals, and active and informed citizens (Goal 2)”. For Marshall (2011), the declaration conveys the two agenda implicit in the GCE discourse, examined by Veugelors (2011)¹⁷: the *technical-economic*, which promotes knowledge and skills to prepare students to work for the global free market in a global economy, and the *global social-justice*, focusing on understanding, empathising and acting in response to the economic, political, legal or cultural injustice.

Despite the AC contains both dimensions, neither General Capabilities nor Intercultural Understanding constitutes subject areas. According to Buchanan et al (2012), that’s “meaning that they may end up being owned by everyone and no one, and remain on the margins of classroom practice” (p.59).

In sum, the AC promotes a cultural conception of global citizenship. The culture, within Australian curriculum vision, is “increasingly connect with language” (ACARA, 2011, p.461). The ample space given to the 16 different languages (that occupy 798 pages of the 1,325 of the document) seems to be contradicted by the importance given to the “English” as the dominant language, as confirmed by the explanation of “English” subjects:

The study of English [...] helps to create [...] informed citizens [...]. It helps young people to become ethical, thoughtful, informed and active members of society [...]. Proficiency in English is invaluable globally” (p.1122).

¹⁶ Literacy, Numeracy, Information and Communication Technology Capability, Critical and Creative Thinking, Personal and Social Capability, and Ethical Understanding.

¹⁷ The market-economic discourse permeating schools is not new. Roth (2007) highlighted that “everywhere in the world education systems are under pressure to produce individuals for global competition, individuals who can compete for their own positions in a global context” (p. 16).

A further search confirms this element. In the AC text, the keyword “language*” (4.729 results) is present much more than “education” (117 results). It is included as general category in the subjects’ glossary or the Languages framework (associated, for instance, with other words like tourism, safety, community, business, health, school, and, naturally, language). In some cases, it is referred to the diversity of language learners, necessitating to be integrated:

Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages (ACARA, 2011, p.325).

Analogously, “language” recurs more than “culture*” (1.369 results), Australian (4.112 results), student* (977 results) and teacher* (223 results), constituting the most recurred words. According to these findings, the AC is aimed in preparing global, informed and active citizen, considering the language as the prerequisite for citizenship and global citizenship. It is absent any reference to who is deputed to reach that aim (as the low percentage of the word “teacher*” confirms) and the way to include all students and to prepare the non-native speakers to be informed and active citizens. Develop a global perspective and reposition of the language within a global citizenship perspective could expand students’ view of the world that risks to be ethnocentric, stereotypical or limited by just one point of analysis, based on their own rights, location and culture.

2.5.2. Global and Citizenship Education. Globalisation and internationalization of education

The AC contains more reference to the keyword of “global” (78 matches) than “citizenship education” (no match). As illustrated, the category refers to a school curriculum, which is focused on citizenship education within (or without) an international and global context.

The AC doesn’t provide a framework for citizenship education. The term “citizenship” is understood to mean as a status that

grants right and privileges, and in return expects them to act responsibly [...] a legal status granted by birth or naturalisation to citizens involving certain rights (for example, protection; passport; voting) and responsibilities (for example, obey the law, vote, defend the country) (ACARA, 2011, pp.131-132).

As a result of the conception of citizenship as a granted legal status, citizenship education could be considered as an implied responsibility, to be done without thinking about it. Consequently, a framework for a citizenship education is absent in the AC. This suggests a weak link may exist between citizenship and education. However, in the “Civics and Citizenship” subject, AC states that the knowledge of Australia’ government, laws and identity are essential to “become active and informed citizens who participate both within Australian society and in an interconnected world” (ACARA, 2011, p.116). The aim is to “participate in the civic life of their nation at a local, regional and global level and as individuals in a globalised world” (p.117). Therefore, the focus is to “shape a sense of belonging in Australia’s multicultural society” in the globalised world (p.123). A further

keyword search confirms the association between “global*”¹⁸ and “local/regional/national” dimension:

from personal to global context [...] national, regional and global context (p.12); in local to global (p.16); local, regional and global (p.51); local to the global and from the global to the local (p.86).

According to Oxley and Morris (2013), the *economic global citizenship* typology emphasizes the “interplay between power, forms of capital, labour, resources and the human condition, often presented as international development” (p.306). It could reveal the “tension related to notions of competition, the free market and human capital in favour of economic growth, consumption and elitism”. However, it “can co-exist with conceptions of social justice and global ethics” (p.309), valorizing the national citizenship and promoting that global, which, according Bosio and Torres (2019), is based on the need to “find ways for people to live [in peace and] with a strong spirit of solidarity” (p.4).

2.5.3. Global Education and Citizenship. The global issues as entry points of GCE

The Australian curriculum contains more reference to the keywords of “citizenship” (59 matches) than “global education” (no match). As illustrated, the category refers to a school curriculum focused on the international and national awareness, presupposing civic engagement and participation.

In the AC, global education misses and citizenship recurs frequently. On the one hand, as above reported, the AC could be more focused on citizenship, valorizing more the national dimension than the international context. On the other hand, the “Humanities and Social Sciences” learning area, in which the keyword “citizenship” is present, has “a historical and contemporary focus, from personal to global contexts, and consider challenges for the future”. The main aim is to provide opportunities to “explore how people, ideas and events are connected over time and increasingly interconnected across local, national, regional and global contexts” (ACARA, 2011, p.12). It includes five subjects: Humanities and Social Science; History; Geography; Civics and citizenship; and Economics and Business.

The *Humanities and Social Science* subject provides a “broad understanding of the world in which we live, and how people can participate as active and informed citizens with high level skills needed for the 21st century” (ACARA, 2011, p.12). In addition, it empowers the student to “contribute to the wellbeing and sustainability of the environment, the economy and society” (p.16), considering the local, national, regional and global interconnection.

The *Geography* subject “helps students to be regional and global citizens capable of active and ethical participation” (p.83), considering the interconnections between people, places and environments over place and time. The more important purpose is to encourage students to be informed, responsible and active citizens, contributing “to the development of an environmentally and economically sustainable, and socially just world” (p.83). In addition, the content description includes many global issues, such as:

¹⁸ The research “global*” found 120 matches and includes: global (78), globalisation (39) and globe (3).

- “sustainability, threatened by a range of factors, for example hazards; climate change; economic, social and technological change, environmental degradation” (ACARA, 2011, p.84);
- “environmental and human processes, for example, the water cycle, urbanisation or human induced environmental change” (p.85);
- the concept of sustainability as “capacity of the environment to continue to support our lives and the lives of other living creatures into the future” (p.86);
- “cause and effect relationships cross scales from the local to the global and from the global to the local. For example, local events can have global outcomes, such as the effects of local vegetation removal on global climate” (p.86);
- urban concentration in Australia and migration (p.89).

OXFAM (2015a) highlights the Geography potential to “develop understanding of global interconnectedness and interdependence, and of sustainable development” (p.12).

The other subjects include contents GCE-oriented, although focus the attention on the national dimension.

The *History* subject, despite the given importance to “the world (local, regional and global) in which students live” (ACARA, 2011, p.51), offering content descriptions about other people, places, culture and environments through time (e.g. the western and Islamic world; the way of life in Renaissance Italy; the Vikings; Medieval Europe; the Asia-Pacific world; Japan under the Shoguns’; the Polynesian expansion across the Pacific; the Mongol expansion on the Black Death in Africa, Asia and Europe or the Spanish conquest of the Aztecs and Incas), doesn’t explore (and doesn’t mention) themes as privilege, power, inequality, prejudice, conflict and oppression, equity and social justice.

Analogously, *Civic and citizenship* subject, despite the aim to develop “the capacities and dispositions to participate in the civic life of their nation at a local, regional and global level and as individuals in a globalised world” (p.117), promotes content that are limited to the national level [government and Australia’s democracy; laws and citizens; citizenship, diversity and identity, with the focus on the way in which national identity can shape a sense of belonging in Australia’s multicultural society (p.123)], circumscribing the issues to the area of “national identity and people’s sense of belonging” (p.127). OXFAM (2015a) highlights the need to explore the “interconnectedness and the interdependence of the world’s history, considering questions of power and privilege, and critically think about reasons why history is interpreted in different ways” (p.12).

In the same way, *Economic and Business* subject, even if states the importance to be informed and actively participating “in society and the economy as individuals and more broadly as global citizens”, due to the “social, economic, political and environmental complexities and challenges” (p.137), emphasises

national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate (p.141).

The meaning of “where appropriate” is not specified, that probably means that national and regional issues could be equally considered in relation to local *or* global issues.

The analysis presented in this section suggests that, as Buchanan et al (2018) argues, the AC contains a certain “number of entry points for GCE” (p.59). However, considering that

“the learning areas are not of equal importance at all year levels” (DOE, 2014, p.63), the AC needs to rethink how and to what extent the “Humanities and Social Science” Learning area is central to promote the *critical* GCE to

empower individuals to reflect critically on the legacies and processes of their cultures and contexts, to imagine different futures and to take responsibility for their decisions and actions

instead of the *soft* GCE that “empower(s) individuals to act (or become active citizens) according to what has been defined for them as a good life or ideal world” (Andreotti, 2006, pp.6-7).

2.5.4. Global Citizenship Education. What missed into Australian curriculum

The AC doesn't contain the keywords of “global citizenship education” (no match). As illustrated, the category refers to a school curriculum that includes the dimensions of GCE, identified as a strategic manner to prepare the students in 21st century, or as a cross-curricular theme intertwined with the curriculum subjects at all levels.

Considering global learning, global education, global issues and global citizenship as the core aspect of GCE (Buchanan et al, 2018), the AC could be limited in its capacity to support the teachers to apply GCE in the school and classroom context (e.g. specifying when, how or the perspective to assume). As Peterson, Milligan and Wood (2018) observe, there is a substantial difference

between providing possibilities for subject teachers to draw connections to global themes such as sustainability and human rights and explicitly supporting (and even requiring them) to do so (p.8).

In the same perspective, Lamb, Maire and Doecke (2017) point out that

there is a sense in which the policy statements are statements of design—attempts at promoting the skills in the work of schools—rather than reflections on actual achievement in the work of teachers and schools. This may be because there is often a distinction between expectations outlined in policy statements and curriculum frameworks, and what is actually delivered within schools. [...] Successful policy implementation needs to be accompanied by rigorous support mechanisms across the education system including investments in building the capacity of teachers (p.45).

According with this analysis, Mills and Goos (2017) notice that Australian teachers' voice is being ignored¹⁹ within the public debate on education, both political and academic. For the authors, the teachers should understand of what constitute educational policy and research and, mainly, how apply it within the classroom. Savage and Lingard (2018) as well identify “teacher quality as a central pillar of its Student First policy platform” (p.69).

The centrality of the teacher's role in implementing the curriculum in the school is based on the conception that a policy document is could be considered relevant when it has an effect on the action of teachers (Tarozzi & Inguaggiato, 2018).

¹⁹ The reference is about the teacher education reforms by the Australian Government, reported by Teacher Education Ministerial Advisory Group (TEMAG) (2014) in the document *Action Now: Classroom Ready Teachers*.

Moreover, the AC is lacking in the learning outcomes, which, according to VanderDussen Toukan (2018), are well included in a GCE-oriented curriculum. The author lists a wide range of these outcomes, such as:

- learning about global themes, structures and systems;
- rights and responsibilities in a global context;
- critical civic literacy capacities;
- considerations of privilege, power, equity and social justice;
- social action.

Ultimately, the AC does not establish a conceptual framework of all the components of the educational process, limited to instruction and skills essentially aimed at “training ... and working” (ACARA, 2011, p.1321).

Applying the five categories emerged in the literature review (Chapter 1) - subject, object, methodology, context and values – to these findings, it is interesting to note that lack of GCE emerges in all categories.

The subjects. In the AC, teacher and students constitute “the missing subjects”: as showed above, “student*” is used 977 times, “teacher*” 366 within the 377,401 total words of the AC.

Referring to the teachers, they are required to teach discipline content, to develop students’ competencies in the general capabilities and to plan their teaching and learning programs in the context of the cross-curriculum priorities. However, they are absent in the text of AC, like as an implicit subject within the curriculum discourse, “in danger of being de-skilled” (DOE, 2014, p.14). This is a key aspect of the curriculum. Despite the movement towards to “emphasising students rather than teachers; prioritising process over content; wanting subject–learning to be thought of in terms of what the learner should be able to do because of that teaching” (p.61), Hattie (2012) proved that the teachers create or select materials and activities or events relevant to the experience of the learners, influencing directly the teaching-learning process²⁰, as well the creation of a classroom climate for learning. In brief, the teachers represent “the major players in the education process” (p.22).

The object. In the AC, key global concepts, such as sustainable development (used 2 times), social justice (used 7 times), interdependence (used 18 times), conflict resolution or human rights (never used), identified by DfEE (2000), are absent or present in a low percentage.

The methodology. In the AC, the methodology is not explicitly mentioned. It recurs once, referred to the “Geographical inquiry methodology”. However, the methodology is the prerequisite for teaching process and it is requested that “all good teachers use a variety of pedagogical approaches” (DOE, 2014, p.11). For example, the curricula for History, Geography, and Science request an inquiry-based and student-centred teaching and learning,

²⁰ Hattie (2012) have shown that teachers’ subject-matter knowledge had a little effect on the quality of student outcomes. The distinction is less the “amount of knowledge” nor the “pedagogical content knowledge”, but “more about how teachers see the surface and the deeper understandings of the subjects that they teach, as well as their beliefs about how to teach and understand when students are learning and have learned the subject” (p.25).

focuses more on skills and capabilities of essential knowledge than inquiry-based learning in the classroom. Considering that the methodology contributes to “understand, in the broadest possible terms, not the products of scientific inquiry but the process itself” (Cohen, Manion and Morrison, 2007, p.47), the curriculum should specify it.

The context. The AC includes the class/classroom context (used 210/180 times), used mainly within the Languages area to explain the context of interaction:

The classroom context provides scaffolding and opportunities for language practice and experimentation” (ACARA, 2011, p.438) [...] classroom interactions, routines and activities (p.439). Likely contexts for interaction are familiar classroom routines and structured and scaffolded settings. Students engage with resources and materials and interact and exchange information and ideas with the teacher and peers (p.546).

As exemplified by the Department of Education (DOE, 2014), “the Australian Curriculum is overwhelming schools and classrooms [...] with a crowded curriculum that restricts flexibility and choice at the local level” (p.14). On the contrary, the implementation of GCE at all stages of schooling have implications for teachers, whole school planning and for community participation, considering that the classroom context includes the wider local context, which is influenced by global economic, geopolitical and socio-cultural factors.

The values. The AC includes the dimension of the values (used 357 times), adopted in connection to the society (past or present), the world view, and social and cultural attitudes:

Who we are, who came before us, and traditions and values that have shaped societies” (ACARA, 2011, p.12) [...] the liberal democratic values that underpin it such as freedom, equality and the rule of law (p.116) [...] Perspectives draw on a person’s or group’s age, gender experiences, cultural or religious background, ideologies and/or intellectual contexts, which influence their world view and inform their opinions, values, and actions (p.41) [...] expressing ideas and opinions about the themes, events and cultural attitudes conveyed, and relate to personal experience [Key concepts: ... relationships, values ...] (p.884).

Despite the values recur more frequently than other words above analysed, they don’t represent the most important in its category, second to the skills (542 times), the knowledge (648 times) and the process of understanding (1168 times) and prior only to the work (334 times), the ability (102 times) and the competencies (17 times). This element should be read as the dominance of an approach with an emphasis on skills and capabilities instead of essential content, a child-centred approach to learning, and a classroom situation in which teachers become facilitators or guides and students “knowledge navigators and digital natives” (DOE, 2014, p.17). A GCE perspective redistributes the educative resources, emphasizing critical thinking and communication and “the opportunity to develop positive and responsible values and attitudes, important skills and an orientation to active participation” (ESA, 2008, p. 4).

2.6. Conclusive thoughts and open question

According with its mandate to express the philosophy or beliefs about the nature and the purpose of education, the curriculum plays a key role in revealing what is requested to the

school, the students and the teachers. For Zahabioun et al (2013) it expresses the philosophy of education, concerned with the nature and aims of education, as well as all content, activities and the values expected. Lingard (2018) highlights two curriculum orientations: “what knowledge students ought to learn and know, or what sort of people they ought to become” (p.260).

In reference with “what sort of people students ought to become”,

“The Australian Curriculum is designed help all young Australians to become successful learners, confident and creative individuals, and active and informed citizens” (<https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/>).

The stated goal of the AC defines three attributes for students as future people: successful learners, confident and creative individuals, active and informed citizens. These attributes are all specified in the AC; they constitute three different meanings for students in their lives.

The first meaning assumes that the Australian school should be directed at preparing students for become successful learners. The adjective “successful” means to “gaining or having gained success” (<https://www.merriam-webster.com/dictionary/successful>), whereas success is related with a “favourable or desired outcome” (<https://www.merriam-webster.com/dictionary/success>). If the outcomes concern either work or further study, the primary purpose of education is to empower students to gain or achieving a “favourable or desired outcome”, e.g. qualification at diploma level, or professional qualification that permits them to work or begin a career.

The second meaning regards the efforts to empower the students to become confident and creative individuals. It reproduces the goal declared by the Melbourne Declaration, regarding “the intellectual, physical, social, emotional, moral, spiritual and aesthetic development of young Australians” (MYCEETA, 2008, p.4). Consider the act to create, which means both “to bring into existence”, as well as “to design, to create, to produce through imaginative skill” (<https://www.merriam-webster.com/dictionary/create>), education at this level questions about “life and death, how we should relate to one another, the broader community and the wider world, and what constitutes happiness and the good life” (DOE, 2014, p.21). This perspective is also promoted by the Department for Education (2014) in England, which states to “introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement” as one of the aim of the national curriculum (p.5). Different authors (Vigliante, 2019; Fox, 2017) relate the student development to intercultural understanding. According to Vigliante (2019), the focus on similarities that transcend the “us and them” discourse and reflect on how makes humans equal²¹ is the best way for effective intercultural understanding approach. Fox (2017) explores Australia’s multi-cultural background and history of immigration; its message is that it doesn’t matter the geographical provenience, or the language spoken because Australia could be an inclusive place for all, synthetized in the principle: “I am Australian too”.

The third meaning focuses on citizenship education that prepare students to be active and informed, engaging with society. Neither contemporary issues, such as global warming, environmental degradation, human rights or inequality, are not mentioned, nor the role of the

²¹ Namely, “humans share a common capacity for suffering and well-being and that each individual’s interests are to be considered of equal importance”.

global citizen to their solution. According to DOE (2014), these issues require students to learn about the nature of power (e.g. capitalism or Western institutions) and the global inequality; otherwise, the risk is to reinforce inequality or stereotypical conceptions due to curricular contents and subjects “being biased towards students from privileged backgrounds” (DOE, 2014, p.40).

Returning to the questions posed at the beginning of the analysis, it is now support the idea that the Australian curriculum (Year 8) incorporates two distinct conceptions of global citizenship: the economic and the cultural. They both refer to a conception of global citizenship that is cosmopolitan based, which, in the educational field, is related to the notion that all human beings share the same significant values. However, a major problem with this kind of conception is that it could reveals a “West-centric” vision, applied by different institutions and practices.

These results are consistent with those of Peterson, Milligan and Wood (2018) who, exploring global citizenship education in the Australian context, state:

As presented within the Australian Curriculum, GCED is fragmented and without any sense of clear definition, let alone theoretical underpinnings. Indeed, one might suggest that global dimensions were more explicit in the state/territory level combined humanities/social science (such as Studies of Society and Environment) which preceded the Australian Curriculum (p.8).

In conclusion, the findings enhance our understanding of the critical or lacking area of the AC, which could implement whatever changes fit for the development of Global Citizenship Education.

3. From international comparative surveys to the classroom. Teacher and students actions in the GCE-oriented lesson

3.1. Introduction

To establish a global citizenship education framework for teachers, this study explores how GCE can be developed in the classroom. The previous chapters explain the concept of GCE and its conceptualization that was clearly defined and described by a theoretical foundation, and examined in a systematic analysis. At this stage, the analysis focus on the process of operationalization, moving from the definition and the aim of GCE in literature into a series of issues that could be investigated in concrete terms. By this process, GCE is identified as a construct amenable to investigation, e.g. observation, measurement.

The purpose of this chapter is to explore how teachers can develop global citizenship competencies in the classroom, focusing on the international comparative surveys on civic and citizenship education (paragraph 2), which highlights the centrality of the construct of the open classroom climate in this area (paragraph 3). Based on its main results, the chapter also proposes a tool for the observation of GCE in classroom, including the literature review's finding on GCE as present in the Chapter 1 (paragraph 4).

3.2. International comparative surveys promoted by IEA and contribution to the Italian context in the ICCS 2016 survey

The *International Association for the Evaluation of Educational Achievement* (IEA) has conducted several international comparative surveys concerning different areas of education; providing key elements and lines of action to improve educational and social policies. The surveys sought to determine the impact of education, specifically survey school subjects in the national program, on society and how the education system affects student performance (Vertecchi, Agrusti & Losito, 2010). The studies are based on the idea that variations in learning and student's level of learning are determined by the quality of instruction they receive, adapted to individual characteristics. Appropriate modifications can reduce variations between students and increase their level of learning and their learning effectiveness relative to time expended (Bloom 1976/2006). Influenced by this theory, studies undertaken by IEA report on students' knowledge and understanding of concepts and issues related to the school subject surveyed, as well as their beliefs, attitudes, and behaviors. The studies collected contextual data concerning the organization and content of the school subject surveyed, teacher qualifications and experience, teaching practices, school environment and climate, and home and community support. The study's approach of collecting data at a number of levels and from different perspectives divulges many issues invaluable for policy makers and practitioners in this area of education.

The *International Civic and Citizenship Study* (ICCS) is the largest international study of civic and citizenship education in the world to date. It is a comparative international survey of students in their eighth year of school (13.5 years or above) that investigated the ways in

which young people are prepared to undertake their roles as citizens in a range of countries in the second decade of the 21st century (Schulz, Fraillon, Ainley, Losito, Kerr, 2010).

The 2016 cycle of ICCS is the fourth in a series of IEA studies; the first two being *CIVED 1999*, and the *Six Subject Survey* conducted in 1971 and the second cycle of ICCS (*ICCS 2009*). As during the second cycle of ICCS, the 2016 study monitored trends in civic knowledge and engagement over seven years in the countries that participated in ICCS 2009, and, in addition to measuring the antecedents, processes and outcomes of civic and citizenship education, broadened the knowledge of different aspects related to CCE.

This paragraph will only consider ICCS studies, focusing in particular on Italian students' results and referring to previous studies only if connected with these elements.

The ICCS 2016 assessment framework (Schulz, Ainley, Fraillon, Losito, & Agrusti, 2016) was developed as an extension of the ICCS 2009 framework so that it could accommodate the new areas of importance in civic and citizenship education: environmental sustainability, social interactions at school (e.g. bullying), and the use of social media (Table 1). The instruments used to collect the ICCS 2016 data were: student cognitive test²²; international Student Questionnaire²³; Teacher Questionnaire²⁴; School Questionnaire²⁵; Regional Instrument²⁶ and National Context Survey²⁷.

ICCS collected information from representative samples of students about the context in which civic learning takes place (students' wider communities, schools and classroom, home environments and national contexts) because the ways students develop civic related dispositions and competencies and acquire understandings with regard to their role as citizens are influenced by contest-level factors (Schulz et al, 2010).

Table 1. The three new areas related to CCE identified by ICCS 2016

<i>Environmental sustainability in civic and citizenship education</i>	Responsible citizenship includes regard for the environment and its long-term protection, requisite for future sustainable development (Dobson, 2003).
<i>Social interaction at school</i>	A large number of studies (Ainley et al., 2013; Eurydice, 2005; Schulz et al., 2010) were emphasizing the non-formal aspects of civic learning through participation and engagement or social interaction within their schools. Scholars are also giving greater recognition to the role of social learning within schools (Dijkstra & de la Motte, 2014; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Scheerens, 2011).

²² The 88 items of the *Student Cognitive Test* measured civic and citizenship knowledge, analysis, and reasoning related to civic and citizenship.

²³ The international *Student Questionnaire* was used to obtain students' perceptions about civics and citizenship as well as information about each student's background.

²⁴ The *Teacher Questionnaire* asked respondents about their perceptions of civic and citizenship education in their schools. It also asked them to provide information about their schools' organization and culture as well as their own teaching assignments and backgrounds.

²⁵ The *School Questionnaire* asked school principals to provide information about school characteristics, school culture and climate, and the provision of civic and citizenship education in the school.

²⁶ The *Regional Instruments*, an innovative characteristic of ICCS 2009, were again made available to ICCS 2016 countries in regions with five or more participating countries. The purpose of the regional instruments was to allow assessment of region-specific aspects of civic and citizenship education.

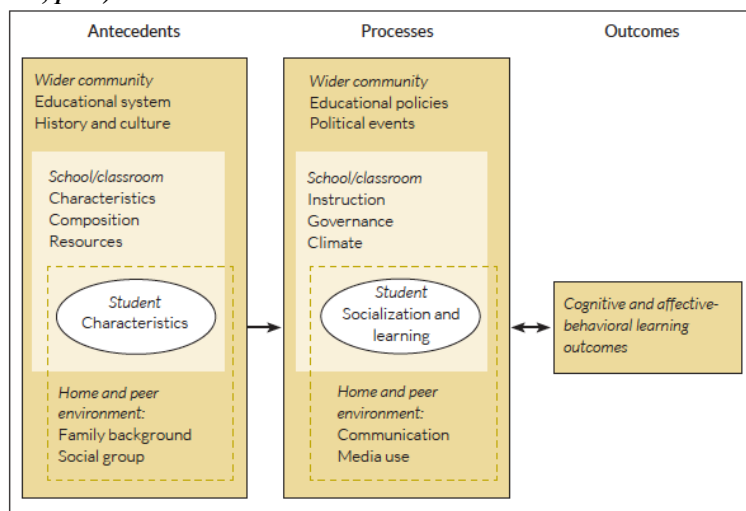
²⁷ The *online national contexts survey* synthesized the information concerned the structure of the education system, civic and citizenship education in the national curricula, and recent developments in civic and citizenship education.

<i>The use of social media for civic engagement</i>	Research emphasize the growing importance of social media on civic life and to provide evidence of how these media influence young people’s engagement in society (Anduiza, Jensen, & Jorba, 2012; Bachen, Raphael, Lynn, McKee, & Philippi, 2008; Banaji & Buckingham, 2013; Kahne, Lee, & Feezell, 2011).
---	---

Learning outcomes of civic and citizenship education demonstrated the influence of factors related to their wider community, their schools and classrooms, their home and peer environments, and their individual characteristics, important for shaping their future engagement as citizens. Ergo students’ development toward learning civic and citizenship education occurs within and outside of school (Torney-Purta et al., 2001). Proposed in CIVED (1999), and presented again in ICCS (2009 and 2016), this theoretical model remains a constant and stable acquisition in civic and citizenship education.

Contextual influences on civic and citizenship education can also be conceptualized as additionally *antecedents* or *processes*. Antecedents refer to the historical background that affects how civics and citizenship learning takes place (e.g., historical factors and policies influence how learning is acquired). Processes contemporaneously shape civic and citizenship education (e.g., students’ civic understanding and engagement can influence the way schools teach this area of educational provision). Antecedents and processes, as contextual factors, influence the learning outcomes of civic and citizenship education. If *antecedents* and *processes* have a unidirectional relationship (single-headed arrow), *processes* and *outcomes* have a reciprocal relationship (double-headed arrow): students with higher levels of civic knowledge and engagement are the students most likely to participate in activities (at school, at home, and within the community) that promote these outcomes (Figure 1).

Figure 1. Contexts for the development of learning outcomes related to civics and citizenship (Schulz et al., 2017, p.13)



The civics and citizenship framework is organized around three dimensions:

- A *content dimension*²⁸ to specify the subject matter to be assessed within civics and citizenship (with regard to both affective-behavioral and cognitive aspects);

²⁸ The four content domains (and related sub-domains): *Civic society and systems* (citizens, state institutions, and civil institutions); *Civic principles* (equity, freedom, sense of community, and rule of law); *Civic*

- A *cognitive dimension*²⁹ to describe the thinking processes to be assessed in the student test;
- An *affective-behavioral*³⁰ *dimension* to describe the types of student perceptions and activities measured by the student questionnaire.

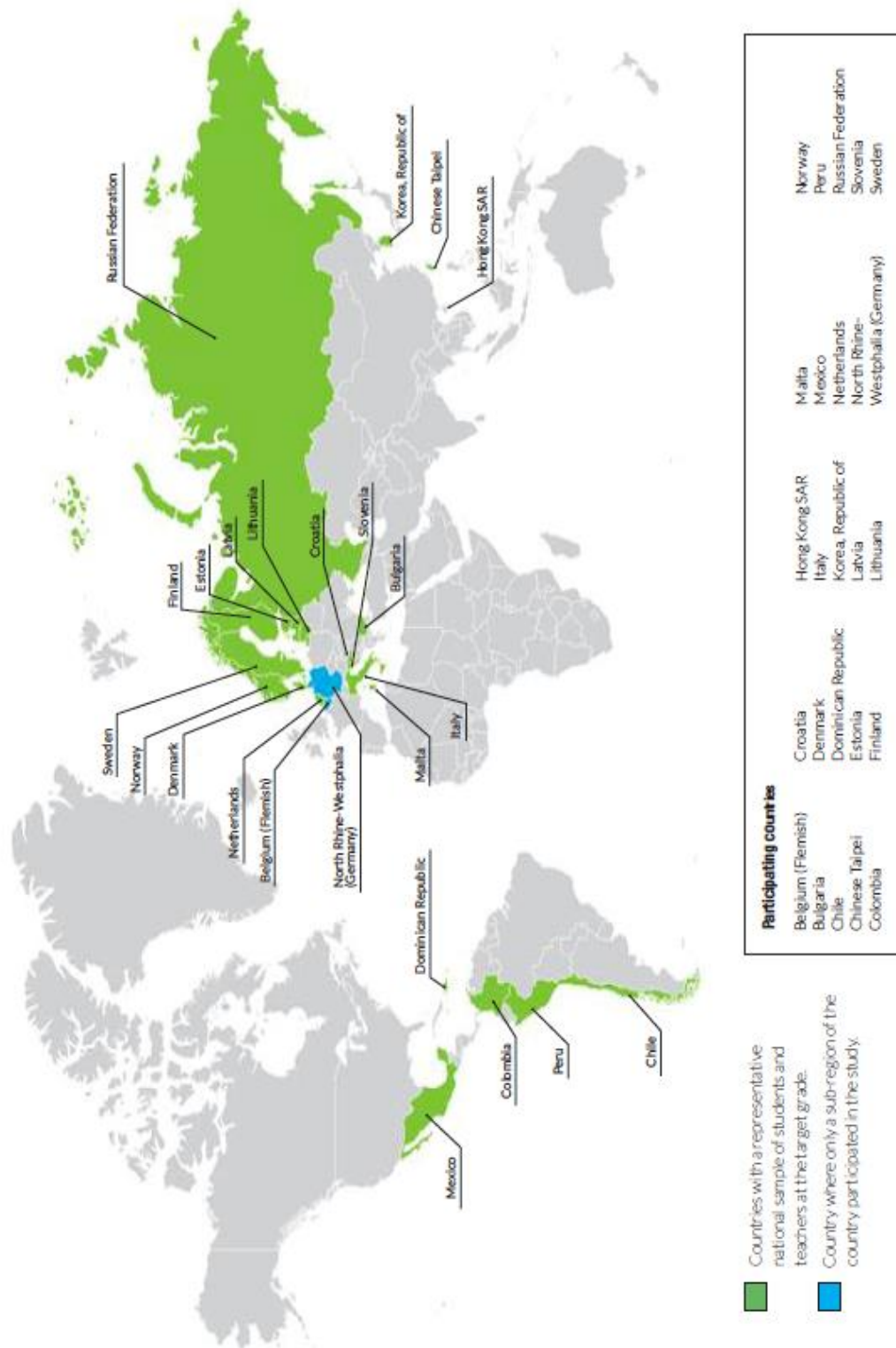
ICCS 2016 gathered data from more than 94,000 Grade 8 students from about 3,800 schools in 24 countries (Figure 2). The student data was expanded by responses from more than 37,000 teachers, contextual data furnished by school principals, and system level information provided by national research centers. Italy participated with a sample of 170 first level secondary schools, 3,766 students and 2,000 teachers from the third classes. Compared to 2009, in 2016 all teachers (not only those from the humanities area) of the sampled schools were involved, regardless of the subject taught and the class extracted to participate. This choice was motivated by the transversal nature of civic education and citizenship with respect to individual school disciplines and the school environment in general.

participation (decision-making, influencing, and community participation); *Civic identities* (civic self-image, and civic connectedness).

²⁹ The two cognitive processes are: *Knowing* (This refers to the learned civic and citizenship information students use when engaging in the more complex cognitive tasks that help them make sense of their civic worlds); *Reasoning and applying* (This refers to the ways in which students use civic and citizenship information to reach conclusions that are broader than the contents of any single concept. This process also refers to how students use these conclusions in real-world contexts).

³⁰ Two affective-behavioral domains were identified: *Attitudes* (These refer to judgments or evaluations regarding ideas, persons, objects, events, situations, and/or relationships. They include students' beliefs about democracy and citizenship, students' attitudes toward the rights and responsibilities of groups in society, and students' attitudes toward institutions) and *Engagement* (This refers to students' civic engagement, students' expectations of future civic-related action, and students' dispositions to actively engage in society, e.g. interest and sense of efficacy. The notion of engagement includes concepts such as preparedness to participate in forms of civic protest, anticipated future political participation as adults, and anticipated future participation in citizenship activities).

Figure 2. Countries participating in ICCS 2016 (Schulz et al., 2017, p.9)



The participation of Italy in all IEA surveys since the beginning of its constitution has permitted the collection of a set of data on civic and citizenship education making it possible to glean evidence from these different areas of research. From this data, three will be examined based on their relevance to the aim of the analysis.

1. Knowledge as a necessary condition of civic and citizenship education: the high levels of learning of Italian students in civic knowledge

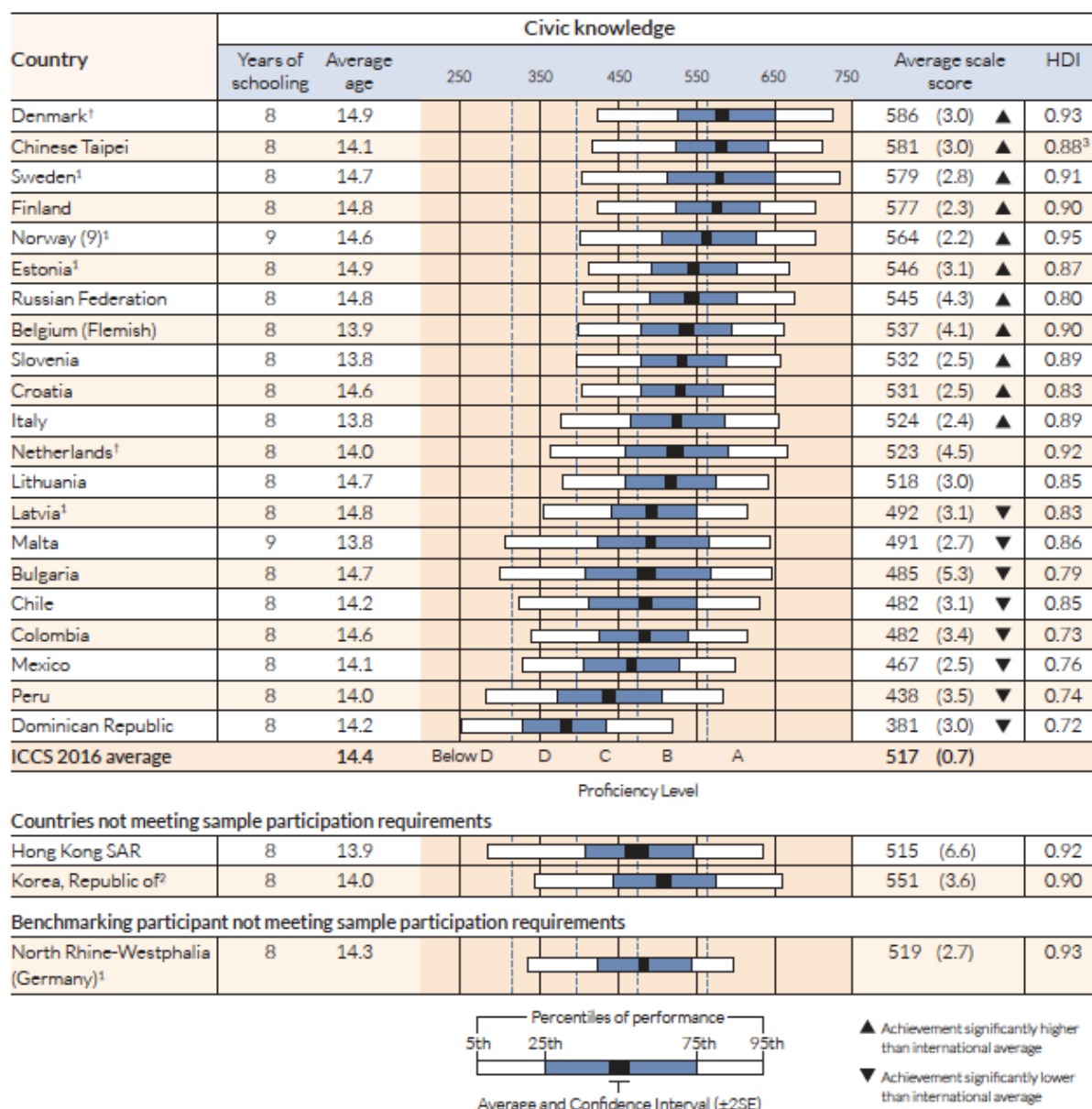
ICCS considers civic knowledge as fundamental to effective civic participation. Within the context of ICCS, civic knowledge refers not only to familiarity with the civic and citizenship content (*Civic society and system; Civic principles; Civic participation; Civic identities*) but also to the ability to apply relevant cognitive processes to this content (*Knowing; Reasoning and applying*) (Schulz et al, 2016).

A high number of Italian students achieved scores that placed them within Levels A and B of the ICCS civic knowledge³¹ proficiency scale (Table 2) in both cycles of ICCS.

At an international level, civic knowledge has increased since 2009: across the 18 countries that participated in ICCS 2009 and ICCS 2016. The proportion of students achieving Level B and above on the civic knowledge scale increased from 61 percent to 67 percent (11 of these 18 countries recorded a statistically significant increase in average student civic knowledge). At a national level, civic knowledge has decreased (Figure 3). The variance of Civic knowledge, more within countries than across countries, could be associated with an open classroom climate.

³¹ The assessment of the students' civic knowledge was measured by a test composed of 80 items (6 with open answer, 72 with multiple choice). Students answered questions about: knowledge of the principles of democracy; interpretation of political communication; concepts of democracy and citizenship; attitude towards the nation; trust in institutions; opportunities for immigrants and women's political rights; expectations of future participation in civic activities. The civic knowledge thus identified was assessed on four levels of increasing complexity, ranging from simple familiarity with the basic concepts of democracy (level D: score between 311 and 394) to a broader knowledge of the concepts underlying the civic and citizenship dimensions (level A: score equal to or greater than 563).

Table 2. Distributions of civic knowledge (Schulz et al., 2017, p.58)



Notes:

() Standard errors appear in parentheses.

(9) Country deviated from International Defined Population and surveyed adjacent upper grade.

† Met guidelines for sampling participation rates only after replacement schools were included.

¹ National Defined Population covers 90% to 95% of National Target Population.

² Country surveyed target grade in the first half of the school year.

³ Data estimated for 2014. Source: [http://focustaiwan.tw/news/asoc/\(201409180039.aspx/\[20/04/17\]\)](http://focustaiwan.tw/news/asoc/(201409180039.aspx/[20/04/17])).

Figure 3. Sample item 2³² (Schulz et al., 2017, p.49) and item 3³³(p.54) (located respectively in Level D and Level C on the ICCS civic knowledge scale) with percentage correct by country

Country	Percentage correct response
Belgium (Flemish)	95 (0.7)
Bulgaria	82 (1.6)
Chile	83 (0.8)
Chinese Taipei	91 (0.8)
Colombia	88 (1.0)
Croatia	95 (0.6)
Denmark [†]	96 (0.4)
Dominican Republic	64 (1.5)
Estonia [‡]	95 (0.8)
Finland	97 (0.5)
Italy	96 (0.7)
Latvia [‡]	88 (1.3)
Lithuania	92 (1.0)
Malta	90 (0.8)
Mexico	79 (1.1)
Netherlands [‡]	93 (1.0)
Norway (9) [‡]	93 (0.5)
Peru	85 (0.9)
Russian Federation	92 (0.9)
Slovenia	90 (1.0)
Sweden [‡]	93 (0.7)
ICCS 2016 average	89 (0.2)

Countries not meeting sample participation requirements	
Hong Kong SAR	88 (1.4)
Korea, Republic of [‡]	95 (0.8)

Benchmarking participant not meeting sample participation requirements	
North Rhine-Westphalia (Germany) [‡]	95 (1.2)

Notes:
* Correct response.
() Standard errors appear in parentheses.
(9) Country deviated from International Defined Population and surveyed adjacent upper grade.
† Met guidelines for sampling participation rates only after replacement schools were included.
‡ National Defined Population covers 90% to 95% of National Target Population.
² Country surveyed target grade in the first half of the school year.

Country	Percentage at least 1 point	Percentage 2 points only
Belgium (Flemish)	82 (1.7)	39 (1.7)
Bulgaria	55 (2.1)	16 (1.3)
Chile	48 (1.4)	13 (0.8)
Chinese Taipei	86 (1.4)	57 (1.6)
Colombia	71 (1.4)	29 (1.2)
Croatia	81 (1.3)	37 (1.8)
Denmark [†]	79 (1.2)	38 (1.5)
Dominican Republic	-	-
Estonia [‡]	56 (1.6)	19 (1.4)
Finland	68 (1.6)	27 (1.5)
Italy	60 (1.5)	19 (1.1)
Latvia [‡]	61 (2.0)	16 (1.2)
Lithuania	55 (2.2)	20 (1.7)
Malta	41 (1.4)	11 (0.7)
Mexico	70 (1.2)	28 (1.2)
Netherlands [‡]	76 (1.9)	33 (2.1)
Norway (9) [‡]	69 (1.2)	23 (1.0)
Peru	47 (1.5)	14 (1.0)
Russian Federation	79 (1.8)	35 (2.1)
Slovenia	67 (1.7)	29 (1.7)
Sweden [‡]	76 (1.4)	37 (1.5)
ICCS 2016 average	66 (0.4)	27 (0.3)

Countries not meeting sample participation requirements		
Hong Kong SAR	67 (2.8)	22 (1.6)
Korea, Republic of [‡]	78 (1.4)	33 (2.1)

Benchmarking participant not meeting sample participation requirements		
North Rhine-Westphalia (Germany) [‡]	62 (2.2)	20 (2.3)

Notes:
* Correct response.
() Standard errors appear in parentheses.
(9) Country deviated from International Defined Population and surveyed adjacent upper grade.
† Met guidelines for sampling participation rates only after replacement schools were included.
‡ National Defined Population covers 90% to 95% of National Target Population.
² Country surveyed target grade in the first half of the school year.
- No comparable data available.

³² Sample item 2 (“A government minister in <Exland> has been caught speeding in his car. He received a fine for breaking the road laws”) required students to recognize, through an example, the principle that the law applies equally to all people. This principle is a fundamental aspect of the rule of law and is a foundational aspect for further learning and higher-order thinking in the civic and citizenship domain. Sample item 2 relates to the *rule of law* sub-domain of content domain 2 (*civic principles*) and to “illustrate with examples” process of cognitive domain 1 (*knowing*).

³³ Sample item 3 required students to recognize the capacity of governments to use workplace laws as a means of protecting workers’ wellbeing. Students evaluated the relative feasibility of a set of possible government interventions presented within the context of students’ understanding of the role of government in democratic societies. The item relates to the *state institutions* sub-domain of content domain 1 (civic society and systems) and the *evaluate* process in cognitive domain 2 (*reasoning and analyzing*) of the ICCS assessment framework. The ability to evaluate alternative actions set within a familiar and explicit civic and citizenship context is a foundational aspect of civic knowledge.

Table 4. National average scales scores indicating students' expected electoral participation by parentale education, students' interest, and level of civic knowledge ((Schulz et al., 2017, p.102)

Country	Scale score by parental university degree		Scalescore average by students' interest		Scale score average by level of civic knowledge	
	No parent with a university degree	At least one parent with a university degree	Not interested in civic issues	Quite or very interested in civic issues	Civic knowledge below level B (below 4.79)	Civic knowledge at or above level B (4.79 and above)
Belgium (Flemish)	47 (0.3)	50 (0.3)	47 (0.3)	52 (0.4)	45 (0.4)	50 (0.3)
Bulgaria	49 (0.3)	51 (0.4)	48 (0.3)	53 (0.4)	47 (0.4)	51 (0.3)
Chile	49 (0.2)	53 (0.4)	49 (0.2)	55 (0.3)	47 (0.3)	53 (0.2)
Chinese Taipei	52 (0.2)	54 (0.3)	52 (0.2)	55 (0.2)	48 (0.4)	54 (0.2)
Colombia	53 (0.2)	54 (0.3)	52 (0.2)	56 (0.3)	51 (0.3)	55 (0.3)
Croatia	51 (0.2)	53 (0.3)	50 (0.2)	54 (0.3)	47 (0.5)	53 (0.2)
Denmark ¹	52 (0.2)	55 (0.3)	50 (0.2)	56 (0.2)	46 (0.5)	53 (0.2)
Dominican Republic (r)	53 (0.2)	54 (0.3)	52 (0.3)	55 (0.3)	53 (0.2)	55 (0.5)
Estonia ¹	47 (0.3)	49 (0.3)	46 (0.2)	51 (0.3)	44 (0.5)	49 (0.2)
Finland	50 (0.2)	52 (0.2)	49 (0.2)	54 (0.2)	44 (0.5)	52 (0.2)
Italy	54 (0.2)	56 (0.4)	53 (0.2)	57 (0.3)	50 (0.4)	56 (0.2)
Latvia ¹	48 (0.3)	51 (0.3)	48 (0.2)	53 (0.4)	46 (0.4)	52 (0.3)
Lithuania	52 (0.2)	53 (0.3)	51 (0.2)	55 (0.2)	49 (0.3)	54 (0.2)
Malta	50 (0.2)	51 (0.3)	48 (0.2)	54 (0.2)	47 (0.3)	52 (0.2)
Mexico	52 (0.2)	53 (0.3)	51 (0.2)	55 (0.3)	51 (0.3)	54 (0.2)
Netherlands ¹	45 (0.3)	50 (0.3)	46 (0.3)	52 (0.5)	42 (0.4)	49 (0.3)
Norway (9) ¹	53 (0.2)	56 (0.2)	53 (0.2)	58 (0.2)	47 (0.4)	56 (0.1)
Peru	54 (0.2)	56 (0.2)	53 (0.2)	56 (0.2)	53 (0.2)	57 (0.2)
Russian Federation	50 (0.4)	51 (0.2)	49 (0.3)	53 (0.2)	49 (0.5)	51 (0.3)
Slovenia	49 (0.3)	52 (0.4)	49 (0.3)	53 (0.4)	45 (0.5)	51 (0.3)
Sweden ¹	52 (0.2)	54 (0.3)	51 (0.3)	57 (0.2)	48 (0.5)	54 (0.2)
ICCS 2016 average	51 (0.1)	53 (0.1)	50 (0.1)	54 (0.1)	48 (0.1)	53 (0.1)
Countries not meeting sample participation requirements						
Hong Kong SAR	47 (0.3)	50 (0.5)	44 (0.3)	51 (0.3)	43 (0.4)	49 (0.3)
Korea, Republic of ²	49 (0.3)	52 (0.3)	49 (0.3)	53 (0.3)	46 (0.5)	52 (0.3)

Notes:
 0 Standard errors appear in parentheses.
 Statistically significant changes ($p < 0.05$) between 2009 and 2016 are displayed in bold.
 (9) Country deviated from International Defined Population and surveyed adjacent upper grade.
 † Met guidelines for sampling participation rates only after replacement schools were included.
 1 National Defined Population covers 90% to 95% of National Target Population.
 2 Country surveyed target grade in the first half of the school year.
 An '(r)' indicates that data are available for at least 70% but less than 85% of students.

The intention to participate expressed by Italian students does not transform into active participation. The national percentages of students who said they had voted for a class or school parliament representative (50%), had participated in decisions on the running of their

school (36%) and had been a candidate for class representative or member of a school parliament (22%) is significantly below the ICCS 2016 average (Table 5).

Tabella 5. Students' participation in civic activities at school (Schulz et al., 2017, p.86)

Country	Percentages of students who reported having participated in the following activities:														
	Voting for <class representative> or <school parliament>					Taking part in decision-making about how the school is run					Becoming a candidate for <class representative> or <school parliament>				
	2016	2009	Difference	2016	2009	Difference	2016	2009	Difference	2016	2009	Difference			
Belgium (Flemish)	64 (2.0) ▼	68 (2.0)	-4 (2.8)	37 (1.3) ▼	36 (1.3)	2 (1.8)	37 (1.3) ▼	34 (1.2)	3 (1.7)	34 (1.2)	34 (1.2)	0 (2.0)			
Bulgaria	56 (1.7) ▼	52 (1.9)	5 (2.5)	32 (1.2) ▼	31 (1.2)	1 (1.6)	37 (1.3) ▼	34 (1.1)	3 (1.6)	34 (1.1)	34 (1.1)	0 (1.6)			
Chile	91 (0.7) ▲	89 (0.7)	2 (1.0)	49 (1.0) ▲	39 (1.1)	9 (1.5)	46 (0.9) ▲	47 (1.0)	-1 (1.3)	47 (1.0)	47 (1.0)	0 (1.3)			
Chinese Taipei	72 (0.8) ▼	67 (0.9)	5 (1.2)	43 (0.8) ▲	43 (0.7)	-1 (1.1)	34 (0.9) ▼	32 (0.9)	1 (1.2)	32 (0.9)	32 (0.9)	0 (1.2)			
Colombia	90 (0.8) ▲	90 (0.5)	0 (0.9)	49 (1.0) ▲	57 (0.9)	-7 (1.4)	42 (1.1)	44 (0.8)	-2 (1.4)	44 (0.8)	44 (0.8)	0 (1.4)			
Croatia	91 (0.6) ▲	-	-	20 (1.0) ▼	-	-	58 (1.1) ▲	-	-	-	-	-			
Denmark ²	80 (1.1) ▲	73 (1.1)	6 (1.5)	47 (1.0) ▲	44 (1.0)	4 (1.4)	50 (1.0) ▲	49 (1.0)	1 (1.4)	49 (1.0)	49 (1.0)	0 (1.4)			
Dominican Republic	66 (1.0) ▼	61 (1.5)	5 (1.8)	60 (1.1) ▲	59 (1.1)	1 (1.5)	62 (1.1) ▲	58 (1.2)	4 (1.6)	58 (1.2)	58 (1.2)	0 (1.6)			
Estonia ¹	74 (1.7)	75 (1.8)	0 (2.5)	29 (1.0) ▼	24 (1.2)	5 (1.5)	30 (1.2) ▼	32 (1.5)	-2 (1.9)	32 (1.5)	32 (1.5)	0 (1.9)			
Finland	85 (1.1) ▲	83 (1.3)	2 (1.7)	27 (1.0) ▼	15 (0.7)	12 (1.3)	46 (1.5) ▲	35 (1.4)	11 (2.0)	35 (1.4)	35 (1.4)	0 (2.0)			
Italy	50 (2.5) ▼	49 (2.3)	2 (3.4)	36 (1.2) ▼	34 (1.5)	2 (1.9)	22 (1.6) ▼	21 (1.3)	0 (2.0)	21 (1.3)	21 (1.3)	0 (2.0)			
Latvia ¹	62 (2.0) ▼	67 (2.5)	-5 (3.1)	30 (1.3) ▼	31 (1.3)	-1 (1.9)	34 (1.3) ▼	39 (1.6)	-5 (2.1)	39 (1.6)	39 (1.6)	0 (2.1)			
Lithuania	89 (0.8) ▲	84 (0.9)	5 (1.2)	43 (1.5)	35 (1.1)	8 (1.8)	47 (1.3) ▲	30 (1.1)	17 (1.6)	30 (1.1)	30 (1.1)	0 (1.6)			
Malta	78 (0.7) ▲	62 (1.2)	16 (1.4)	42 (0.8)	29 (1.0)	13 (1.2)	48 (0.8) ▲	24 (0.9)	25 (1.3)	24 (0.9)	24 (0.9)	0 (1.3)			
Mexico	76 (1.0)	74 (0.9)	3 (1.4)	57 (0.8) ▲	54 (0.9)	3 (1.2)	42 (0.9)	36 (0.7)	6 (1.2)	36 (0.7)	36 (0.7)	0 (1.2)			
Netherlands ¹	51 (2.3) ▼	-	-	27 (1.0) ▼	-	-	21 (1.3) ▼	-	-	-	-	-			
Norway (9) ¹	93 (0.4) ▲	90 (0.8)	3 (0.9)	59 (0.9) ▲	56 (1.1)	3 (1.4)	58 (0.8) ▲	59 (1.0)	-1 (1.3)	59 (1.0)	59 (1.0)	0 (1.3)			
Peru	84 (1.0) ▲	-	-	45 (1.0) ▲	-	-	45 (1.0) ▲	-	-	-	-	-			
Russian Federation	84 (1.3) ▲	76 (1.4)	7 (1.9)	33 (1.1) ▼	32 (1.2)	1 (1.6)	25 (0.9) ▼	28 (1.1)	-3 (1.5)	28 (1.1)	28 (1.1)	0 (1.5)			
Slovenia	84 (0.8) ▲	84 (0.8)	-1 (1.2)	24 (0.9) ▼	28 (1.2)	-4 (1.4)	59 (1.2) ▲	59 (1.1)	0 (1.7)	59 (1.1)	59 (1.1)	0 (1.7)			
Sweden ¹	89 (0.8) ▲	85 (0.9)	4 (1.2)	64 (0.9) ▲	54 (1.1)	11 (1.4)	47 (0.8) ▲	40 (1.0)	6 (1.3)	40 (1.0)	40 (1.0)	0 (1.3)			
ICCS 2016 average	77 (0.3)	74 (0.3)	3 (0.5)	41 (0.2)	39 (0.3)	3 (0.4)	42 (0.2)	39 (0.3)	3 (0.4)	42 (0.2)	42 (0.2)	3 (0.4)			
Common countries average	77 (0.3)	74 (0.3)	3 (0.5)	42 (0.2)	39 (0.3)	3 (0.4)	42 (0.3)	39 (0.3)	3 (0.4)	42 (0.3)	42 (0.3)	3 (0.4)			
Countries not meeting sample participation requirements															
Hong Kong SAR	71 (1.2)	-	-	30 (1.1)	-	-	30 (1.0)	-	-	30 (1.0)	-	-			
Korea, Republic of ²	88 (0.8)	-	-	53 (1.4)	-	-	47 (1.1)	-	-	47 (1.1)	-	-			
Benchmarking participant not meeting sample participation requirements															
North Rhine-Westphalia	82 (1.2)	-	-	50 (2.2)	-	-	60 (1.4)	-	-	60 (1.4)	-	-			
Germany ¹	-	-	-	-	-	-	-	-	-	-	-	-			

National percentages:
▲ More than 10 percentage points above ICCS 2016 average
△ Significantly above ICCS 2016 average
▼ Significantly below ICCS 2016 average
▶ More than 10 percentage points below ICCS 2016 average

Notes:
0 Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.
Statistically significant changes ($p < .005$) between 2009 and 2016 are displayed in **bold**.
(9) Country deviated from International Defined Population and surveyed adjacent upper grade.
† Met guidelines for sampling participation rates only after replacement schools were included.
‡ National Defined Population covers 90% to 95% of National Target Population.
2 Country surveyed target grade in the first half of the school year.
- No comparable data available.

Similarly, the students' participation in organizations and groups in the community - participation in a youth organization affiliated with a political party or union (6%), in a voluntary group doing something to help the community (32%) and in a group of young

people campaigning on an issue (22%) - is significantly below the ICCS 2016 average (Table 6).

Table 6. Students' participation in organizations and groups in the community (Schulz et al., 2017, p.94)

Country	Percentages of students who reported having participated in the following activities:											
	A youth organization affiliated with a political party or union			A voluntary group doing something to help the community			A group of young people campaigning for an issue					
	2016	2009	Difference	2016	2009	Difference	2016	2009	Difference	2016	2009	Difference
Belgium (Flemish)	6 (0.5) ▽	5 (0.5)	1 (0.7)	30 (1.2) ▽	23 (0.9)	8 (1.5)	17 (0.8) ▽	17 (0.8)	17 (0.8)	0 (1.2)		
Bulgaria	10 (0.9)	9 (0.7)	1 (1.2)	50 (1.3) ▲	37 (1.3)	13 (1.8)	39 (1.2) ▲	37 (1.3)	37 (1.3)	2 (1.8)		
Chile	11 (0.6)	9 (0.7)	2 (0.9)	40 (0.9) ▽	40 (1.1)	0 (1.5)	38 (1.0) ▲	42 (0.9)	42 (0.9)	-4 (1.3)		
Chinese Taipei	2 (0.2) ▽	4 (0.3)	-2 (0.4)	26 (1.0) ▽	20 (0.7)	6 (1.2)	2 (0.2) ▽	6 (0.4)	6 (0.4)	-4 (0.4)		
Colombia	12 (0.6) ▽	14 (0.6)	-2 (0.9)	54 (1.1) ▲	57 (0.8)	-2 (1.3)	34 (0.9) ▽	45 (0.9)	45 (0.9)	-11 (1.2)		
Croatia	4 (0.4) ▽	-	-	30 (1.6) ▽	-	-	3 (0.3) ▽	-	-	-		
Denmark†	5 (0.4) ▽	4 (0.5)	0 (0.6)	25 (0.8) ▽	12 (0.7)	13 (1.1)	18 (0.8) ▽	13 (0.7)	13 (0.7)	5 (1.1)		
Dominican Republic	23 (0.9) ▲	25 (0.9)	-2 (1.3)	67 (1.1) ▲	70 (0.9)	-3 (1.4)	48 (1.1) ▲	58 (1.1)	58 (1.1)	-11 (1.6)		
Estonia‡	10 (0.7)	9 (0.8)	1 (1.0)	43 (1.3) ▽	44 (1.3)	-1 (1.9)	25 (0.8)	30 (1.0)	30 (1.0)	-5 (1.3)		
Finland	3 (0.3) ▽	3 (0.3)	0 (0.5)	15 (0.7) ▽	14 (0.6)	0 (0.9)	8 (0.6) ▽	10 (0.6)	10 (0.6)	-2 (0.8)		
Italy	6 (0.5) ▽	5 (0.4)	1 (0.6)	32 (1.0) ▽	23 (1.0)	9 (1.4)	22 (1.0) ▽	23 (1.0)	23 (1.0)	-1 (1.4)		
Latvia‡	15 (0.9) ▽	9 (0.8)	6 (1.2)	42 (1.4) ▽	38 (1.2)	4 (1.9)	28 (1.1) ▽	38 (1.5)	38 (1.5)	-10 (1.9)		
Lithuania	19 (1.1) ▽	11 (0.6)	8 (1.3)	42 (1.3) ▽	23 (0.9)	18 (1.6)	21 (1.2) ▽	25 (0.9)	25 (0.9)	-4 (1.5)		
Malta	17 (0.7) ▽	14 (0.9)	2 (1.1)	46 (0.9) ▽	36 (1.3)	10 (1.6)	19 (0.7) ▽	17 (1.0)	17 (1.0)	2 (1.3)		
Mexico	15 (0.6) ▽	15 (0.7)	0 (0.9)	49 (1.0) ▲	46 (1.0)	3 (1.4)	33 (1.0) ▽	39 (0.9)	39 (0.9)	-6 (1.4)		
Netherlands†	4 (0.4) ▽	-	-	30 (1.3) ▽	-	-	7 (0.6) ▽	-	-	-		
Norway (9)‡	10 (0.5)	9 (0.6)	1 (0.8)	32 (0.9) ▽	20 (0.9)	13 (1.2)	14 (0.6) ▽	24 (1.0)	24 (1.0)	-9 (1.2)		
Peru	19 (0.8) ▽	-	-	52 (0.9) ▲	-	-	40 (0.8) ▲	-	-	-		
Russian Federation	13 (1.1) ▽	11 (0.8)	2 (1.3)	35 (1.0) ▽	30 (1.5)	5 (1.9)	54 (0.9) ▲	62 (1.3)	62 (1.3)	-8 (1.6)		
Slovenia	5 (0.6) ▽	6 (0.5)	-1 (0.8)	31 (1.1) ▽	24 (1.0)	7 (1.5)	27 (1.0) ▽	35 (1.0)	35 (1.0)	-8 (1.4)		
Sweden‡	5 (0.5) ▽	7 (0.5)	-1 (0.7)	16 (0.9) ▽	14 (0.7)	2 (1.1)	14 (0.7) ▽	14 (0.6)	14 (0.6)	0 (1.0)		
ICCS 2016 average	10 (0.1)	9 (0.2)	1 (0.2)	38 (0.2)	32 (0.2)	6 (0.3)	26 (0.2)	30 (0.2)	30 (0.2)	-4 (0.3)		
Common countries average	10 (0.2)	9 (0.2)	1 (0.2)	38 (0.3)	32 (0.2)	6 (0.3)	26 (0.2)	30 (0.2)	30 (0.2)	-4 (0.3)		
Countries not meeting sample participation requirements												
Hong Kong SAR	6 (0.7)	-	-	19 (0.9)	-	-	7 (0.7)	-	-	-		
Korea, Republic of	6 (0.5)	-	-	37 (1.1)	-	-	21 (0.9)	-	-	-		
Benchmarking participant not meeting sample participation requirements												
North Rhine-Westphalia (Germany)‡	4 (0.5)	-	-	32 (1.9)	-	-	20 (1.2)	-	-	-		

National percentage:
▲ More than 10 percentage points above ICCS 2016 average
△ Significantly above ICCS 2016 average
▽ Significantly below ICCS 2016 average
▼ More than 10 percentage points below ICCS 2016 average

Notes
0 Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent. Statistically significant changes ($p < 0.05$) between 2009 and 2016 are displayed in bold.
(9) Country deviated from International Defined Population and surveyed adjacent upper grade.
† Met guidelines for sampling participation rates only after replacement schools were included.
‡ National Defined Population covers 90% to 95% of National Target Population.
Country survey target grade in the first half of the school year.
- No comparable data available.

This data could be explained by individual factors, such as the low level of confidence that Italian students, in line with the international average, claim to have in national politics. But it could also be explained by school factors, such as the prevalence of a cognitive dimension in organizing civic and citizenship education or, at the class level, by the lack of a classroom

climate open to discussion of political and social issues, as will be analyzed in the third and final point considered.

3.3. Open classroom climate as a necessary and sufficient condition of civic and citizenship education: the Italian students' positive perception of an open classroom climate

Students' perceptions of classroom climate may contribute to help students understand the advantages of democratic values and practices (Hooghe & Quintelier, 2013). The CIVED survey asked students how open they thought their classroom was open to discussion during their civic education lessons (Torney-Purta, Lehmann, Oswald, & Schulz, 2001). The derived index was a positive predictor of civic knowledge and of students' expectations to vote as an adult (Schulz, 2005). The ICCS 2009 survey confirmed the association between this construct and civic-related learning outcomes (Schulz et al., 2010). "The association between a classroom climate receptive to discussion and positive civic outcomes has been one of the most stable findings across the IEA studies related to civic education since 1971. The many researchers who have conducted secondary analyses of the data have also confirmed the association" (Schulz et al, 2017, p.150).

In all of the participating countries, students' perceptions of openness in classroom discussions had, on average, positive and statistically significant associations with students' interest in political and social (civic) issues, students' expected level of educational attainment (university degree or no degree), and students' civic knowledge (below or above Level B) (Table 7).

If the perception of an open classroom climate³⁴ is associated with high levels in civic knowledge and civic participation, in Italy it remains to be understood why it is positive and associated with equally positive levels of civic knowledge but not with participation. In order to collect new data about this apparent contradiction, it might be interesting to investigate, through surveying tools never used before (not self-administered tools, such as observation³⁵ and video-observation), how the discussion of political and social issues in the classroom can

³⁴ To measure the open classroom climate, ICCS (2016 and 2009) ask student: "When discussing political or social issues during regular lessons, how often do the following things happen?". Students were asked to consider any classes in which or teachers with whom they discussed political and social issues. The six question items were in the form of statements: (a) "Teachers encourage students to make up their own minds"; (b) "Teachers encourage students to express their opinions"; (c) "Students bring up current political events for discussion in class"; (d) "Students express opinions in class even when their opinions are different from most of the other students"; (e) "Teachers encourage students to discuss the issues with people having different opinions"; and (f) "Teachers present several sides of the issues when explaining them in class".

³⁵ The observation is as an intentional process, systematic and finalized, implemented by the observer in order to collect data on the behaviors manifested by one or more subjects in order to specify, describe and understand a given educational reality, in its relevant aspects. This definition requires two specifications. If observation involves the collection of data in certain situations, this means that the data collected through observation are "situated", linked to a spatio-temporal context and inserted in a social environment, from which they are inseparable. In the observation, furthermore, the detected behaviours are used as indicators of those underlying latent factors (opinions, attitudes, relational dynamics, cultural factors) that are reconstructed by putting them in relation with the environmental conditions in which they occur, to be modified as little as possible (Trincherò, 2002, p.249-250).

improve not only civic knowledge and positive perception of an open classroom climate, but also increase in students' interest in social and political issues related to citizenship and effective participation.

Table 7. Students' perception of openness in classroom discussions by students' interest, expected education, and level of civic knowledge (Schulz et al., 2017, p.152)

Table 6.4: National average scale scores of students' perception of openness in classroom discussions by students' interest, expected education, and level of civic knowledge

Country	Scale score average by students' interest		Scale score average by expected university degree		Scale score average by level of civic knowledge	
	Not interested in civic issues	Quite or very interested in civic issues	Not expecting university score higher	Expecting university score higher	Civic knowledge below Level B (below 479)	Civic knowledge at or above Level B (479 and above)
Belgium (Flemish)	49 (0.3)	51 (0.4)	49 (0.5)	50 (0.3)	48 (0.7)	50 (0.3)
Bulgaria	48 (0.3)	50 (0.5)	45 (0.5)	49 (0.3)	45 (0.5)	51 (0.3)
Chile	52 (0.3)	55 (0.5)	50 (0.4)	54 (0.4)	50 (0.4)	54 (0.4)
Chinese Taipei	51 (0.3)	54 (0.5)	51 (0.4)	53 (0.4)	48 (0.6)	53 (0.4)
Colombia	49 (0.3)	51 (0.4)	47 (0.4)	50 (0.3)	47 (0.3)	51 (0.3)
Croatia	50 (0.4)	53 (0.4)	50 (0.3)	52 (0.5)	48 (0.3)	52 (0.4)
Denmark ⁰	52 (0.3)	57 (0.3)	53 (0.3)	56 (0.3)	48 (0.3)	55 (0.3)
Dominican Republic	48 (0.4)	49 (0.6)	47 (0.4)	50 (0.5)	47 (0.4)	54 (0.5)
Estonia ¹	49 (0.3)	51 (0.4)	49 (0.3)	50 (0.3)	47 (0.4)	50 (0.3)
Finland	48 (0.2)	51 (0.3)	48 (0.3)	50 (0.3)	46 (0.6)	50 (0.2)
Italy	52 (0.3)	56 (0.4)	52 (0.3)	55 (0.4)	50 (0.4)	54 (0.3)
Latvia ¹	49 (0.3)	50 (0.4)	48 (0.3)	50 (0.4)	47 (0.3)	50 (0.3)
Lithuania	48 (0.3)	51 (0.4)	49 (0.4)	50 (0.4)	48 (0.4)	50 (0.3)
Malta	49 (0.2)	50 (0.3)	48 (0.2)	51 (0.3)	46 (0.3)	51 (0.2)
Mexico	50 (0.2)	54 (0.3)	50 (0.4)	51 (0.2)	50 (0.3)	52 (0.3)
Netherlands ⁰	47 (0.3)	50 (0.5)	47 (0.3)	49 (0.4)	45 (0.5)	48 (0.3)
Norway (9) ¹	51 (0.3)	55 (0.4)	51 (0.3)	54 (0.3)	49 (0.5)	53 (0.3)
Peru	52 (0.3)	54 (0.3)	52 (0.3)	54 (0.3)	51 (0.2)	56 (0.4)
Russian Federation	46 (0.6)	50 (0.4)	46 (0.6)	49 (0.4)	45 (0.7)	48 (0.5)
Slovenia	49 (0.3)	52 (0.4)	49 (0.3)	51 (0.4)	47 (0.5)	51 (0.3)
Sweden ¹	51 (0.5)	54 (0.4)	51 (0.4)	53 (0.5)	48 (0.8)	53 (0.4)
ICCS2016 average	50 (0.1)	52 (0.1)	49 (0.1)	51 (0.1)	48 (0.1)	52 (0.1)
Countries not meeting sample participation requirements						
Hong Kong SAR	52 (0.6)	55 (0.5)	52 (0.6)	54 (0.5)	51 (0.6)	55 (0.5)
Korea, Republic of ²	40 (0.5)	44 (0.4)	40 (0.6)	42 (0.5)	40 (0.8)	42 (0.4)

█ Difference between comparison groups statistically significant at $p < 0.05$.
█ Difference between comparison groups not statistically significant at $p < 0.05$.

Notes:
⁰ Standard errors appear in parentheses.
 Score averages that are significantly larger ($p < 0.05$) than those in the comparison group are displayed in bold.
 (9) Country deviated from International Defined Population and surveyed adjacent upper grade.
[†] Met guidelines for sampling participation rates only after replacement schools were included.
¹ National Defined Population covers 90% to 95% of National Target Population.
² Country surveyed target grade in the first half of the school year.

Specifically, the survey of the classroom climate through video-observation could be linked to the consideration of some communicative events expressed by the teacher and the students within a lesson in which political and social issues are discussed (Table 8). Video-observing these communicative events as variables of the construct of the open classroom climate is one of the ways to gather *collected data*. In addition to those *perceived* (ICCS 2016), it could offer a broader and more detailed view of this phenomenon. Considering the teacher’s communicative events during civic and citizenship discussion as not limited to the verbal aspect but including as well elements of subjectivity and affectivity, expressed through non-verbal behavior, is the innovative aspect of the research. The literature (Adalsteinsdottir, 2004; Argyle, 1978; Bateson, 1984; Caccioppola, 2017; Kendon, 1973; Cozzolino, 2003; Richmond & McCroskey, 2004) confirms that teachers’ non-verbal behaviour influences the classroom climate and relationships and improves school performances.

Table 8. Example of Domains and constructs in the Classroom Climate Assessment Tool

Domains (ICCS 2016 Questionnaire)	Constructs (operationalized to be observed)
Teacher shows different point of view during the lesson	The teacher presents the argument clearly The teacher supports the exposition with evidence The teacher analyses the strengths and weaknesses of a topic The teacher mentions several sources
Students express their opinions in the classroom, even when their opinion are different	The students express their opinion The students are asked by the teacher to express their opinion The students present their point of view on the topic

The video as the methodological choice offers the opportunity to evaluate verbal and nonverbal communication, simultaneously or separately. Post-production allows isolate every component (removing the audio, stopping the image, reviewing an expression) to analyse and share recorded images, stimulating a different point of view.

The use of videoanalysis always expresses the researcher’s point of view (is culturally connoted). Therefore the methodology based on videoanalysis requires explaining and sharing the reference criteria and techniques used. Some ethical issues may arise in research that includes teachers and children as participants.

In conclusion, the analysis of the Italian data on civic and citizenship education outlined some questions that could be developed, within the conceptual framework of GCE. The survey showed that Civic participation, supported by civic knowledge and reinforced by experience of everyday life contexts, is lacking in Italy, which means that high performance in civic knowledge does not guarantee the same level of civic participation. Founding that Italian students have shown to have a high performance in civic knowledge, it remains to be clarified low participation in civic engagement. In the meantime, high performance in civic knowledge is positively associated with the open classroom climate. Since Italian students have shown to have a positive perception of an open classroom climate, it could be explained, start from this point of view, the communicative modalities of the teacher in his/her verbal and nonverbal interaction with the students activated during the socio-political discussions. The observation of the socio-emotional aspects related to social and political participation

could increase the data declared in questionnaires by the students and teachers with the new data obtained from different methodologies.

3.4. The impact of an open classroom climate on Civic and Citizenship Education

Numerous national and international studies describe the factors that influence students' civic knowledge. The first IEA Civic Education Study in 1971 found that the open classroom climate can be positive predictors of civic knowledge (Torney, Oppenheim, & Farnen, 1975).

Torney Purta et al (2001, p. 138) define the "open classroom climate" as "the extent to which students experience their classrooms as places to investigate issues and explore their opinions and those of their peers" (Torney-Purta et al., 2001, p. 138). Amborse et. al. (2010) refers to the classroom climate as "the intellectual, social, emotional, and physical environments in which our students learn".

Homana, Croninger and Torney-Purta (2010) use the construct of "communities of practice" to develop a conceptual framework for measuring and examining which aspect of education affect civic engagement. In the school as communities of practice students learn how to interact and work together with others and develop a foundation for citizenship (Torney-Purta, Barber & Wilkenfeld, 2007).

Ambrose et al (2010, p. 173-179) propose a list of factors influencing classroom climate:

1. The tone of a class environment. It is strongly influenced by the teachers that set tone with students through interactions and non-verbal communication;
2. Student-student interactions in classroom;
3. School-student interactions outside the classroom. According to Austin (1993), it influences the student perception of the climate within the course;
4. Content of learning, e.g. course materials, examples and metaphors, case studies and project assignments.

The IEA CIVED Study confirmed the prominence of classroom climate for civic and citizenship education: students' perceptions of the openness of school climate predicted the range of their civic knowledge and their expectations to vote in the future (Torney-Purta et al, 2001). It used an index of "open climate for classroom discussion (Schulz, 2004) that had been identified as a positive predictor of civic knowledge, and students' expectations to vote as an adult" (Torney-Purta et al., 2001). Similarly, the ICCS 2009 survey measured students' perceptions of what occurs in their classrooms during political discussions. Results confirmed the association of this construct with civic-related learning outcomes (Schulz et al., 2010).

Furthermore, democratic classroom climate was significantly positively associated with student engagement in civic-related learning experiences (Homana et al, 2006). It also promotes democratic and liberal values in the classroom (Ehman, 1980; Hahn, 1999) and may have a positive effect on their active assimilation (Perliger, Canetti-Nisim & Pedahzur, 2006). Different studies (Alivernini & Manganelli, 2011; Blankenship, 1990; Campbell, 2008; Ehman, 1978; Flanagan et al, 2007; Geboers et al, 2013; Huang & Biseth 2016; Homana et al, 2006; Knowles & McCafferty-Wright, 2015b; Martens & Gainous, 2013; Quintelier et al, 2012; Quintelier & Hooghe 2013; Flanagan et al, 2007) evaluated the connection between the school or classroom climate construct and citizenship education. Their conclusions confirmed that student assessments of the climate at their school are associated with their academic achievement and with their civic dispositions and values.

The association between positive civic outcomes and an open classroom climate is one of the most stable findings across the IEA studies related to civic education since 1971 (Schulz et al, 2017). Secondary analyses above-mentioned have also confirmed the association.

3.4.1. The role of Open Classroom Climate for GCE's assessment

Global citizenship has become a widely concept universally understood, but rarely operationally described (Morais & Ogden, 2010). Even though it is not yet a consolidated field of study, supranational literature and findings (e.g. UNESCO, IEA-ICCS) contribute to the measurement of GCE learning outcomes in the next future in order to verify progress at country level in this area.

Chung and Park (2016), constating the lackness of studies that explicit the concept of global citizenship, examine the meanings of global citizenship in the conceptualization of GCE. They focus on the critical global citizenship, defined as “hardliner or critical citizenship” (p. 30), which involve political, economic, and social inequality (e.g. human rights, democracy, peace) requiring democratic ideals and proactive engagement.

Blankenship (1990) examines how an open classroom climate relates to effective global education, considering 202 students, and identifies attributes of open classrooms. The study has found a moderate positive correlation between classroom climate and student political attitudes. For this reason, the relationship between GCE and open classroom climate is an area a more detail analysis should be conducted.

Ehman (1978) presents some generalizations based on political education research and discusses their implications for teaching citizenship in the social studies curriculum. One of these generalizations concerns the relationship between citizenship and an open classroom climate: a classroom climate in which opinions about problematic issues are freely discussed and in which students are aware of their rules and their working in the classroom promote positive political attitudes. Therefore, teachers, in their classroom, should encourage discussion of controversial issues, expressing divergent viewpoints, and promote student decision-making.

Campell (2008) states that an open classroom climate facilitates the acquisition of knowledge, and affects young people's disposition toward political engagement:

a classroom environment, which fosters a free, open, and respectful exchange of ideas is positively related to young people's level of knowledge about democratic processes (p. 450).

Pilkauskaitė-Valickienė and Žukauskienė (2011) confirms that an open classroom climate is related to the engagement and the emotional state of adolescents at school: positive feelings toward school, open classroom climate for discussions, and their interaction develop pro-social activity, which are a pre-requisite in a democratic society.

Allison and Gainous (2013) explore how teachers teach civics in the classroom to discover what works at preparing young people for citizenship. The analysis indicates that an approach that promotes an open classroom climate (e.g. encouraging student input) in combination with others approaches employed by social studies teachers (e.g. traditional teaching, active learning and video teaching) is the most fruitful across the board. Specifically, traditional

teaching combined with an open classroom climate seems the best approach to preparing students for citizenship.

Godfrey and Grayman (2014) based on ICCS 1999 shows that open classroom climate was positively related to socio-political efficacy in both the educational and political areas and to critical action in the community domain. The study examined how an open climate for discussion during classes relates to youth’s critical consciousness (critical reflection; socio-political efficacy and critical action), specifically when controversial issues are openly discussed with respect for all opinions.

Using data from the International Civic and Citizenship Study, a quantitative study (Knowles & McCafferty-Wright, 2015a) explores the influence of open classroom climate to encourage political efficacy and civic knowledge among 8th grade students in 14 Western European countries. Conclusions show that an open classroom climate is associated with increased civic knowledge and political efficacy and with social movement; but the relationships between both political efficacy and civic knowledge on social movement tend to increase with presence of an open classroom climate. This study demonstrates the importance of an open classroom climate to develop students' knowledge and efficacy related to active citizenship.

According to Manganelli and Lucidi (2015), civic engagement during adolescence contributes to the positive development of young people into communities and societies. In detail, the authors examine how an open classroom climate promote citizenship self-efficacy in adolescent and their expectations to participate in civic activities. The study shows that an open classroom climate influences students’ disposition to participate in civic activities, in and out school, and students’ citizenship self-efficacy mediated this influence; in other words, an open classroom climate help students to become civically and politically proactive by promoting their citizenship self-efficacy.

Flanagan and her colleagues assess the Open Classroom Climate (also defined Democratic Classroom Climate) on a sample of 1.924 students ages 12-18 in the Northeastern US, as shown in table 9.

Table 9. *Open Classroom Climate Assessment* (Flanagan et al, 2007, p.32-35. Adapted from Maehr&Midgley, 1996; Torney-Purta et al, 2001)

Open Classroom Climate
Stem: <i>In this class, students...</i>
... have a voice in what happens.
... can disagree with the teacher, if they are respectful.
... can disagree with each other, if they are respectful.
... are encouraged to express opinions.
Classroom as a Caring Community
Stem: <i>How much do you agree to disagree with the following statements about your classmates?</i>
My class is like a family.
My classmates care about my work just as much as their own.
Students in my class help each other learn.
My classmates treat each other as individuals, not as members of groups.
Students in my class treat each other with respect.
When someone in my class does well, everyone in the class feels good.
My classmates feel like they're part of a community where people care about each other.

Perspective-taking Opportunities
Stem: <i>Indicate how much you agree or disagree with each statement.</i>
I have opportunities to work in groups on projects with people who are very different from me.
We talk about racism, sexism, and other forms of discrimination in our classes or other school activities.
In my classes, I have had opportunities to participate in a political or legal role-play (e.g., mock election, campaign, trial, press conference).
Rating Scale
1=Strongly Disagree.
2=Disagree
3=Uncertain
4=Agree
5=Strongly Agree
Scoring
No reverse coding for any items.
Sum all item ratings together and subtract by 4. Range of scores= 0 to 16.
Higher scores indicate greater perceived open classroom climate.

UNESCO (2015) confirms the need to train educators and teacher to stimulate the critical thinking, and social skills through the promotion of real life tasks or authentic demonstrations, and the creation of learning activities such as class discussion, analysis of global issues and social action. Use of active teaching strategies can increase students' opportunities to engage and thinking in the classroom (Homana, et al, 2006).

3.5. An evaluation framework

For UNESCO (2015) educators that use a combination of traditional methods of assessment and performance-based methods, such as self-assessment and peer assessment, which expand the learners' vision on personal transformation, increase students understanding, engagement and civic action.

The ways in which the teacher works with students in classroom contributes to create a positive school climate, that is the amount of social interactions among students and teachers. A positive school climate has been shown to relate to social situations in classrooms and within the school (CDC, 2009; Thapa et al, 2013), influenced by educational and social values (O'Brennan et al, 2014). Moreover, it is demonstrated that it has been linked with academic achievement and performance (Battistich et al, 1995), as well as student misconduct, aggression, and behavioural problems (Battistich & Hom, 1997; Loukas & Robinson, 2004; Wilson, 2004).

The United Nations Educational, Scientific, and Cultural Organization (UNESCO), the Center for Universal Education (CUE) at the Brookings Institution, and the Youth Advocacy Group (YAG) of the U.N. Secretary General's Global Education First Initiative (GEFI-YAG) co-convoked a GCE working group (GCED-WG) in 2014 with the aim to

promote GCED by focusing on how we may measure, at the classroom, local, and national levels, the knowledge, skills, behaviours, attitudes, and values related to global citizenship (Centre for Universal Education at Brookings, UNESCO & GEFI-YAG, 2017, p. 3).

To survey current GCE measurement tools and practices, the working group consider the many ideas of global citizenship and what makes a global citizen as well as that different

organizations working to implement global citizenship education have different definitions of this construct.

Plan International and University of Melbourne’s Youth Research Centre committed to evaluating process for a global citizenship education programme in Australia and Indonesia (Wierenga et al, 2008). The programme, between 2008 and 2011, connects groups of students in Australian schools with children in Indonesian communities to promote understandings of how issues realized by young people in their own communities relate to wider global issues. Student participation was synthesized in five constructs (Table 10).

Research finds positive changes in knowledge and understanding of global issues and skills development. In particular, active participants for a longer time obtained superior learning outcomes and considered their roles in the world in changed ways. The results show that assessment of the quality of global citizenship education programmes, additionally to assessing learning outcomes, need to considerate programmatic aspects (e.g. learning expectations and environment, teaching competencies, resources); processes (e.g. teaching practices, learners’ engagement); outcomes (e.g. knowledge, skills, values, attitude, transformative effect); and contextual considerations.

Table 10. *Student participation in schools: 5 key uses* (Wierenga et al, 2008, p. 10)

“Bums on seats” Being physically present at school	Student participation is a measure of attendance (and nonattendance or truancy) and is used as a measure of access to schooling by different groups (e.g. girls, boys, low socio-economic groups, young people in rural areas)
Engagement Taking part in school activities	Student participation means active involvement in classroom activities, sports and in extra-curricular activities. Measures include levels of student satisfaction, active participation in school and classroom work, a feeling of belonging and of being valued. This form of student participation is contrasted with alienation and is associated with inclusive curricula.
Student voice Involvement in school decision-making	Student voice covers a wide range of processes, from being consulted by teachers, student councils (sometimes constituted through elections). In some schools, young people’s role in decision-making extends to having a place on school committees. It can also take the form of elitist forms of student leadership.
Active citizenship Student leadership	Students are actively engaged in making decisions about matters that are central to the school (e.g. curriculum and school reform) as well as the relationship of the school to its community, e.g. neighbourhood or community strengthening and capacity building.
Political action Student activism	Students are organized around issues such as the environment, social justice or particular issues (local or national) and may take the form of joining (sanctioned or non-sanctioned) demonstrations or may occur on-line.

Sklarwitz (2016) underlines that contemporary world requires knowledge of global issues, but also the attitudes to act in a global context. Since each student interacts with global citizenship education differently depending on their own values and past experiences, an analysis of student attitudes needs to be conducted at the classroom level.

Myers (2015) discusses aspects of student anti-citizenship classroom behaviour, focusing on the verbal and nonverbal communication behaviours in which students intentionally disrupt the flow or function of the learning environment. This type of communication

behaviour was termed *student anti-citizenship classroom behaviour* and was classified in four general types:

- Participatory: make jokes and sarcastic remarks, dominate class discussion, avoid class participation, argue with others;
- Technological: use of technological devices such as cell phones, iPads, or laptop computers rather than focus on class;
- Physical: student movements that draw others' attention away from class, for example arrive late or leave early the lesson;
- Etiquette: student behaviour that deviates from classroom norms, like eating or smoke in class.

According to UNESCO (2015), an assessment of global citizenship education, in terms of promoting learning's outcome and improving literature evaluation, should include:

- Processes: e.g. teaching and learning practices, learner engagement;
- Outcomes: e.g. individual and group knowledge, abilities, values, achievements;
- Contextual questions: e.g. institutional policies, administrative obligation and support, curriculum documents, teaching competencies, resources, learning environment, community relationships;
- Methodological question: issues of validity, reliability and fairness in research design.

A well-structured measurement framework is requested, as well as potential indicators for monitoring global citizenship education learning outcomes. UNESCO (2015) is contributing by "commissioning research that will be used to develop evidence-based proposals on potential indicators and considerations for data collection" (UNESCO, p. 57). Towne (2002) confirms this element referring that the National Research Council's Centre for Education (Towne, 2002) suggests different area to investigate:

- presents significant questions that can be investigated empirically;
- links research to theory;
- uses methods that allow to investigate the question;
- provides a coherent chain of rigorous reasoning; replicates and generalizes;
- ensures transparency and scholarly debate.

Similarly, in Australia in 2005, the National Inquiry into the Teaching of Literacy recommends a national program to produce evidence-based guides for effective teaching practice. In all, the Report used the term evidence-based 48 times.

3.6. A brief review on cognitive, socio-emotional and behavioural assessments in GCE

Research in this area has predominantly been based on student self-reports, and only a few examples of cognitive, socio-emotional and behavioural assessments exist.

A report on the initial development and validation of the Global Citizenship Scale (Morais & Ogden, 2010) establishes a three-dimensional Global Citizenship Scale that includes: *global civic engagement and global competence* (both dimensions of global citizenship) and *social responsibility* (with a less clearly defined structure). The study highlights that Global Citizenship Scale and its conceptual framework have important implications for outcomes research and practice in education.

Brigham (2011) identifies a distinctive pedagogy for GCE based on an emergent model. The model consists of five components (p. 22):

- *Theory*: learning objectives and constructs (includes emerging thinkers, integrated learning theory and student development);
- *Content*: specific topics, “course of study” (includes ways in which faculty teach and the content of what is taught);
- *Experiences*: study abroad; service learning; civic engagement (includes global, intercultural, and international learning);
- *Methodology*: strategies and techniques (includes transformative, collaborative and experiential learning, and reflective practice);
- *Assessment*: process used to establish and document student’s learning outcomes.

Student outcomes are explained in terms of a demonstrated ability to act with a global attitude based on a solicitation of values, identity, intercultural skills, and sense of responsibility. For selecting and establishing performance indicators, the study, noting the importance of using multiple data collection methods, distinguishes between “direct” and “indirect evidence of student performance” (p. 31). Direct indicators (e.g. portfolios, evaluation of specific behaviours such as collaborative problem solving or teamwork, performances, observation of simulations, interviews, and tests) illustrate increased knowledge or skills. Indirect indicators (e.g. focus groups, document analysis of course or transcripts, and follow-up statistics) ask students to reflect on their experiences. Collect more than one piece of evidence is recommended as a means of validation.

The National Assessment Program – Civics and Citizenship (Chow et al, 2014) is the national assessment in Australia and the Australian Curriculum, Assessment and Reporting Authority (ACARA). Delivering to students online, it measures four aspect of interest:

- *Civics and citizenship content*;
- *Cognitive processes for understanding civics and citizenship*;
- *Affective processes for civics and citizenship*;
- *Civics and citizenship participation* (p. xiv).

Similar to ICCS, it considers not only students’ skills and knowledge of Australia’s system of government and civic life but also student values, attitudes, and participation in civic-related activities at school and in the community.

The above-mentioned working group (as cited in Center for Universal Education at Brookings, UNESCO & GEFI-YAG, 2017) had produced a catalogue of practice and tools to measure Global Citizenship Education at the classroom, local and national level. To identify patterns, the tools were mapped to UNESCO’s domains of Global Citizenship Education: cognitive; socio-emotional; and behavioural. For each domain, there are three topics, which define emphasis on knowledge, values/attitudes, and behaviours/action (table 11).

Table 11. GCE citizenship domains and learning objectives from the UNESCO framework (Center for Universal Education at Brookings, 2017, p. 5)

	Cognitive domain	Socio-emotional domain	Behavioural domain
Topic	C1. Local, national, and global systems and structures.	SEL4. Different levels of identity.	B7. Actions that can be taken individually and collectively.
	C2. Issues affecting interaction and connectedness of communities at local, national, and global levels.	SEL5. Different communities people belong to and how these are connected.	B8. Ethically responsible behaviour.
	C3. Underlying assumptions and power dynamics.	SEL6. Difference and respect for diversity.	B9. Getting engaged and taking action.

GCE-WG identify four main sources of tools and practices:

- *“Stand-alone” published tools*: were designed to capture and/or develop aspects of global citizenship (knowledge, skills, behaviours, attitudes, values, and experiences). They did not inform the teaching and learning process for a specific program of study or a certification process;
- *Courses of study*: consisted of lessons that developed one or more aspects of global citizenship among learners. Included measurement tools;
- *Certification efforts*: were measurement tools associated with the process of obtaining a certificate related to learners making positive changes in their own lives and the lives of their communities?
- *Archives*: were tools present in collections of teaching resources.

The forty-nine measurement listed in this catalogue include tools that notify resolutions around the teaching and learning of children and youth, in school or out, from the classroom to the national level. Wherever possible, the catalogue emphasizes geographical diversity in scanning for educational efforts.

As described earlier, the tools from these forty-nine measurement efforts were mapped to the topics of UNESCO’s three domains of global citizenship: cognitive, socio-emotional, and behavioural. A table of contents for the catalogue can be found in table 12.

Table 12. Summary of assessment across GCE domains and topics (Center for Universal Education at Brookings, 2017, p. 10-11)

	Program/initiative/tool	<i>Cognitive</i>	<i>Socio-emotional</i>	<i>Behaviour</i>
STAND-ALONE PUBLISHED	Beeminder		✓	
	Global Learning Programme Scotland Teacher Questionnaire (IDEAS)	✓		✓
	Global Learning Programme Scotland School Audit (IDEAS)	✓	✓	✓
	LatinoBarometro	✓	✓	
	MoodMeter		✓	
	SABER Test of Citizenship Competencies	✓	✓	✓
	SER Test of Capabilities for Citizenship and Peaceful Co-existence	✓	✓	✓
	SER Test of Capabilities for Arts, and Citizenship and Peaceful Coexistence		✓	✓
	SER Test of Capabilities for Physical Well-Being, and Citizenship and Peaceful Co-existence		✓	✓

	Treemagotchi	✓		
COURSES OF STUDY	Aflatoun	✓	✓	✓
	EcoMOBILE	✓	✓	
	EcoMUVE	✓	✓	
	Essentials of Dialogue Toolkit	✓	✓	✓
	Get Global!	✓		✓
	Global Citizen Year	✓	✓	✓
	I DEAL (War Child Holland)		✓	✓
	LEAP Africa's e-integrity Course			✓
	LEAP Africa's iLEAD Program		✓	✓
	Put Girls First! (Corstone)		✓	✓
	S.O.S: An Interactive Learning Resource and Guidance Notes (Trócaire)	✓	✓	✓
	Social Media Study (Canadian Olympic Committee)		✓	✓
	TED-Ed Clubs		✓	✓
	The Education We Want Workshop Facilitator Guide	✓	✓	✓
	Young Masters Program on Sustainable Development	✓	✓	✓
	Youth Empowerment Through Community Action Programme (YECAP)	✓	✓	✓
CERTIFICATION EFFORTS	Association for Supervision and Curriculum Development (ASCD) School Improvement Tool	✓	✓	✓
	DECA	✓	✓	✓
	Eco-Schools	✓	✓	✓
	Global Citizen Diploma	✓	✓	✓
	Google Science Fair (Google Education)	✓		✓
	FIRST LEGO League Judge's Guide	✓	✓	✓
	FIRST (For Inspiration and Recognition of Science and Technology)		✓	✓
	VEX Robotics Competition Judge Resources Guide (REC Foundation)		✓	
Young Reporters for the Environment (Foundation for Environmental Education)	✓	✓	✓	
ARCHIVES	Edutopia	✓		✓
	EuropAfrica's Toward Food Sovereignty	✓	✓	✓
	Graduation Performance System (The Asia Society Center for Global Education)	✓	✓	✓
	Human Rights, Conflict Resolution, and Tolerance Education Teacher Toolkit (UNRWA)	✓	✓	✓
	iCivics	✓	✓	✓
	Intel Education Idea Showcase (Intel Education)	✓	✓	✓
	National Action Civics Collaborative Toolbox	✓	✓	✓
	National Geographic Education	✓	✓	✓
	PBS Learning Media (PBS & WGBH Educational Foundation)	✓	✓	✓
	Peacebuilding Toolkit for Educators (United States Institute for Peace)	✓	✓	✓
	Teaching Values Toolkit (Olympic Values Education Programme)	✓	✓	✓
	TED-Ed Lessons (Technology, Entertainment, Design)	✓	✓	
	Tools for Student-Centered Learning (Intel Education)	✓	✓	✓
Waterloo Global Science Initiative Energy Literacy Challenge (Spongelab)	✓		✓	

3.7. Teacher and students' actions in a GCE-oriented lesson

Considering the main results of the IEA-ICCS above reported, at this phase the study focuses on the teacher and student interaction in a GCE-oriented lesson.

Based on the literature review's finding on evidence of GCE in classroom, as presentend in the Chapter 1, this paragraph presents the results of their classification. The operation to organize and classify teacher and students' actions in a GCE-oriented lesson is aimed at exploring what does GCE look like in the classroom: what teacher does, what are the content lesson, what teaching strategies the teacher uses for promoting GCE, or teaching the planned content, what type(s) of interaction teacher promotes during the teaching/learning process. Thus the analysis presents a series of actions, referred to the teacher (Table 13), the students (Table 14) and the classroom (Table 15) and based on the literature review on GCE, that are amenable to investigated in concrete terms.

Table 13. Teacher' actions in a GCE-oriented lesson

TA1. Invite/ask the students to:	TA1a. Ask questions
	TA1b. Ask to question (e.g. the origin of their clothes or other consumption)
	TA1c. Discuss why their class's carbon footprint is larger/smaller than that of their partner class
	TA1d. Hang objects or photos from their travels on the classroom walls as a way to elicit conversation
	TA1e. Respond to a question
	TA1f. Identify similarities and differences between their ideas
	TA1g. Develop common language and negotiate a consensus
	TA1h. Read and interpret different sources
TA2. Choose:	TA2a. Resources to move between different subject areas by considering power relations and highlighting different local perspectives
	TA2b. The vocabulary they use to describe other people, races, religions
TA3. Connect global issues with the personal life of their students (e.g. analyse the fashionable clothes that students wear)	
4. Create / offer time and space:	TA4a. For discussion
	TA4b. To have conversations with students about the global world
	TA4c. To explore problems
	TA4d. To form own opinions
TA5. Emphasized the contextual-historical and political aspects	
TA6. Encourage/support students in their efforts	
TA7. Encourage/support students to:	TA7a. Dialogue
	TA7b. Share their experiences
	TA7c. Share their opinions
	TA7d. Think of multiple perspectives on how a problem is framed
	TA7e. Come up with alternative answers of these issues
	TA7f. Present their own perspectives
	TA7g. Go beyond merely studying topics
	TA7h. Reflect on their learning about global issues
TA8. Engage with GCE directly:	TA8a. Formulating opinions, listening other opinion, seeking knowledge about other countries
	TA8b. Discuss, critique, question, practice and express themselves
	TA8c. See and hear the experiences of other teachers already involved in GCE
	TA8d. Collaborate with colleagues to develop networks of support among teachers and with the community
TA9. Explain/give instruction:	TA9a. Procedures
	TA9b. To use statistical variables and world graph world to compare the situations of different countries and then reflect on the benefits and tensions of global development
TA10. Facilitate a weekly Friday Skype session/Work on a video exchange between their classroom and one	

in a foreign country	
TA11. Give the students:	TA11a. [Not] the right answer
	TA11b. The time to reflect silently and individually
TA12. Guide the group	
TA13. Hear from students	
TA14. Deliver a lecture	
TA15. Presented topics from various viewpoints and then through interactive and participatory techniques left students to work with received information	
16. Provide:	TA16a. Feedback
	TA16b. Space to share global experiences
TA17. Reflect and direct work in their classrooms	
TA18. Remind students that global learning requires an encounter with diverse and conflicting perspectives while nourishing the skills to ascertain validity, trustworthiness, and reasonableness in public arguments	
TA19. Teach students:	TA19a. GCE and related concepts
	TA19b. Global issues
	TA19c. Complexity
	TA19d. About the environment
	TA19e. The ability to ask the right questions
	TA19f. To confront them with other values and reflect on the structures of which they are part
TA20. Teach collaboratively in order to strengthen and deepen linkage of similar topics, concepts, or capabilities from the two subject areas	
TA21. Provide students with strategies and approaches to connect with, engage and evaluate the differing perspectives and complexities of global issues	
TA22. Use:	TA22a. Global examples
	TA22b. Books and read aloud with more intentionality to better support children's emotional learning and development
	TA22c. Children's literature and haiku for enhancing people's love of the natural world
	TA22d. Non-educational sources (texts, videos, pictures, etc.) focused on real matters and events at the local and global levels

Table 14. Students' actions in a GCE-oriented lesson

SA23. Acquire knowledge of world issues	
SA24. Adopt/see/examine different perspectives on global issues	
SA25. Analyse world maps	
SA26. Carry out research work/project or issue inquiry, collaborating with others	
SA27. Choose practical solutions from among alternatives and to take effective action	
SA28. Communicate – interact – dialogue	
SA29. Critically analyse and debate current events	
SA30. Create:	SA30a. Their own attitudes to individual issues
	SA30b. Digital narratives
	SA30c. The stories of communities of people
	SA30d. A stencil
SA31. Debate a resolution about a global issue while representing the diverse interests and agendas of different countries	
SA32. Discuss:	SA32a. How the resources are inequitable distributed
	SA32b. With classmates from various cultural and national backgrounds
	SA32c. Freely with each other
	SA32d. Their experiences / final project
SA33. Do role-plays / Play different roles in role-plays / Take on the role of a specific country and deliver that country's position on a particular global issue	
SA34. Emphasize political aspects by considering power relations and highlighting different local perspectives	
SA35. Engage in intercultural interactions in class	
SA36. Examine the issues of inequality and injustice	
SA37. Have access to various sources of information and different points of view	
SA38. Listen each other	
SA39. Mediate conflicts between peers (e.g., peace tables, zones of peace in schools)	
SA40. Participate in:	SA40a. Discussions and debates in school
	SA40b. Tasks and projects aiming to solve problems of their community
	SA40c. Election and decision-making processes
	SA40d. Practical projects such as tree-planting or energy conservation
	SA40e. Intercultural exchange through school twinning or international visits or through campaigning on global issues
SA41. Put problems into local and historical context	
SA42. Question, reinterpret and propose alternatives	
SA43. Read:	SA43a. Newspaper articles
	SA43b. The history of Iqbal Masih
SA44. Reflect on real contemporary events and actual problems that take place at local and global levels from different angles	
SA45. Respond in turn and offer their ideas on given questions	
SA46. Search for new ideas	
SA47. Speak their truths freely	
SA48. Take on a virtual field trip (e.g. in a area affected by climate change)	
SA49. Understand values (depending on cultures and time periods) and develop their own value systems	
SA50. Use digital technologies/online learning forum to interact with students in other countries, produce audio-visual stories, film, drawing, concept maps	
SA51. Vote on a resolution	
SA52. Watch video/documentaries	
SA53. Work together:	SA53a. In active ways (e.g. discussing; debating; drawing; making; sorting; observing; researching; preparing questions and presentations; evaluating)
	SA53b. To identify a solution and negotiate a consensus
SA54. Write:	SA54a. A letter to the President of their nation
	SA54b. A poem on the challenges they have faced in their lives, as well as their hopes for the future
	SA54c. All the responses to a teacher question

Table 15. Group's actions in a GCE-oriented lesson

Small group/s	
GA55. Add personal reflection on the topic	
GA56. Are involved in group discussions about pictures presenting various national and international problems	
GA57. [Not] Copy a list from the blackboard	
GA58. Debate	
GA59. Doubt that leaders do the individual actions necessary to support a more sustainable lifestyle	
GA60. Engage with notions of complexity	
GA61. Match idioms from around the world and then discuss the meaning of them	
GA62. Narrate stories about people who have dedicated their lives to the values and practice of active nonviolence	
GA63. Use dramatization and role games	
GA64. Work using various case studies to think about solutions to some global problems	
Classroom (teacher/s and students)	
CA65. Compare contrasting points of view and critically analyse multi-faceted matters	
CA66. Consider real issues and problems	
CA67. Discuss:	CA66a. Micro-level ethical and political challenges
	CA66b. After students' presentations, accompanied by the question of how the global citizenship view can be visible in their topic
CA68. Examine a range of perspectives on and responses to environmental and sustainability concern	
CA69. Reflect on:	CA69a. How the lives we live in the Global North affect the lives of others far away
	CA69b. How local/regional/national issues are also global issues
CA70. Using body language and non-verbal communication	

3.8. Tools for classroom observation

Classroom observation protocol (rationale)

Aims of the observation

1. Explore the type of interactions (between teacher and students or between students and content or between student and student) in classroom during a GCE-oriented lesson.
2. Explore how the teacher' actions, reported in literature as powerful methods to educate for global citizenship³⁶, enable students to interact with each other during a GCE-oriented lesson.

Foci of the observation

The observation is driven by three EVENTS:

1. The GCE-oriented interactions between:
 - a. Teacher and Student/s (from teacher to student/s and vice versa);
 - b. Student and student/s;
 - c. Student and content.
2. The teacher and students' classroom talk during a GCE-oriented lesson.

³⁶ See *Document 1*. A GCE lesson/project in action. Teacher and students' actions in a GCE lesson/project.

3. Teaching strategies (e.g. videos, article, group work, lecture).

Specifically, the focus of the observation is the type of interactions during a certain activity in classroom. These activities are those recur in the literature on GCE, according to the literature review on GCE' evidences presented in the background of the study (chapter 1).

Frequency of the observations

Participant observation documents and records what is happening for research purposes³⁷. This method may be particularly useful when the prime interest is in gathering detailed information about what is happening (i.e. is descriptive). It is combined with other forms of data collection, specifically the content analysis and the interview, to elicit the participants' definitions of the situation, as well as their organizing constructs in accounting for situation and behaviour.

Length of the observation period

The time-lesson (fifty minutes).

What counts as evidence

(how a behaviour is defined and operationalized)

Category	Subcategory	Indicators
Interactions	Teacher - Student/s	The teacher delivers information on the issue
		The teacher gives instruction or request to do an activity
		The teacher asks a question (clarifying or probing)
		The teacher provides feedback
		The teacher encourage/support student (to dialogue, to reflect or in their effort)
	Student/s - Teacher	The student asks the teacher questions to better understand the argument
		The student responds to the teacher's question
		The student expresses an opinion or idea
		The student presents a project work
	Student/s - Student/s	The student interacts with another student
		The students interact in a small group
		The student asks the student to clarify his/her idea/opinion/position
		The student responds to another student's question
Student – content	The students themselves obtain information from learning materials (textbooks, newspapers, magazine/journal articles, videos/film, online resources, guest speakers)	
Actions	Introducing/Presenting	Introduce the topic of the lesson (e.g. "Today, we will learn about the climate change")
		Introduce an activity (e.g. debate or role-playing or a group presentation)
	Explaining	Define the issue.
		Examine the causes.
		Connect the topic with everyday life (e.g. mention

³⁷ Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (Vol. Eighth edition). New York: Routledge.

	<p>personal experiences or bring up current event). Explain how use the lesson in real-life scenarios.</p> <p>Connect the topic with other contents or subjects [e.g. mention prompts, associations and reminders ("as discussed in the lesson on ... (related argument)"] to jog the memories.</p> <p>Provide examples.</p> <p>Examine the topic from a variety of different perspectives or stakeholders (e.g. present a point of view/perspective of the issue and an opposite perspective).</p> <p>Examine the issue's impact on the community and individual citizens.</p> <p>Examine local issues while also understanding that many of the analysed concerns also exist around the world.</p> <p>Synthesize the main aspects of the issue or repeat them using words useful to understand.</p> <p>Explain how the students can use several sources (texts, visual, multimedia) to research the useful information to understand the issue.</p>
Asking	<p>Ask to better understand (a concept, an opinion).</p> <p>Ask to confirm the information in own mind (e.g. the teacher asks the definition of climate, discussed in another lesson; the student rephrase the concept to confirm his/her comprehension)</p>
Questioning/eliciting	<p>Ask probing question (e.g. Why? What's possible? What's the picture here? What sources of information are available to me? What's not accessible?).</p> <p>Get learners to provide information (instead of giving it to them).</p>
Responding	<p>Respond to the question</p> <p>Talk in response to the action of action/eliciting</p>
Discussing/Expressing	<p>Express a personal idea or opinion about the issue</p> <p>Bring up current /personal events related to the issue</p> <p>Express an insight/significative comment that shows a complex learning and reflection on the issue</p> <p>Work in pairs or triads or in small group</p>
Reading	<p>The teacher reads aloud the learning materials (textbooks, newspapers, magazine/journal articles)</p> <p>The student reads aloud the learning materials (textbooks, newspapers, magazine/journal articles)</p>
Viewing	<p>The students watch a visual learning material (e.g. video or documentary)</p>

Classroom observation protocol

Date ___/___/2019 Teacher (number identification) ___ Lesson (number) ___

Subject: _____

Topic/argument: _____

Resources: textbook journal/magazine primary resources/documents (e.g. *Universal Declaration of Human Rights*) video/film/documentary guest speaker other (specify) _____

	Teacher's → student/s (inter)action	Student/s → Teacher's (inter)action
<i>Introducing/Presenting</i>		
<i>Explaining</i>		
<i>Asking</i>		
<i>Responding</i>		
<i>Questioning/Eliciting</i>		
<i>Encouraging students to express opinion</i>		
<i>Discussing</i>		
<i>Expressing a personal perspective/idea about the topic</i>		
<i>Worked together and/or in active ways</i>		
<i>Reading</i>		
<i>Viewing</i>		
<i>Other (shift, surprises, critical events, etc)</i>		

According to the above classification, the study proposes a tool for the observation of GCE in classroom. The templates are based on the organization of the teacher and students' actions and the literature review's finding on GCE as explained in the first chapter. The tables 16 and 17 clearly explain the role of the teacher and the students in a GCE-oriented lesson, specifically the actions, the content lesson, the teaching strategies for promoting GCE, and the type(s) of interaction promoted during the teaching/learning process.

Table 16. Template for the observation of teacher' actions in a GCE-oriented lesson

Teacher actions in a GCE lesson/project		
Categories	Sub-categories	Example
TA1. Deliver a lecture on a global issue (and/or a current event)	T.A1a. Connect the global issue with the personal life/experience	<i>Talk about the fashionable clothes that students wear</i>
	TA1b. Promote an understanding of the global issue and why it matters	<i>Read/explain the textbook; provide an organized presentation of the material</i>
	TA1c. Use various viewpoints	<i>Explain a topic according to a perspective and then illustrate the opposite viewpoint</i>
	TA1d. Analyse the factors influencing public and private actions	<i>Use local and/or global example; highlight the international actions that are being taken</i>
	TA1e. Analyse the effects of colonialism in the relationship/assumptions of North and South (critical perspective)	<i>Consider the reality as product of power relations and different historical local perspectives; investigate political, historical, social, and cultural effects</i>
TA2. Use non-educational sources (e.g. text, video, picture) on a global issue		<i>Documentary/videos on a public protest for the environment</i>
TA3. Read aloud/using children's literature to build concepts about GCE		<i>Read a novel or a poem/haiku with nature as their subject</i>
TA4. Give instruction and/or clarification	TA4a. To carry out simple exercises in the textbook or a task	<i>Use statistical variables and graph world to compare the situations of different countries</i>
	TA4b. Procedures	<i>Clarify what the student need to do and how they can complete the assignment/task,</i>
TA5. Assess the acquisition of certain sets of information and knowledge	TA5a. Provide individual feedback	<i>Comment the student work (assignment, task, essay...) in response to it; communicate how well the student's performance on an assignment and/or test is/was; write comments on-boards; correct and explain</i>
	TA5b. Check the student comprehension and/or pre-existing knowledge and skills (including reasoning-based questions)	<i>Teacher question and student answer period, e.g. "Can you provide a definition for...?"; "Can you apply the method used to your personal experience?" "Why?" "What the wealth has to do with the urbanisation?"</i>
	TA5c. Assess student knowledge	<i>Distribute a test; explain what the test requires; share the evaluation/assessment criteria</i>
TA6. Create/offer time and space for silent and individual reflection		<i>Give the time before asking questions, e.g. "You have ten minutes to think about that"</i>
TA7. Provide students with strategies and approaches to connect with, engage and evaluate the differing perspectives and complexities of the global issue	TA7a. Share multiple and conflicting perspectives of the issue to evaluate alternative ideas/questions/answers	<i>Share a pros & cons of current issues website (e.g. https://www.procon.org/); identify and support both (or more) sides of the issue</i>
	TA8b. Verify validity, trustworthiness, and reasonableness in public arguments	<i>Distinguish facts from opinion; navigate official websites</i>
TA8. Propose/create time and space for pairs/small groups/whole class discussion		<i>"You have twenty minutes to discuss on what you can do on climate change"</i>
TA9. Guide/direct/coach/encourage the discussion on a global issue encouraging students' communication skills	TA9a. Inspire student giving a prompt/question/dilemma/idea to think about it	<i>Question the origin of their clothes or other consumption; discuss the carbon footprint or photos from their travel</i>
	TA9b. Improve students "talking time" talking less and waiting time for insight/silent	<i>Turn the statement into questions and prompts; avoid to provide the right answer; hear from students and wait before responding; create moments of "wait time" before talking or calling students</i>
	TA9c. Ask/invite/support to express own opinions	<i>"What do you think?" "What else?"</i>
	TA9d. Ask/invite students to talk each other	<i>Get students talking to each other, not just to the teacher; not respond to every student comment asking the class to express what they think about what has just been said</i>
	TA9e. Have a conversation about the global world seeking knowledge about the other countries	<i>Discuss about the news, what's happen in the city or in the world in that particular time</i>
TA10. Guide/direct/coach/encourage the students to practice by doing (e.g. vote, conflict resolution, debate)	TA10a. Compare and contrast the same ideas between two (or more) different sources; identify similarities and differences; negotiate a consensus	<i>Organize a debate on human rights representing two countries: Syria and France</i>
	TA10b. Organizing a real situation to share global experiences	<i>Facilitate a weekly Friday Skype session or work on a video exchange between their classroom and one in a foreign country; organize a conference on environment</i>
TA11. Stimulate students' engagement in planning and realizing an artefact at local and global level		<i>Plan a project to reduce the waste in the local community</i>
TA12. Stimulate teachers' engagement in in professional learning and global competencies	TA11a. Plan/teach collaboratively	<i>Plan a co-teaching classroom</i>
	TA11b. Develop network at local and global level	<i>Contact teachers in other schools, experts, parents, associations, and create contact with the community</i>
TA13. Assess the acquisition of socio-emotional and behavioural skills and competences (e.g. attitudes, mindset, patterns, global citizenship development)	TA12a. Provide group/class feedback	<i>Explain in order to help the students understand the process better (not the outcome); comment and elicit a group work</i>
	TA12b. Use participatory assessment	<i>Classroom observations, assignments/performance task, projects to assess the process of learning (not the outcomes)</i>
	TA12c. Help students develop skills in self-improving their own work and/or providing feedback to others	<i>Provide opportunities to self-evaluate knowledge</i>

Table 17. Template for the observation of students' actions in a GCE-oriented lesson

Student/s actions in a GCE lesson/project		Example
Categories	Sub-categories	
SA0. Listen the introduction and/or the instruction furnished by the teacher before acting		<i>Student classroom silence while the teacher is giving instruction and/or clarification (including a clarifying question: "What does it mean?")</i>
SA1. Acquire knowledge of world issue, which are presented by the teacher in the form of lectures or assigned readings		<i>Copy a list from the blackboard; read on/underline the textbook</i>
SA2. Watch a video provided by the teacher		<i>Watch the nature documentary "Earth" or a YouTube video on a protest</i>
SA3. Read silently real-life material such as newspapers, magazines or biography		<i>Newspaper articles; the story of the most influential people who impacted the world or who dedicated their lives to the values and practice of active nonviolence (e.g. Ghandi or Martin Luther King)</i>
SA4. Carry out an individual activity	SA4a. Write simple exercises on/in the textbook (including comment/aloud reading of it/explanation of it)	<i>Respond to comprehension question; (Teacher to student) "Can you please give me the answer for the question 1 in a big loud voice?" (Teacher) Can you explain why...? (Student) - Because...</i>
	SA4b. Test	<i>Summative assessment</i>
SA5. Reflect silently and individually		<i>Think about an issue before acting (discussing, writing...)</i>
SA6. Read and analyse geographical information on a global level provided by the teacher	SA6a. Know facts and maps on the condition of all continents/countries of the world	<i>Read and interact with a world maps</i>
	SA6b. Examine where global issues are happening and why they happen there	<i>Use world maps (e.g. www.carbonmap.org) on carbon emissions to reflect on consumption, population and vulnerability; emphasize political aspects by considering power relations and highlighting different local perspectives</i>
SA7. Read and analyse historical information on a global level provided by the teacher	SA7a. Know when and why things happened (historical events caused by other events that occurred before them)	<i>Construct graphs and charts to explain events or issues over time (e.g. water, food, health, economy, energy, shelter or war);</i>
	SA7b. Critically examine power relations, global inequality and injustice	<i>Analyse the effects of conflicts among nations and groups, such as war, genocide or colonization</i>
SA8. Autonomously use strategies and approaches to connect with, engage and evaluate the differing perspectives and complexities of global issues	SA8a. Understand contrasting perspective on an issue to critically analyse multi-faceted matters	<i>Use a pros & cons of current issues website</i>
	SA8b. Use different type of sources of information	<i>Access multiple resources; use primary and secondary sources to interpret different perspectives; distinguish facts from opinion; navigate official websites</i>
SA9. Talk with the teacher about global issues	SA7a. Bring up current political events	<i>Talk about the actions of the global environment movement such as Extinction Rebellion or the partners in global health such as World Health Organization</i>
	SA7b. Express their opinion on current political events and/or alternatives and new ideas/questions/answers	<i>Express own opinion on human right violations; "I think that..." "In my opinion"</i>
	SA7c. Identifying solution to take action	<i>Propose alternatives to resolve the problem of plastic water bottles in classroom</i>
GA1. Actively participate in pairs/small groups discussion	GA2a. Present the final project or experience	<i>Present to the class the final results of the project</i>
	GA2b. Discuss local/global issues	<i>Discuss opposite political responses to environmental and sustainability concern</i>
CA1. Actively participate in whole class discussion	CA1a. Use dramatization and role games	<i>Play different roles; make on the role of a specific country and deliver that country's position on a particular global issue</i>
	CA1b. Debate (methodology) / debating (act of)	<i>Organize a formal discussion on a local/global topic, e.g. "Who is responsible for climate change?"; discuss opposite political responses to environmental and sustainability concern</i>
	CA1c. Discuss the final project or experience	<i>Discuss with the class the emerged aspects in their project</i>
SA10. Realize a learning artefact, which is a durable, public and material object created by each individual student		<i>Write a letter to the President of their nation; invent a poem to express actions and hopes for the future; create an audio-visual story (or film) about communities of people; realize a stencil</i>
GA2. Realize a learning artefact, which is a durable, public and material object created by groups of students		
CA2. Realize a learning artefact, which is a durable, public and material object created by whole classroom		
GA3. Engage experiences of local/global issues and other cultures	GA3a. Realize a research project or work project	<i>Individuate different sides of a problem and analyse one of them in a small group</i>
CA3. Engage experiences of local/global issues and other cultures	CA3a. Realize a research project or work project	<i>Generate possible/practical solutions to the represented problem; plan a community-based problem</i>
	CA3b. Involve in shared decision making and in taking responsibility for making the best classroom environment	<i>Participate in election and decision-making processes; plan a classroom activity, the day, the next unit, a field trip; vote</i>
	CA3c. Interact with students in other countries	<i>Use digital technologies/online learning forum</i>

4. Description of the study and methodology

4.1. Aim and research questions

This study aims at describing teachers' views on possible goals and practices on GCE in two different contexts: Central Italy (2017-2018) and Queensland (2019), Australia. To this end, it analyses teaching strategies devoted to promoting dialogue among students and between teachers and students. The study specifically focuses on how secondary schools' teachers promote the development of knowledge and skills related to GCE, in their verbal and nonverbal interactions.

The study investigates two research questions:

1. Explore how Grade 8 – teachers deliver on GCE in classroom.
 - *Which global issues they identify?*
 - *What type of teacher and learning activities they plan?*
 - *What type of assessment they draw on?*
 - *Which resources they select to educate for global citizenship?*
2. Analyse Grade 8 – teachers' verbal and nonverbal communication in GCE-oriented lessons, observing how they interact with students teaching social and political issues, at local and global level.
 - *Does teacher's involvement in GCE³⁸ influence students' participation in GCE-oriented lessons?*
 - *Does open classroom climate increase students' participation in discussions concerning global issues?*
 - *Do global pedagogical and didactical approaches of teaching increase students' participation GCE-oriented lessons?*

4.2. Research design

Based on the purpose to investigate how teachers communicate and deliver on GCE to their students and what teaching strategies and sources they use in their classroom, this is an exploratory research. As the name implies, it intends to better understand the topic that has not been clearly defined yet. To this end, the study follows the sequence described by Cohen, Manion and Morrison (2011):

1. Identify GCE as the topic of interest;
2. Literature review;
3. Design the research questions;

³⁸ Teachers who are motivated to make critical GCE a priority, finding the way to do so within the curriculum. Teachers who engage with GCE directly, discussing with other teachers and experts already involved in GCE. Teachers who collaborate with colleagues to develop networks of support among teachers and within the community. "Formulating opinions, listening to the opinions of others, seeking knowledge about other countries and putting knowledge in perspective are very important for the teachers" (Veugelers, 2011).

4. Design the data collection;
5. Establish participants and sources of information;
6. Develop working relations with the participants;
7. Conduct the research and the data collection simultaneously;
8. Conduct the data analysis subsequent to the research;
9. Report the results;
10. Generate considerations for further research.

4.3. Methodology

The study involves seven Australian and five Italian teachers who teach grade eight GCE in their school, selected by purposive sampling. It follows a qualitative methodology, adopting classroom observations in secondary schools and teacher interview. Classroom observations (audio-recorded) are focused on the teacher' actions whilst the teacher:

- Teaches about global issues (for example climate change, poverty, globalisation);
- Teaches about citizenship, possible in a global perspective;
- Discusses economic, political or social issues more broadly.

Face-to-face teacher interview (audio-recorded) are conducted at the end of all observed lessons, focused on GCE aims and learning activities. In addition, in Italy a set of video-analysis is carried out in order to retrieve data for the documentation and representation of verbal and non-verbal interactions between teachers and students.

The study developed two methodologies for data analysis:

1. lesson transcripts;
2. hermeneutic method analysis.

Lesson transcripts were aimed at reproducing the content lesson as faithful as possible (otherwise difficult to be analysed at a systematic level), and at returning to the data specifying new details, in line with the research question (Fatigante, 2006). Specifically, the transcripts were used to reflect on the formal aspects of speech - content, overlaps, pauses, different onomatopoeic forms - and on the emission of sounds - increased speed or volume, laughter, as indicated by research studies in this area (Hepburn & Bolden, 2017; Harfitt, 2008; Atkinson & Heritage, 1999; Burns, 1990; Thornbury, 1996). The approach taken was not conversational analysis. Transcripts were made with the goal of organizing and ordering the data, a task preparatory to the analysis phase.

Defined in literature by different authors (Trincheri, 2002; Friesen, Henriksson & Saevi, 2012), hermeneutic inquiry provides an opportunity to explore how meaning is constructed and how teachers are implicated in that meaning. According to Friesen, Henriksson, and Saevi (2012), it is the art and science of interpretation and of meaning, aimed at "gathering, compiling, writing and re-writing descriptions in order to make aspects of the life-world clearly available for reflection" (p.50). Hermeneutic method analysis combines theory, reflection and practice, which connect descriptions of lived experience with reflective interpretations of their meaning. For these features, this method allows to give voice to everyday aspects of educational practice, such as "concrete minutiae", "classroom interaction" or "ethical knowledge possessed by

teachers” (p.121). These aspects, due to the fact that “can happen anywhere and anytime. Not just for the student but for the teacher too” (p.11), may be ignored in other research approaches.

Therefore, the method provides the opportunity to analyse and reflect on elements highlighting experiential evidence and “missing link between theory and practice” (Friesen et al., 2012, p.134).

If the language of scientific reports does not disclose a world that teachers recognize, if it talks about things alien to pedagogical practice, are we then surprised that teachers are reluctant to read them? If teachers do not feel that the words used bind them with their students or their practice, can we blame teachers for not getting any further than the first few pages of pedagogical books? (p.120) [...] Language (even) in academic articles – hermeneutic phenomenological or otherwise – needs to have *verve*, i.e. it must show energy and enthusiasm in its expression of ideas; it has to show vitality and liveliness; it needs to have a sparkle” (p.135).

5. Accessing research participants in schools

In Australia, five schools were selected on the website of the Queensland Government, on the basis on their interest in GCE-oriented (e.g. mission, content learning area and subject, extra-scholastic activities, project, and so on) or for their participation in international networks of schools, such as the *Council for Global Citizenship Education*, the *Council of International Schools* (CIS) or the *Association for the Advancement of International Education* (AAIE), as showed in table 5.

Two schools, and seven teachers, accepted to participate in the study project. The participation was based on an informed voluntary consent, providing information on the study during a meeting with the Principal, the Head of the Learning Area and the teachers.

At this initial stage of the study, the access to the schools, the organization where the study was to be conducted, and acceptance by those whose permission one needs (Principal, Teachers, Parents and Students) was regulated by the principle of informed consent, as regulated by Human Research Ethics Committees (HREC). It reviewed all research proposal (due to involvement of human participants) to ensure that research activities were ethically acceptable. Appendix C shows the document templates for recruiting Australian schools for the study and for regulating the informed consent.

Table 1. Australian schools selected for the participation

School Principal + Head Address	Year levels	Learning areas and Subject Information	Information available	Mission information	Term 3 end date	Relevance to my study
S1 Ms X; Ms X (Asst Principal Curriculum); Ms X, Middle School Coordinator; Ms X, Head of Science Faculty; Mr X, Head of Arts, Humanities and Business	Yr 7-12	Sciences: Science, Inquiry Science, Biology, Chemistry, Physics Science as a Human Endeavour	Y8 subjects contents: No GCE: Nil	XXX College Community nurtures and engages the hearts and minds of young men and women. Our inclusive teaching and learning within the Catholic tradition, creates diverse pathways for the growth of each person. We commit to just relationships in our way of living and promote justice in our world. The College will, in the light of its mission statement, create diverse pathways for the growth of its students within an inclusive teaching and learning environment.	19/09	- Promote justice
S2 Mr X; X EA to the Principal Y; X Head of Secondary school; Head of Y8; X Head of Faculty of Humanities Ms X	The Early Years to Grade 12	1. Science, Technology and Engineering 2. Languages 3. Physical Education and Healthy Living 4. Mathematics 5. The Arts 6. Humanities	Y8 subjects contents: No GCE: Nil	At XXX College we place great importance on growing our students so they become people who are acknowledged in our world as being great citizens. As an International Baccalaureate (IB) World School, learning for life in the global community is very much a reality for XXX College students. The College aims to provide each child with an innovative education and internationally orientated curriculum that delivers real world learning. The College is widely acclaimed for its technology programme and is a world leader in the integration of information and learning technologies into the curriculum.	20/09	- Citizenship - International school - International oriented curriculum - Technology programme
S3 Mrs X; Mr X (Acting) Deputy Principal – Curriculum; Mrs X Head of Senior School	Yr 5-12 Girls	The Arts, English, Languages, Mathematics, Science, Social Science and Technology Languages	Y8 subjects contents: No GCE: Nil	XXX School is a Catholic girls’ school within the educational and spiritual tradition of the XXX. Our inspirations are Jesus Christ, Gospel values and the life and faith of Catherine McAuley. Our community works to nurture and challenge our students within a dynamic and holistic learning environment. We educate young women in readiness to embrace their future with confidence and self-knowledge so as to live Gospel values.	20/09	- Holistic learning
S4 Ms X; Main Reception & Enquiries X	Yr 7 - 12 Girls	Theme 1. “Relationship”: English, Religion, LOTE (Y8 Japanese), History/Geography. Theme 2. “Creativity”: Music, Physical Education, Home Economics, Drama, And Visual Art. Theme 3. “Investigation: Mathematics, Science, Economics & Business, Digital Technologies	Y8 subjects contents: No GCE: Nil	Through our faith, we connect to our world and build optimism, confidence and better future. We provide religious education lessons that encourage our students to have a keen awareness of humanity’s search for meaning. We celebrate regular liturgies and prayer experiences that are relevant and engaging. We also encourage our students to put their faith into practice by participating in homeless and disability outreach services, compassionate fundraising and connection.	20/09	- Future - Connection with local association
S5 Mr X, Main Reception & Enquiries X; X Deputy principal; X Head of curriculum (HOC)	Yr 7 - 12	Geography. Changing Nations investigates the changing human geography of countries, as revealed by shifts in population distribution. English. Understanding of different cultural, social, moral and intellectual beliefs and values, together with a love of life-long learning and an appreciation of the aesthetic. NO: Science (cells and reproduction) Mathematics (decimals, equivalence of common decimals and fractions) Social Science (Y7)	Y8 subjects contents: Yes GCE: Yes	Educating Global Citizens XXX State High School provides a caring, safe and disciplined learning environment for Years 7 to 12. Founded in 1975, ther School is an independent public school located on approximately 10 hectares. Currently 1000 students enjoy extensive, well-maintained facilities as well as the benefits of outdoor sport and recreation in native bushland. Students represent a wide diversity of cultures, characteristic of this global society. The education program offered provides solid grounding for individual interests and aptitudes. Extension programs of excellence are also offered in Science, Music and Volleyball. For many years XXX State School has been fortunate to include in its student population children from a wide variety of cultures. This is incredibly valuable for all students in the school as experiencing a multicultural community at a young age provide a fantastic foundation of knowledge and respect for other cultures and belief systems. In a world where interactions between people of varying culture are now commonplace, and only likely to increase, these are important aspects of personal development for our future global citizens.	20/09	- Educating global citizens - Multicultural community - Students from a wide variety of cultures

5.1. The Australian teachers and lessons

In Australia, a total amount of twenty-one lessons was observed and audio-recorded. In the first school (S1), eleven Geography lessons of three teachers (pseudonyms: Melanie, Sylvia and Crystal) were observed and audio-recorded. In the second school (S2), nine English lessons of three teachers (pseudonyms: Thorsten, Alinta and Amir), plus an extracurricular activity on sustainability (pseudonym: Maryam), were observed and audio-recorded.

The corresponding learning area is *Humanities and Social Sciences*³⁹. Each observed lesson contained teaching and learning activities that have been designed according to the school and the Australian Curriculum.

The twenty-one lessons concerned three main contents:

1. Migration, examined in two topics:
 - 1.1. urbanization (*lessons: 1, 4*);
 - 1.2. Chinese migration in Australia and Queensland (*lessons: 7-11*).
2. Environment, examined in two topics:
 - 2.1. Energy, water and sustainability (*lesson 12*);
 - 2.2. Action for climate change and for social inclusion azioni (*lessons: 13-15*);
 - 2.3. Ethical dilemmas (*lessons: 16-19, 21*), vegetarianism and veganism (*lesson 20*).
3. Geography final assessment (*lessons: 2-3, 5-6*).

The observed lessons were described through a daily record, audio-recorded, discussed with the teacher in a post-lesson debriefing, transcribed and analysed. Appendix D reports the Australian lesson transcripts.

³⁹ *Humanities and Social Science* curriculum includes four curricular disciplines: *Humanities and Social Science* (HASS) (Y6), *Civics and Citizenship* (Y7), *History e Geography* (Y8-10) e *Economics and Business* (Y9-10).

5.2.1. Melanie and the lessons on migration

Lesson 1

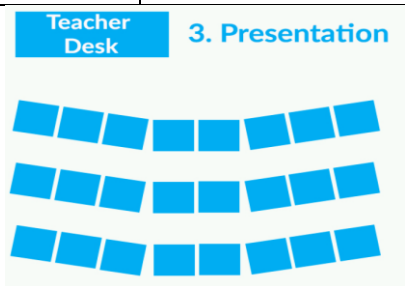
<i>Location:</i> CBD	<i>Time:</i> 09:00/10:15	<i>Class:</i> Grade 8	<i>Observation:</i> lesson
<i>School:</i> S1	<i>Teacher:</i> T1	<i>Students number:</i> 27	<i>Subject:</i> Geography
<i>Date:</i> 15/10/2019	<i>Teacher sex:</i> F	<i>Class:</i> girl's class	<i>Lesson content:</i> World migration and Irish migration
<i>Classroom seating arrangement</i>			

Lessons 2 and 3

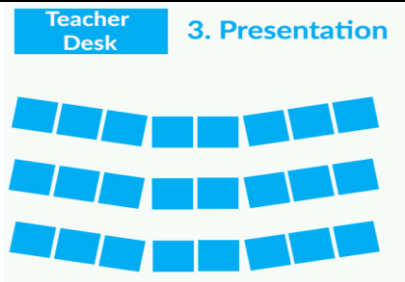
<i>Location:</i> CBD	<i>Time:</i> 08:45/10:25	<i>Class:</i> Grade 8	<i>Observation:</i> two consecutive lessons
<i>School:</i> S1	<i>Teacher:</i> T1	<i>Students number:</i> 28	<i>Subject:</i> Geography
<i>Date:</i> 18/10/2019	<i>Teacher sex:</i> F	<i>Class:</i> girl's class	<i>Lesson content:</i> Summative assessment for Geography
<i>Classroom seating arrangement</i>			

5.2.2. Sylvia and the lessons on migration and urbanization

Lesson 4

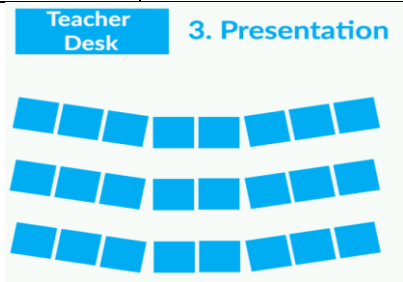
<i>Location:</i> CBD	<i>Time:</i> 08:45/09:35	<i>Class:</i> Grade 8	<i>Observation:</i> lesson
<i>School:</i> S1	<i>Teacher:</i> T2	<i>Students number:</i> 26	<i>Subject:</i> Geography
<i>Date:</i> 15/10/2019	<i>Teacher sex:</i> F	<i>Class:</i> girl's class	<i>Lesson content:</i> Migration and urbanization
<i>Classroom seating arrangement</i>			

Lessons 5 and 6

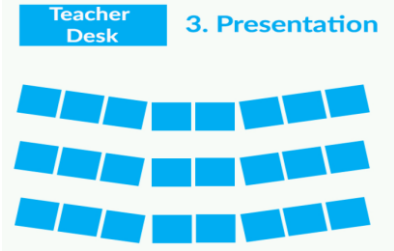
<i>Location:</i> CBD	<i>Time:</i> 08:45/10:25	<i>Class:</i> Grade 8	<i>Observation:</i> two consecutive lesson
<i>School:</i> S1	<i>Teacher:</i> T2	<i>Students number:</i> 26	<i>Subject:</i> Geography
<i>Date:</i> 19/11/2019	<i>Teacher sex:</i> F	<i>Class:</i> girl's class	<i>Lesson content:</i> Summative assessment for Geography
<i>Classroom seating arrangement</i>			

5.2.3. Crystal and the lessons on migration

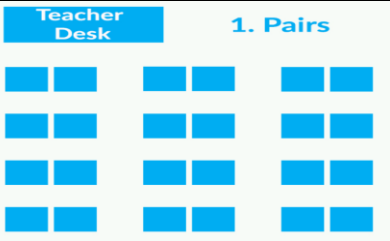
Lesson 7

Location: CBD	Time: 09:35/10:25	Class: Grade 8	Observation: lesson
School: S1	Teacher: T3	Students number: 29	Subject: Geography
Date: 15/10/2019	Teacher sex: F	Class: girl's class (class 1)	Lesson content: Migration
Classroom seating arrangement			

Lessons 8 and 9

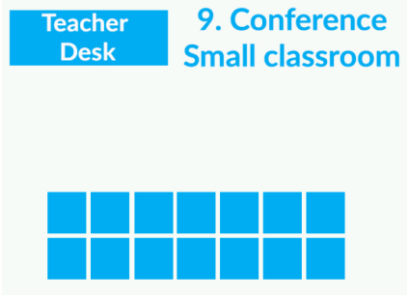
Location: CBD	Time: 08:45/10:25	Class: Grade 8	Observation: two consecutive lessons
School: S1	Teacher: T3	Students number: 28	Subject: Geography
Date: 05/11/2019	Teacher sex: F	Class: girl's class (class 1)	Lesson content: Chinese migration in Australia and Queensland
Classroom seating arrangement			

Lessons 10 and 11

Location: CBD	Time: 08:45/10:25	Class: Grade 8	Observation: two consecutive lessons
School: S1	Teacher: T3	Students number: 26	Subject: Geography
Date: 04/11/2019	Teacher sex: F	Class: girl's class (class 2)	Lesson content: Chinese migration in Australia and Queensland
Classroom seating arrangement			

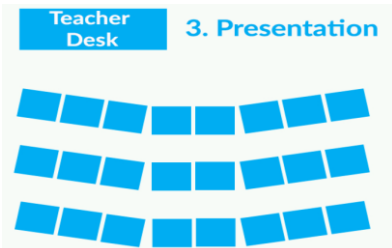
5.2.4. Maryam e and the “Global Learning Project”

Lesson 12

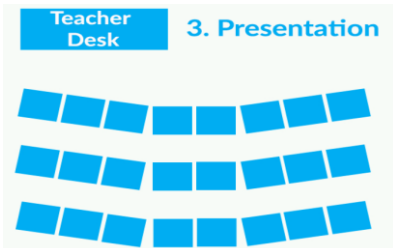
<i>Location:</i> Chermside	<i>Time:</i> 15:00/16:00	<i>Class:</i> Grade 8	<i>Observation:</i> facultative/extracurricular project
<i>School:</i> S2	<i>Teacher:</i> T4	<i>Students number:</i> 10 (in presence, Australian) and 20 (on Skype from India)	<i>Subject:</i> “English as a second or foreign language” (EALD)
<i>Date:</i> 22/10/2019	<i>Teacher sex:</i> F	<i>Class:</i> mixed-gender	<i>Lesson content:</i> Energy, water and sustainability
<i>Classroom seating arrangement</i>			

5.2.5. Thorsten and the lessons on climate change and social inclusion

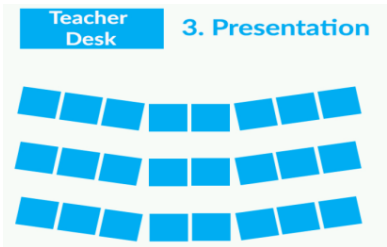
Lesson 13

<i>Location:</i> Chermside	<i>Time:</i> 09:00/10:10	<i>Class:</i> Grade 8	<i>Observation:</i> lesson
<i>School:</i> S2	<i>Teacher:</i> T5	<i>Students number:</i> 22	<i>Subject:</i> English
<i>Date:</i> 28/10/2019	<i>Teacher sex:</i> M	<i>Class:</i> mixed-gender	<i>Lesson content:</i> Climate change action
<i>Classroom seating arrangement</i>			

Lesson 14

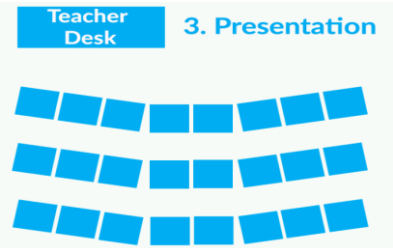
<i>Location:</i> Chermside	<i>Time:</i> 01:50/03:00	<i>Class:</i> Grade 8	<i>Observation:</i> lesson
<i>School:</i> S2	<i>Teacher:</i> T5	<i>Students number:</i> 24	<i>Subject:</i> English
<i>Date:</i> 30/10/2019	<i>Teacher sex:</i> M	<i>Class:</i> mixed-gender	<i>Lesson content:</i> Environmental disruption action
<i>Classroom seating arrangement</i>			

Lesson 15

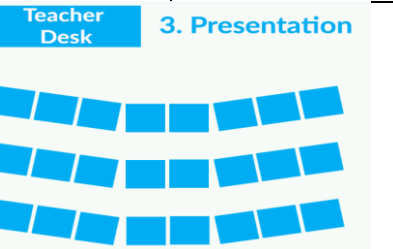
<i>Location:</i> Chermside	<i>Time:</i> 11:55/12:55	<i>Class:</i> Grade 8	<i>Observation:</i> lesson
<i>School:</i> S2	<i>Teacher:</i> T5	<i>Students number:</i> 22	<i>Subject:</i> English
<i>Date:</i> 31/10/2019	<i>Teacher sex:</i> M	<i>Class:</i> mixed-gender	<i>Lesson content:</i> Inclusivity and action for social inclusion
<i>Classroom seating arrangement</i>			

5.2.6. Alinta and the lessons on ethical dilemmas

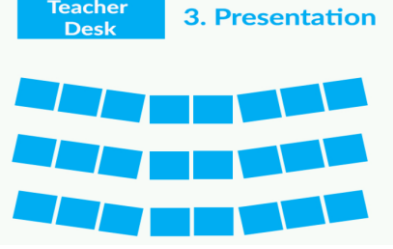
Lesson 16

<i>Location:</i> Chermside	<i>Time:</i> 11:55/13:05	<i>Class:</i> Grade 8	<i>Observation:</i> lesson
<i>School:</i> S2	<i>Teacher:</i> T6	<i>Students number:</i> 23	<i>Subject:</i> English
<i>Date:</i> 29/10/2019	<i>Teacher sex:</i> F	<i>Class:</i> mixed-gender	<i>Lesson content:</i> Ethical dilemmas in written-text production
<i>Classroom seating arrangement</i>			

Lesson 17

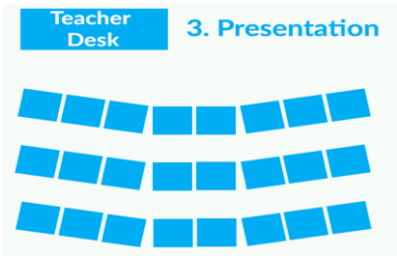
<i>Location:</i> Chermside	<i>Time:</i> 01:50/03:00	<i>Class:</i> Grade 8	<i>Observation:</i> lesson
<i>School:</i> S2	<i>Teacher:</i> T6	<i>Students number:</i> 22	<i>Subject:</i> English
<i>Date:</i> 31/10/2019	<i>Teacher sex:</i> F	<i>Class:</i> mixed-gender	<i>Lesson content:</i> Ethical dilemmas in written-text production
<i>Classroom seating arrangement</i>			

Lesson 18

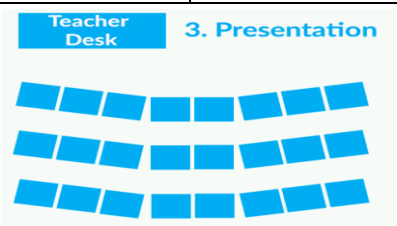
<i>Location:</i> Chermside	<i>Time:</i> 01:50/03:00	<i>Class:</i> Grade 8	<i>Observation:</i> lesson
<i>School:</i> S2	<i>Teacher:</i> T6	<i>Students number:</i> 25	<i>Subject:</i> English
<i>Date:</i> 07/11/2019	<i>Teacher sex:</i> F	<i>Class:</i> mixed-gender	<i>Lesson content:</i> Ethical dilemmas in written-text production
<i>Classroom seating arrangement</i>			

5.2.7. Amir e le lezioni sui dilemmi etici e sul veganesimo e vegetarianismo

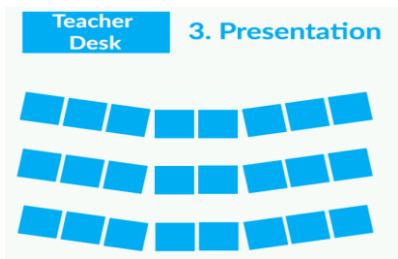
Lesson 19

<i>Location:</i> Chermside	<i>Time:</i> 10:15:/11:25	<i>Class:</i> Grade 8	<i>Observation:</i> lesson
<i>School:</i> S2	<i>Teacher:</i> T7	<i>Students number:</i> 21	<i>Subject:</i> English
<i>Date:</i> 30/10/2019	<i>Teacher sex:</i> M	<i>Class:</i> mixed-gender, Science excellence class	<i>Lesson content:</i> Ethical dilemmas in written-text production
<i>Classroom seating arrangement</i>			

Lesson 20

<i>Location:</i> Chermside	<i>Time:</i> 10:15:/11:25	<i>Class:</i> Grade 8	<i>Observation:</i> lesson
<i>School:</i> S2	<i>Teacher:</i> T7	<i>Students number:</i> 21	<i>Subject:</i> English
<i>Date:</i> 01/11/2019	<i>Teacher sex:</i> M	<i>Class:</i> mixed-gender, Science excellence class	<i>Lesson content:</i> “Jake Hoover’s Pig” and the vegetarianism/veganism
<i>Classroom seating arrangement</i>			

Lesson 21

<i>Location:</i> Chermside	<i>Time:</i> 01:50/03:00	<i>Class:</i> Grade 8	<i>Observation:</i> lesson
<i>School:</i> S2	<i>Teacher:</i> T7	<i>Students number:</i> 27	<i>Subject:</i> English
<i>Date:</i> 04/11/2019	<i>Teacher sex:</i> M	<i>Class:</i> mixed-gender, Science excellence class	<i>Lesson content:</i> Ethical dilemmas in written-text production
<i>Classroom seating arrangement</i>			

To explore teacher's view on global citizenship education a questionnaire and an interview were developed in the study, according to the developed theoretical framework.

TEACHER INTERVIEW PROTOCOL⁴⁰
“Global Citizenship Education in the classroom: teachers’ views”

1. As a teacher of [*subject*], what do you think is important for your students to be learning about?
2. If I say the word “citizenship”, what is the first thing that comes in your mind?
3. What is the role of education in preparing students and empowering them for (global) citizenship?
4. The *Australian Curriculum* “is designed to help all young Australians to become active and informed citizens” at local, state, national, regional and global levels.
How do these statements impact your teaching?
5. Do you think that [*subject*] offers opportunities to educate students about global citizenship?
6. In what ways, if any, does your school help prepare students to become active and informed local and global citizens?
7. In what ways, if any, do your lessons help prepare students to become active and informed local and global citizens?
8. What teaching strategies do you think are the most effective for developing global citizenships? Why?
9. Which issues or topics, in your opinion, do you think should be included in the curriculum? Why?
10. Is there anything you would like to add?

⁴⁰ Version adapted to suit Australian context.

TEACHER INTERVIEW PROTOCOL⁴¹
“Global Citizenship Education in the classroom: teachers’ views”

11. As a teacher of [*subject*], what do you think is important for your students to be learning about?

What sort of people do you think the society expects young Australian to be? [Cognitive/Socio-emotional/Behavioural dimensions]

12. If I say the word “citizenship”, what is the first thing that comes in your mind?

What does the term mean to you? National legal status/local community participation/global citizenship

Is GC concerned with global challenges/actions/chance for a strong or exclusive national identity?

13. What is the role of education in preparing students and empowering them for (global) citizenship?

What skills/abilities/competencies should the students need in order to prepare them for citizenship and global citizenship?

14. To quote the *Australian Curriculum*, it “is designed to help all young Australians to become⁴² active and informed citizens”, global and local citizens (according to the *Melbourne Declaration on Educational Goals for Young Australians*).

How do these statements impact your teaching?

15. Do you think that [*subject*] offers opportunities to educate students about global citizenship?

What do you think do you need to be able to educate students about global citizenship? (global framework of curriculum for GCE? A separate programme for teachers on GCE? Additional time? Specific knowledge and contents? A systematic planning of the learning aims and outcome?)⁴³ How much flexibility do you have to apply GCE in your lesson?

⁴¹ Long version adapted to suit Australian context.

⁴² Successful learners, confident and creative individuals, and active and informed citizens

⁴³ Pressure from the exam-oriented curriculum, lack of training, inadequate support from the school administration and official Governments.

16. In what ways, if any, does your school help prepare students to become active and informed local and global citizens?

What factors might influence the opportunities available to the students?

What do you think about the influence of peers? School? Family? Wider community?

What opportunities do students need to become active and informed local and global citizens?

17. In what ways, if any, do your lessons help prepare students to become active and informed local and global citizens?

18. What teaching strategies⁴⁴ do you think are the most effective for developing global citizenships? Why?

19. Imagine you are planning a [*subject*] lesson about GCE.

19.1. Which global issue⁴⁵ could be identified?

19.2. What type of teaching and learning activities would you plan?

19.3. What types of assessment⁴⁶ would you draw on?

19.4. Which resources⁴⁷ do you use in the lesson?

20. Which issues or topics, in your opinion, do you think should be included in the curriculum? Why?

21. Is there anything you would like to add?

⁴⁴ Watching a video, reading an article, listening to you teach, using infographic, allow students to work in groups, writing a report.

⁴⁵ Human causes and effects of environmental degradation, air pollution in China, causes and consequences of urbanisation, internal migration in Australia, urban concentration in Australia and the United States of America (e.g. the history of Europe settlement, migration, the export orientation of the economy, the shape of transportation networks). Climate change, poverty, globalisation, migration in history.

⁴⁶ Formative assessment (providing feedback for teachers to inform their teaching, and for students to inform their learning); summative assessment (reporting by schools to parents and carers on the progress and achievement of students); testing, self/peer/group assessment.

⁴⁷ Textbooks, newspapers, magazine/journal articles, videos/film; online resources, guest speakers.

Global Citizenship Education. Teaching Context and Teachers' Orientations

Teachers – that is those who are expected to deliver GCE in the classroom – are also prevented from playing an active role in conceptualizing the topic. This study provides a voice for teachers, to give input into academic debate on GCE and policy progress in each country. The purpose is to better understand explore how Grade 8 – teachers deliver on GCE in classroom.

We are asking you to provide us with information on the context in which the students' citizenship and global citizenship education takes place.

The questionnaire will take around 10 minutes to complete. It employs closed and open questions and asks for your comments and a few personal details. You *do not need to write your name*, and you will not be able to be identified or traced. Anonymity and non-traceability are assured.

If you wish to discuss any aspects of the study, then please do not hesitate to contact me: Federica.caccioppola@myacu.edu.au.

I thank you, in advance, for your valuable cooperation.

GENERAL

- 1. What subjects are you teaching for the majority of hours per week in this school during the current school year?** *(If you teach more than one subject for the same number of hours, please tick as many as appropriate)*
 - a. Language Arts (English, Foreign language)
 - b. Human Sciences/Humanities (History, Geography, Civics, Law, Economics, etc.)
 - c. Mathematics
 - d. Sciences (Physics, Chemistry, Biology, Geology, Earth sciences, etc.)
 - e. Other (Music, Art, Moral/Ethics, Physical education, Home economics, Personal and social development, etc.)

- 2. How long have you been teaching, including the current school year?** *(Please write only full years. Count every started school year as a full year)*

3. **Have you had any of the following responsibilities during the current school year?** (*If you have had more than one responsibility during the current school year, please tick as many as appropriate*)

- a. Member of the school governing board, school council
- b. Deputy/Assistant principal
- c. Head of department, Subject area coordinator
- d. Guidance and counselling activities
- e. School representative in community, district
- f. I didn't take on additional responsibilities during the current school year
- g. Other: _____

GLOBAL CITIZENSHIP EDUCATION AT SCHOOL

4. **From the following, what do you consider to be the most important aim of global citizenship education at school?** (*Please choose one (1) only*)

- a. To acquire knowledge, understanding and critical thinking
- b. To develop a sense of belonging to a common humanity
- c. To act for a more peaceful and sustainable world

5. **In your opinion, the most important aim of Global Citizenship Education (GCE) is to help learners to become...** (*Please choose one (1) only*)

- a. informed and critically literate.
- b. socially connected and respectful of diversity.
- c. ethically responsible and engaged.

6. **Imagine a GCE-related lesson on migrations, environmental sustainability or economic inequality. To what extent do you believe your practice can change each of the following elements?**

	To a large extent	To a moderate extent	To a small extent	Not at all
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6a. **Please provide some comments to Question 6.**

TEACHING OF CIVIC AND CITIZENSHIP EDUCATION

7. Which components (e.g. contents, practices in classroom, resources) would you deem essential in order to plan a GCE-related lesson for grade 8 classes? Please list up to three (3) and briefly describe each one.

1) _____

2) _____

3) _____

8. Further comments / ideas / suggestions:

Thank you for your cooperation!

6. Data analysis

6.1. The lessons from the curricular perspective

The content Australian lessons were grouped in three macro-areas emerged from literature review (see Chapter 1), characterizing as follows:

- Globalization/interdependence: lesson 1 (teacher Melanie); lesson 4 (teacher Syvia); lessons 7-11 (teacher Crystal);
- Environment and sustainability: lesson 12 (teacher Maryam); lessons 13-15 (teacher Thorsten); lessons 19-21 (teacher Amir);
- Curricular content lesson: lessons 2-3 (teacher Melanie); lessons 5-6 (teacher Syvia); lessons 16-18 (teacher Alinta).

Table 1. Australian content lesson in macro-areas

	<i>Lesson</i>	<i>Teacher</i>	<i>Total of lesson</i>	<i>Total of teacher</i>
<i>Globalization/global interdependence</i>	1	Melanie	7	3
	4	Syvia		
	7, 8, 9, 10, 11	Crystal		
<i>Human rights and social justice</i>	/	/	/	/
<i>Environment and sustainability</i>	12	Maryam	7	3
	13, 14, 15	Thorsten		
	19, 20, 21	Amir		
<i>Curricular content lesson</i>	2, 3	Melanie	7	3
	5, 6	Syvia		
	16, 17, 18	Alinta		

6.1.1. Migration in Australia. The lessons of Melanie, Sylvia and Crystal

The topic of migration is included in the Australian Curriculum (AC), at Year 8. It is developed in Geography subject. The table shows the content description and the unit for migration reported within the AC.

Table 2. Content description and unit on migration (reference: ACARA)

Year 8. Content Descriptions	
UNIT 2. "Changing nations"	
Geographical Knowledge and Understanding	Elaborations
Reasons for, and effects of, internal migration, in both Australia and China	<i>Identifying and explaining the main types, patterns and trends of internal migration in Australia (for example, employment, lifestyle and retirement migration)</i>
	<i>Examining the effects of resource development on employment growth in both the resource regions and the cities, and on internal migration in Australia</i>
	<i>Investigating the effects of the 'fly-in-fly-out' phenomenon on resource development places</i>
	<i>Explaining that Aboriginal and Torres Strait Islander Peoples' population mobility reflects attachment to a number of places through family, Country/Place, dispossession, relocation and employment</i>
	<i>Identifying and explaining the patterns of temporary and permanent internal migration in China and the effects on the places of origin and destination</i>
	<i>Examining the role of labour migration in the urban development of China (for example, the growth of Shenzhen, Guangdong Province)</i>
	<i>Exploring the issues relating to China's 'floating population'</i>
Reason for, and effects of, international migration in Australia	<i>Examining the environmental problems of China's megacities (for example, air pollution in Beijing)</i>
	<i>Identifying and explaining the main types and patterns of international migration (for example, permanent migration, temporary labour migration, student migration, forced migration (including refugees) and family reunion)</i>
	<i>Investigating where and why international migrants settle in Australia and how this may reinforce urban concentration</i>
Causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region	<i>Exploring the changing cultural diversity of the Australian population</i>
	<i>Discussing urbanisation as a shift in where, how and why people live where they do</i>
	<i>Exploring the connections between urbanisation and economic and social opportunities</i>
	<i>Examining how urbanisation can positively or negatively affect environmental quality (for example, carbon emissions and water consumption)</i>

As regard the curriculum, the observed lessons observed planned the following content:

- the process of urbanization and the transformation of the population distribution (e.g. increased urban concentration and progressive depopulation of vulnerable areas) (*lessons 1, 4*);
- Chinese migration to Queensland and Australia (*lessons 7-11*).

The table 3 shows the basic concepts that teachers used to talk about migration, reported as they were nominated (and in the order as they were nominated) during the lesson.

Table 3. Teacher's words to talk about migration

	<i>Lesson 1</i>	<i>Lesson 4</i>	<i>Lesson 8-11</i>
	<i>Migration and urbanization</i>		<i>Chinese migration to Australia and Queensland</i>
<i>1st time</i>	Rural area	Urban effects on living	History of Chinese migration
<i>2nd time</i>	Slum	The wealth of the cities	Chinese settlement within Fortitude Valley
<i>3rd time</i>	Residential area	Per capita income	Pieces of evidence
<i>4th time</i>	Commercial area	Urban challenges	White Australian policy
<i>5th time</i>	Industrial area	Slum	Australian Bureau of Statistics (ABS)
<i>6th time</i>		Transport and pollution	Average; quarterly
<i>7th time</i>			Chinese child policy and overpopulation
<i>8th time</i>			Married; unmarried; separated; divorced; widowed; never married
<i>9th time</i>			Ancestry and country of birth
<i>10th time</i>			Craze and word of mouth

6.1.2. Environment and sustainability. The lessons of Maryam, Thorsten and Amir

The topic of sustainability is not included as “subject-content” in the Australian Curriculum (AC), at Year 8. It is rather intended as cross-curriculum priority aimed at developing knowledge, skills, values, and worldviews to act according to more sustainable patterns of living.

Sustainability addresses the ongoing capacity of Earth to maintain all life. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment. Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence. (ACARA, see on <https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability/>)

As regard the curriculum, the observed lessons observed planned the following content:

- energy, water and sustainability (*lesson 12*);
- actions for climate change and social inclusion (*lessons 13-15*);
- ethical dilemmas and vegetarianism/veganism (*lessons 19*).

The table 4 shows the basic concepts that teachers used to talk about sustainability, reported as they were nominated (and in the order as they were nominated) during the lesson.

Table 4. Teacher’s words to talk about sustainability

	<i>Lesson 12</i>	<i>Lesson 13</i>	<i>Lesson 14</i>	<i>Lesson 15</i>	<i>Lesson 19</i>	<i>Lesson 20</i>	<i>Lesson 21</i>
	<i>Energy, water and sustainability</i>	<i>Climate change action</i>	<i>Environmental disruption action</i>	<i>Inclusivity action</i>	<i>Ethical dilemmas</i>	<i>Ethical dilemmas and the vegetarianism</i>	<i>Ethical dilemmas</i>
<i>1* time</i>	Save water; drinking water	Global warming	Environment	Palm oil	Global warming	Veganism	What I thought?
<i>2* time</i>	Deforestation	Climate change	Natural disasters ⁴⁸	Inclusivity	Humanity’s future	Vegetarianism	Individual feedback
<i>3* time</i>	Scarcity and drought	Anthropogenic	Life on Earth	Excluded people	Universal ideas	Human relationship and animals	
<i>4* time</i>	Model	Fossil fuels	Climate refugee	Ethnicity	Homegrown	Pros & cons website	
<i>5* time</i>	Pollution	Extinction rebellion	Biodiversity loss	Migrant	Personal	Animal rights	
<i>6* time</i>	Natural habitat	Permian extinction	Aboriginal Australians	Sexuality	Democratically vote		
<i>7* time</i>	Destruction	Open and closed system in science	Environmental damage		Raise the hand		
<i>8* time</i>	Ozone layer	Greta Thunberg	Palm oil		Do a count		
<i>9* time</i>	Solar energy, solar panel	United Nations	Over-fishing				
<i>10* time</i>	Experiment		“Product of”				

⁴⁸ City, pollution, deforestation, oil leaks, plastic, animal husbandry, ozone layer.

6.2. The lessons analysis from the GCE perspective

6.2.1. The lessons on migration planned by Melanie, Sylvia and Crystal

The classroom observation protocol was used to analyse teaching methods and strategies planned for GCE-oriented lesson. It was developed according to the theoretical framework of this study, as described in the chapters 1, 2 and 3.

Date: 14/10/2019 **Time:** 09:00/10:15 (1h15min) **School:** S1 **Teacher:** T1 **Teacher lesson:** L1
Number of Students: 27 **Subject:** Geography **Topic/argument:** Migration **Resources:** ⊕ textbook (digital version of the textbook) □ journal/magazine □ primary resources/documents (e.g. *Universal Declaration of Human Rights*) □ video/film/documentary □ guest speaker ⊕ other (specify): tablet (for each student) & digital blackboard; resources on line (map of the world and migrations)

	Teacher's → student/s (inter)action	Student/s → Teacher's (inter)action
<i>Introducing/Presenting</i>		
<i>Explaining</i>	The teacher explains how students can use the sources to research the information to understand the issue.	
<i>Asking</i>	“What are the migration trends? Why do people migrate/move to a particular area of the world?”	Knowledge based questions (about content and explanation of the activity).
<i>Responding</i>	Knowledge based answers (short).	Knowledge based answers (short).
<i>Questioning/Eliciting</i>		
<i>Encouraging students to express opinion</i>		
<i>Discussing</i>		
<i>Expressing a personal perspective/idea about the topic</i>		Some students express their idea about the factors for migration (just listed, without an in-depth analysis).
<i>Worked together and/or in active ways</i>		The students work in active way. The students work in a small group (2 or 3) ⁴⁹ to respond to the questions reported in the material furnished by the teacher.
<i>Reading</i>		The students read the contents of the lesson on the tablet, working individually and in group.
<i>Viewing</i>		Graphs, map of the world and migrations.
<i>Other (shift, surprises, critical events, etc)</i>	The teacher responds to the reasoning question expressing a personal idea about the motivation for that specific migration mentioned by the student.	A student asks a reasoning question (she wants to know the motivation for migration from a certain area to another specific area).

⁴⁹ During the debrief the teacher said that the students are not happy to work in a structured small group, in which they will be assess, preferring the informal, unstructured small group like those observed in this lesson.

Date: 15/10/2019 **Time:** 08:45/09:35 (50min) **School:** S1 **Teacher:** T2 **Teacher lesson:** L1
Number of Students: 26 **Subject:** Geography **Topic/argument:** Urban effects on living
Resources: □ textbook □ journal/magazine □ primary resources/documents (e.g. *Universal Declaration of Human Rights*) □ video/film/documentary □ guest speaker ⊕ other (specify): tablet (for each student) & digital blackboard; resource on line (“Urban effects on living”).

	Teacher’s → student/s (inter)action	Student/s → Teacher’s (inter)action
<i>Introducing/Presenting</i>		
<i>Explaining</i>	The teacher examines the urban effects on living.	
<i>Asking</i>	Knowledge based questions.	While the students are writing, they ask knowledge-based questions about content and explanation of the activity (low voice).
<i>Responding</i>	Knowledge based answers (short).	Knowledge based answers (short).
<i>Questioning/Eliciting</i>		
<i>Encouraging students to express opinion</i>		
<i>Discussing</i>		
<i>Expressing a personal perspective/idea about the topic</i>		
<i>Worked together and/or in active ways</i>		
<i>Reading</i>	The teacher reads the text, explaining it.	The students read the contents of the lesson on the tablet, working individually and shared their text with the closest student.
<i>Viewing</i>		

Date: 15/10/2019 **Time:** 09:45/10:25 (50min) **School:** S1 **Teacher:** T3 **Class:** C1 **Teacher lesson:** L1 **Number of Students:** 29 **Subject:** Geography **Topic/argument:** Migration **Resources:** □ textbook □ journal/magazine □ primary resources/documents (e.g. *Universal Declaration of Human Rights*) ⊕ video/film/documentary □ guest speaker ⊕ other (specify): tablet (for each student) & digital blackboard; resource on line (“www.abcnet/chinesemigration”).

	Teacher’s → student/s (inter)action	Student/s → Teacher’s (inter)action
<i>Introducing/Presenting</i>		
<i>Explaining</i>		
<i>Asking</i>	The teacher asks to the students to imagine being in a foreign country in which nobody speaks English: “How would you feel?”	
<i>Responding</i>		The students in a first moment write the responses; then they share their responses with the teacher and the classroom.
<i>Questioning/Eliciting</i>		
<i>Encouraging students to express opinion</i>		
<i>Discussing</i>		
<i>Expressing a personal perspective/idea about the topic</i>		The students express their personal idea about the feeling to be a foreign person.
<i>Worked together and/or in active ways</i>		The students write individually on the tablet. Some of them shared their idea with the classroom, responding to the teacher’s questions.
<i>Reading</i>		
<i>Viewing</i>	The teacher shows a video on the Chinese migration.	
<i>Other (shift, surprises, critical events, etc)</i>		One student asks if she can use the smartphone when she imagines being in a foreign country.

Date: 05/11/2019 **Time:** 08:45/10:25 (1h40min) **School:** S1 **Class:** C1 **Teacher:** T3 **Teacher lesson:** L2 & L3 **Number of Students:** 28 **Subject:** Geography **Topic/argument:** Chinese migration to Australia and Queensland **Resources:** □ textbook □ journal/magazine □ primary resources/documents (e.g. *Universal Declaration of Human Rights*) □ video/film/documentary □ guest speaker ⊕ other (specify): tablet (for each student) & digital blackboard; resource on line (“www.abs.gov.au”).

	Teacher’s → student/s (inter)action	Student/s → Teacher’s (inter)action
<i>Introducing/Presenting</i>		
<i>Explaining</i>	The teacher explains what the task of the lessons.	
<i>Asking</i>	The teacher checks the comprehension, asking some questions.	The students ask a lot of clarification questions during the two lessons.
<i>Responding</i>	The teacher responds to the students’ questions.	The students respond to the teacher’s questions.
<i>Questioning/Eliciting</i>	The teacher eliciting reasoning answers.	
<i>Encouraging students to express opinion</i>	The teacher encourages students to express their idea on the topic of the lesson.	
<i>Discussing</i>		
<i>Expressing a personal perspective/idea about the topic</i>		The students express their idea on the topic of the lesson. A student mentions her family as an example.
<i>Worked together and/or in active ways</i>		The students write individually on the tablet.
<i>Reading</i>		The students read the resources on line.
<i>Viewing</i>		The students view the website.
<i>Other (shift, surprises, critical events, etc)</i>		

Date: 04/11/2019 **Time:** 08:45/10:25 (1h40min) **School:** S1 **Class:** C2 **Teacher:** T3 **Teacher lesson:** L1 & L2 **Number of Students:** 26 **Subject:** Geography **Topic/argument:** Chinese migration to Australia and Queensland **Resources:** □ textbook □ journal/magazine □ primary resources/documents (e.g. *Universal Declaration of Human Rights*) □ video/film/documentary □ guest speaker ⊕ other (specify): tablet (for each student) & digital blackboard; resource on line (“www.abs.gov.au”).

	Teacher’s → student/s (inter)action	Student/s → Teacher’s (inter)action
<i>Introducing/Presenting</i>		
<i>Explaining</i>	The teacher explains what the task of the lessons.	
<i>Asking</i>	The teacher checks the comprehension, asking some questions.	The students ask a lot of clarification questions during the two lessons.
<i>Responding</i>	The teacher responds to the students’ questions.	The students in a first moment write the responses; then they share their responses with the teacher and the classroom.
<i>Questioning/Eliciting</i>		
<i>Encouraging students to express opinion</i>		
<i>Discussing</i>	The teacher participates at the discussion on the difference between country of born and citizen talking about her personal experience.	Two students discuss with regard to the question on the difference between country of born and citizen.
<i>Expressing a personal perspective/idea about the topic</i>		
<i>Worked together and/or in active ways</i>		The students write individually on the tablet.
<i>Reading</i>		The students read the resources on line.
<i>Viewing</i>		
<i>Other (shift, surprises, critical events, etc)</i>		One student asks what is the difference between country of born and citizen (reasoning question).

Lesson transcripts were used to analyse three dimension:

- lesson aim;
- lesson content;
- classroom interaction.

This section synthesized the lesson transcripts used for data analysis.

Lesson aim

Table 5. Lesson transcript aim

So I setup my lessons with a quick starter, which is just something I use the one that for sure that's the program in Microsoft that allows me to distribute a **quick question** to each student, and then, while I'm working that sort of thing, **they have something to do in setting up their computer**, and it's just something that they would have known from a **previous lesson**, and it just gets the brain thinking **about the "Geography" in this particular lesson**. After that, we did the homework review to make sure everyone understood the **main concepts** and we checked for understanding, and we talked about **megacities**, and it'll just away the gauge OK... who knows what they're talking about that sort of thing. (*Melanie, post lesson 1 debriefing*)

OK, building on what we did on Tuesday, **we are looking and finishing up urbanisation**. So, what we are going to look in period 1 today is we are going to look at **living and urbanisation** before we specifically move on to Chinese migration; so, we're looking at **the urban effects on living**. (*Syvia, lesson 4, line 3*)

Content lesson

Table 6. Lesson transcripts on urbanization as opportunities to live a better life

<p>First of all, cities attract people to them with <i>[reading]</i> “the opportunity of work and the possibility of better housing, education and health services”. All of these are key words, are they? Opportunity of work, possibility of better housing, education and health. [...] “There is a strong interconnection between the wealth of a country and how urbanise it is” Let’s have a think about that for a second: “How wealthy a country is shows usually how urbanise it is”.</p> <p style="text-align: right;"><i>(Syvia, lesson 4, line 15)</i></p>
<p>So it becomes more advantageous to live in a city, regardless of if you’re in a poor or <i>[ahem]</i> a rich country like us.</p> <p style="text-align: right;"><i>(Melanie, lesson 1, line 21)</i></p>
<p>If you do not have money to build the road, to build more buildings and infrastructure, if you don’t have money to make schools, to develop hospitals, you’re not going to have that urbanisation. So, the world of a country released how urbanised it is because you can afford the infrastructure. We can afford the “Story Bridge”, we can afford to have the “Royal Hospital” down the road, we can afford to build schools like “XXX [school name]”, like “Terrace”, like “St James”, all the schools around us here in the CBD, if you don’t have the money you can’t build this roads and buildings that just appear out of the ground. ”.</p> <p style="text-align: right;"><i>(Syvia, lesson 4, line 23)</i></p>
<p><i>[Teacher]</i> We have a lot of hard-working Australians in their trade or their study or their career or their job will do the work and get paid well. If everyone in Queensland decide to seat on the couch do nothing <i>[pause]</i>, do you think we would have the opportunity to have these things?</p> <p><i>[Student]</i> Nooo...</p> <p><i>[Teacher]</i> <i>[ahem]</i> This happens because people get group together create many chances to move out of poverty generally because of increased work opportunities. If there is no work for you, you cannot earn money, you’re going to start to get into that low financial cycle which can down the track lead to the chances of poverty hunting that run out. There are often better support network from government and local councils also cheap and provide facilities such as housing, roads, public transport possible to school to a population concentrated into a small area.</p> <p style="text-align: right;"><i>(Syvia, lesson 4, lines 37-39)</i></p>
<p>Yeah, we need more infrastructures, we need more houses being built, we need more hospitals, we need more schools, and if the population keeps growing we need more things. So that, to don’t have road congestion we need more public transport to get people off those trains, off those buses, off those CityCats, so there’s more.</p> <p style="text-align: right;"><i>(Syvia, lesson 4, line 77)</i></p>
<p>[...] but really rural parts are going to have minimal opportunities because if you’re the doctor in that town and there’s like a few hundred people, chances are <i>[laughing]</i> there’s not going to be another doctor. <i>[ahem]</i> So it’s like, things like that, <i>[ahem]</i> as well as most people would move away to go for university or things like that. So unless you’re working in the agricultural industry and it’s like a family trade that’s been passed on to you <i>[ahem]</i> because it’s really difficult thing to do. Farmers don’t get enough credit. They grow all our food, collect it, distribute it. They do all these things that have all these skills.</p> <p style="text-align: right;"><i>(Melanie, lesson 1, line 11)</i></p>

Table 7. Lesson transcripts on poverty and slums

<p>So it’s these really interesting spaces. And when you get to see inside one where, you know, six or seven people in a family live in this one room place, they all sleep on the floor. They share the same bed and that’s just the way their life is. And they still go to school. They still go to work. And that’s the only thing that they can do and afford. It’s still a functioning society, but the quality of life and the sanitation is very, very low.</p> <p style="text-align: right;"><i>(Melanie, lesson 1, line 35)</i></p>
<p>1. Durable housing – it means a permanent structure how many structure that won’t blow away or will damaged with the rain that we had last night. 2. Sufficient living area – there’s no more than three people sharing in a room. 3. Access to improved water - so water have to be efficient, affordable and can be obtained from extreme effort. 4. Sufficient water – you have enough to drink, you have enough to cook, you have enough sanitation and laundry as well. 5. Access to improved sanitation facilities - only those give a private toilet or share a public toilet with a reasonable amount of people, maybe three, four, five, six, seven family members <i>[pause]</i> not one per community <i>[pause]</i> or you’re waiting and have a line-up for a while to get in. 6. Secure tenure and protection against forced eviction.</p> <p style="text-align: right;"><i>(Syvia, lesson 4, lines 88, 92)</i></p>

Learning resources and activities

ACTIVITY: <https://migrationdataportal.org/>



****click on a country to select it**
****adjust the *in/out* button to change migration**
****click on the coloured clusters to see which country they came from and how many people migrated**

Your chosen country: _____

Number of Immigrants (immigrant stock): _____

Where do the immigrants come from? (list the 3 most popular continents)

- 1.
- 2.
- 3.

Repeat the steps for 5 different countries. (Choose from different continents).

Table 8. Lesson transcripts on teacher's comments on global migration

In Canada and [ahem] America lots of [pause] immigrants came from India and China and not anywhere else really [pause] kind of India, China sort of regions [pause]. That makes me wonder, like **why they emigrate?** [...]

I found this weird. I don't know **why that a lot of people from Iraq and Syria go to Sweden?** [...]

It's just weird to me. Cause it's like so far away.

I'm actually kind of shocked that Canada doesn't have more immigrants from the United States and vice versa. I'm actually surprised at that. [...] **I'm a little bit surprised** by like Brazil, Brazilians moving to China and that sort of thing. But they've got, or, and Chinese moving to Brazil kind of interesting. [...] They'll move to places. Why Sweden in particular, **I'm not a hundred percent sure**, but there they are moving towards Europe. They may know people there, that sort of thing. So, yeah [...] Yeah. Pretty interesting stuff. I think. So if we go onto the next activity.

IN PAIRS: You are to design an Annotated Visual Display that will answer the following questions:

- Why have the Irish left Ireland at different times in their history and moved to other countries?
- What countries have they moved to predominantly?
- Why are they still migrating to Australia and other countries?
- How has AHS been impacted by Irish migration?

You will need to include graphs and maps as well.

Sample of a Visual Display

Include Photos with annotations, graphs and maps.

Is it a good thing that so many tourists visit Uluru?

NATURAL PROCESSES

Legend
 - Vegetation
 - Atmosphere
 - Geological and hydrological processes
 - Biological processes
 - Administration

EROSION

LOCATION MAP

TOURISM AT ULURU

-
-
-
-
-
-

Name _____

Annotations:
 - All diagrams, sketches, photographs and graphs must have a heading and a caption.
 - Make the heading stand out.
 - Always include a location map; remember BOLTSS.
 - A simple sketch can break up lots of writing.
 - Lists may be better than long paragraphs.

Table 8. Lesson transcripts on group work instructions

OK, in about thirty seconds we're going to have read of these answers, can you just stop and check for me again the countries and have a look your answer. Point with your finger and find where you've written the continent – Latin America, Sub-Saharan Africa; Central [ahem] or South-East Asia; and then you've got data in there as well you've got some numbers, you need to support your answer. OK, **staring at the screen of the person next to you**; if you're in the brain, you're intelligent after work this out, swop with someone else or read someone else's device and someone else answer. **Swop devices.**

Table 9. Lesson transcripts on teacher's conceptualization between "us" and "them", expressed in its use of personal pronouns

It's not really a home because it's just whatever **they** could find and **they** kind of mashed it together. [...] **they** all sleep on the floor. **They** share the same bed and that's just the way their life is. And **they** still go to school. **They** still go to work. And that's the only thing that **they** can do and afford. It's still a functioning society, but the quality of life and the sanitation is very, very low. [...] There's people who work here that don't live here. And **they** started calling those communities where **they** live just bedroom communities, because people didn't really use them other than just to sleep. So **they** worked there, **they** lived in the city; **they** went to dinner in the city. **They** went out in the city, but **they** had to live outside of it because it's so expensive to live in it. And **they** started calling them bedroom communities".

(Melanie, lesson 1, lines 35-37)

Teacher assignment

So today's lesson was really rephrasing what we had started because there are two, I have to separate "**Geography**" **classes**, and one class has missed lessons above the other this class is further ahead. So, in that circumstance, it was then getting them to continue on with what they done just with a **quick revision** of what they are asked to do, and then focusing on the next step. It was giving them time to **complete part of their assignment**, but also to start building upon giving them a perspective of what they're trying to answer to always talk about, and think about, at each stage whether it's **gathering data and interpreting it** or whether they're **doing formal research** somewhere were there. The second part of the lesson was a follow on from that part where they didn't finish what they had done, so, still, a lot of them had a lot of work to do in that time frame, and it does take quite a bit of time and information from each time. Can I just ask everybody to get their computers out? It's a couple of things we're going to do today to keep ourselves on track. It requires you to focus on getting as much done as you can in class, but also going back and **doing your own research**. [...] This part here is due, 3.1 ["Australia + QLD migration"] and 3.2 ["Artefacts"], to be completed by next week. **I'll explain what we're doing** first, and there is an extra section [...] you need to be here doing with me. 3.2. was looking at those **three artefacts** and that was focusing on what they were, so things like the end street sign... everybody remembering this now? It might be the park that was there, it could be the lanterns, the bell etcetera. You've got all these things going on. **You'll pick three of those key things that provide evidence that there is Chinese settlement in there**. You're going to continue working on that part today. On each of those you write the three artefacts, three sentences for each.

(Crystal, lesson 8, lines 2-8)

We are looking at and it's around **Chinese migration**. When we start having a look at this component: this is where **your research skills are going to come into play**. **I'm going to give you some scaffolds** in terms of what you need to go ahead and start looking for, but then **it is up to you to do the research**.

(Crystal, lesson 8, line 16)

It's not just about our **tax system**, but it is about getting an idea of **how we have this population**, and **how we cater for them**. In part, that's what a **democracy** is, isn't it? We vote a **government** in, and they make decisions on the **tax** that we provide when **we earn money** at different times in our life, and **where that money goes** to get a general **census** in terms of getting an idea of where people, our population, are.

(Crystal, lesson 9, line 46)

Classroom interaction

Table 10. Teacher closes-ended questions

3	Syvia	What is urban living?
4	C	<i>(silence)</i>
5	Syvia	Yes?
6	S	<i>[noise]</i> in a city living?
7	Syvia	Yes , in a city living.
[...]	[...]	[...]
15	Syvia	Can anyone think another country that would be very wealthy and urbanised like ours? Yes?
16	S	<i>[ahem]</i> Dubai?
17	Syvia	Dubai, yes, very wealthy as well very urbanised. Yes?
18	S	Singapore?
19	Syvia	Singapore, yes. Any others? Dubai, Singapore who are wealthy and urbanised.
20	S	Europe?
21	Syvia	Europe, yep, lot of European cities certainly.
[...]	[...]	[...]
53	Syvia	[...] What's another heavily concentrated cities and <i>[ahem]</i> suburbs in Australia?
54	S	Melbourne?
55	Syvia	Melbourne, good. <i>[pause]</i> Oh, come on, class!
56	S	Sydney?
57	Syvia	Sydney.
58	S	Perth?
59	Syvia	Perth.
60	S	Canberra?
61	Syvia	Canberra <i>[silence]</i> . Wow! We are really hard to sleep spoiling; let's start functioning!
62	S	Hobart?
63	Syvia	Hobart.
64	S	Adelaide?
65	Syvia	Adelaide. Very good.
[...]	[...]	[...]
79	Syvia	[...] What countries have very high levels of poverty? We looked at this last lesson, who where in the world?
80	S	Asia?
81	Syvia	Asia.
82	S	India?
81	Syvia	India.
81	S	Africa?
82	Syvia	Africa, good . OK. [...] One billion people live in slums worldwide. Is there a lot?
83	C	<i>(unison)</i> Yes.
84	Syvia	How many people in the world?
85	C	<i>(together)</i> Seven.... Seven.... Seven... billion...
[...]	[...]	[...]
112	Syvia	[...] Answer: whose have been to a country where they can visibly see the pollution? Anyone has been? And where is it?
113	S	Hong Kong.

Table 11. Students closes-ended answers

33	Melanie	Can anyone tell me what a slum is?
34	S	It's like makeshift houses where people who don't have enough money to buy houses, kind of like make things out of cardboard or pieces of scraps.
35	Melanie	Exactly. [...] So what's a residential area?
36	S	Where all the houses are and majority of the population lives.
37	Melanie	Yeah. [...] What about commercial? What a commercial area is?
38	C	<i>[silence]</i>
39	Melanie	Someone read it. Yeah.
40	S	Areas, shops and places where you go to buy things?
41	Melanie	Yeah [...]
[...]	[...]	[...]

- 43 Melanie **Industrial areas: so what are [...]?**
 44 S Factories, mainly like warehouses.

Table 12. Examples of teacher “display questions”

- 98 Sylvia [...] **When I say “data”, what do I want to see?**
 99 SS *(together)* A number. | Numbers.
 100 Sylvia **A number and?**
 101 SS *(together)* Places... | Unit...
 102 Sylvia *[ahem]* Yes...
 [...] [...] [...]
 126 Sylvia [...] What we all buy from China that we like?
 127 S Everything!
 128 SS *[laughter]*
 129 Sylvia *[laughing]* Yes.
 130 S ...because everything is just like “Made in China”.
 131 Sylvia **What kind of stuff? Give me like a category.**
 132 S Plastic toys?
 133 Sylvia Plastic toys, yes!
 134 S Cookware, like cups and stuff?
 135 Sylvia Yes. **What else** to be get a lot from China?
 136 S Clothes.
 137 Sylvia Clothes, **and also a lot of... really modern...**
 138 SS *(together)* Technology. | *(laughter)*.
 139 Sylvia **Here we go!** A lot of technology is made in China; Apple products are made in China, the design is created in California by have more people to work to create them in China. [...]
- 41 Sylvia **Do you think the middle of Australia and west of Queensland is hold?**
 42 SS **(unison)** No.
 43 Sylvia **Is there a lot of space?**
 44 SS **(unison)** Yes.
 45 Sylvia A real lot! [...] **Can we build one [hospital] every ten kilometres?**
 46 SS **(unison)** No.
 65 Sylvia [...] Have you ever noticed one of those living here in Brisbane?
 66 C *[silence]*
 67 Sylvia Anyone of those?
 68 C *[silence]*
 69 Sylvia **Have you noticed road congestion with your family, when you’re stuck in traffic?**
 70 SS *(together)* Ah... | Yes...
 71 Sylvia **Yes. OK,** public transport concerns all of you because you’re students.
 72 SS *(together)* Yes... | Yes.
 73 Sylvia **Excellent.**

Table 13. Teacher open-ended questions

- 14 S Well, **to find a better paying job** so they can support their families and have easy access to shelter, food, and other necessities like health care services?
 15 Melanie Same reasons as us. Yes.
 16 S Oh, I was just going more into **the health care** thing. They have less sanitary situations out there so it would be, even if a little bit, it would probably be easier access when you get injured and sick.
 17 Melanie **Yeah, for sure.** For sure.
 18 S So they can move to a more economically stable community with **more job opportunities, better sanitary, and industrial development.**
- 9 Melanie [...] **What else?**
 10 S Well **my grandparents live in Toolamba** [suburb in Brisbane] and when you go up, there’s this university of Queensland in Brisbane, but they’ve got like university of Queensland and they have this big, like agriculture plant where they teach people becoming like this.
 [...] [...] [...]

50	S	That's where my mom and dad used to live in, in those buildings.
[...]	[...]	[...]
67	Melanie	[...] Why is there this trend of China and India? Does anyone know why?
68	Mila	I think China is kind of like tourism. I know that like in Great Barrier Reefs they have lots of tourists.
21	Syvia	[...] What the wealth have to do with the urbanisation?
22	S	Because they can afford to build their apartment and stuff like that?
[...]	[...]	[...]
33	Syvia	Why not?
34	SS	(together) [indistinct chattering]
[...]	[...]	[...]
114	Syvia	What have you seen?
115	S	[ahem] It's like misty...

Table 14. Teacher-talk about its personal experience

I've tried to work on a farm on a small-scale farm. And it was very challenging [ahem] coming from **my parents who are actually farmers**. [ahem] They have so many skills that they can't even describe them to me. **But** without that knowledge, without that background information, **it's** going to be really, **really hard to actually get a job in that industry**. And there's not really much else out there.

(Melanie, lesson 4)

61	Melanie	Politically is my mains reason . So there has been a push factor to not move there, right? [ahem] Political is very different in Canada [...] it's expensive [...] teaching is not payed very well... there is a large number of reasons. To choose my place to live I personally-
62	S	Australia is better?
63	Melanie	Yeah. ... I would not to live there [...] in my personal experience . This is my perspective view . It doesn't mean like everyone does. [...] I don't like about that.

...**my husband** has five children in their family and he talks about it all the time. [...] They still wanted a big family, but this mom would bring home some shorts and then cut out and **make symbols of certain brand names** and put it onto the shorts so it didn't feel like he was getting a **cheap pair of shorts**, it was a **brand name pair of shorts**. [pause] Families modify things at different times. **I've got a sister, I'm in a family of two**, so mine was a different circumstance, but economically it has come to a point where people want to be able to provide in a quite challenging society today. That's altered over time.

(Crystal, lesson 8)

Table 15. Teacher open-ended questions and students open-ended answers

You arrive in a country; you've had to leave with barely anything... So, a suitcase is pretty much it, with a few bits and **pieces of clothing, maybe a photo**, maybe something precious to you, **and that's it**. [pause] You had to leave in a hurry. So there's not a lot going on initially... so **you haven't got your phone and your laptop with you...** and sourcing out where your hotel, where your stay's going to be, there's none of that. [pause] So we've talked about being anxious, totally overwhelmed, out of place. Probably, at that point, you've come from possibly a place that's unsafe to feeling still unsafe, because that comfort level is not there.

71	Crystal	What are some of the things that you think would be those pull factors that would draw you in and to make you feel comfortable within that country? So first off, how do you think you're going to feel? You get off the plane, you've got a suitcase. That's it. Nothing else. Gough?
72	Gough	Um, you'd feel like really anxious and maybe lonely .
73	Crystal	Yeah. Anything else? Even Gough.
74	Austra	Probably a bit overwhelmed and panicking ?
75	Crystal	Yeah, so where do you go next?
76	Lowan	Out of place?
76	Crystal	And totally out of place you know. Who's been overseas on holidays and you feel out of place, this is totally out of your comfort zone ...

- 99 Crystal So what would make you feel at home and feel comfortable in it? What are some of the names that would make you feel like you were safe, secure, comfortable, Melba?
- 100 Melba **Like a picture of your family or something that used to have in your room that makes it feel like your room.**
- 101 Crystal Yeah. So you've got comforts from home that you are comfortable with. Anything else? Girls?
- 102 C *[silence]*
- 103 Austra **Honestly, probably locks on doors.** Because like -
- 104 SS *[laughter]*
- 105 Austra ... **you don't know the place**, so you want to just like -
- 106 SS *[buzz]*
- 107 Crystal ...so you want a secure place to be. Girls, listen.
- 108 SS *[buzz]*
- 109 Crystal Just stop for a moment. In all seriousness, Austra's remark in terms of what would **make her feel comfortable in a place is absolutely legitimate**. And the reason for that is if you are a refugee coming from a place where you never felt safe, and then coming to another foreign country that you have no idea about, and you have nobody there as a support, no protection at that point in time that you feel. *[pause]* A simple lock on your door is something that would be significant for somebody to know that once they enter into their home, their room, whatever it might be, that they are able to secure themselves there.
- 71 Crystal **Homeless population**, there is going to be an area that we don't necessarily have as an honest piece of data within this. They're not going to sit down on the computer on that night and fill out a form or a survey when they're struggling at that point in time to find somewhere to sleep and to eat that night. We know that we wouldn't be able to get that information accurately on. Yes?
- 72 Colbee What do they do with **old people** who don't have a laptop or...
- 73 Crystal They still can provide them hard copies depending on a person. They are trying to avoid it. Have some credit for some old people, a lot of the old people are up with their technology, and they are using computers. Believe it or not they Skype and Zoom in on themselves and all sorts of things. [...]
- 74 Bindi I don't know if this applies, but I feel like old people have **larger families**, my dad has like six siblings and my mom has five siblings...
- 75 Crystal So a different year of time in terms of families, and what do you think impacts... These are good questions that you need to consider because if you look at our population, we've gone from, Bindi saying in terms of bigger families of five and six and sometimes plus in a year down to now, if you talk to most of your friends here at school, how many would they have in their families? Two or three maybe four. [...]
- 91 Goughe Chinese is listed in one of the tops spots for *ancestry* but not for *country of origin*.
- 92 Crystal OK, there's our first looking at a link. Everybody see that? In ancestry, Chinese is mentioned in our top responses, but in country of birth it's not. Any ideas on why?
- 93 Bindi The migration from China happened a while ago...
- 94 Crystal **You're right, we've had an influx of Chinese migration but** is that going to be our only cause, **it doesn't mean that that hasn't continued to occur** because based on what we know, **Chinese migration is still very high. Other populations have dropped off** but we've had quite a significant increase in Chinese migration. Lowan?
- 95 Lowan Not a lot of people, **the Chinese laws have changed**, and moving and migration, so not a lot people can have their children here and move here.
- 96 Crystal Sorry say that again.
- 97 Lowan **The laws have changed in China with this government...**
- 98 Crystal OK, in terms of the **one child policy** do you mean?
- 99 Lowan Also just leaving the country?
- 100 Crystal Leaving the country, yeah. They still have **strict guidelines on being able to leave one** country to another, yes. May not impact too much, but **we'll keep that one because that might be a good one for later**. Melba?
- 101 Melba I'm not quite sure but before... **they had good reasons for coming** like the **gold rush** and maybe some more but now there isn't a big reason for them to come to Australia in the first place except **for education**.
- 102 Crystal As I said before, **based on that data we're not saying that Chinese migration has decreased**, I'm not saying that. Remember, where is this **data** for? Where does this data come from? **Fortitude Valley only**. Does that give us a good overall picture of how much Chinese migration there is within Australia? **It's just one suburb**. What does it tell us just about Fortitude valley?

103 Mirry **Maybe the Chinese have moved around and left Fortitude Valley?**
 104 Cristal Yeah, so Mirry's right.

149 Crystal **OK, I'll give you an example of myself.** So I have **Australian citizenship, I was not born here.** So my country of birth would come up as New Zealand.
 150 S So you are from New Zealand?
 151 Crystal Correct.
 152 S But were you born and raised there?
 153 Crystal No, I left when I was four, but it's still my country of birth.
 154 SS *[buzz] / [inaudible]*
 155 Crystal No, I'll give you an example then. Girls, who's looked at their passport lately then? Right, my *[pause] [tz]* Girls! It will say Australia citizenship and **I will have the Australian citizenship** in there. **So I have an Australian passport. My country of birth comes up as New Zealand.**
 156 S But she's not from there.
 157 Crystal If somebody said to me now, I would say that **I'm Australian because I have Australian citizenship.** But if somebody asked me: "Where were you born?" I would say: "Ellerslie, Auckland, New Zealand".

Absolutely. Most definitely that people come together based on the similarities that they have as a culture and that will never change. Ancestry doesn't change and your cultural beliefs don't change through that. And probably through religious, the latest we're very lucky in our own country. Thinking about some of the different religious backgrounds that we have within our country, and we're very lucky that people are not persecuted because of their religious faith here. You can go to church and not be victimized because of your background.

(Crystal, lesson 9, line 179)

6.2.2. The extra-curricular lesson on energy, water and sustainability planned Maryam

Date: 22/10/2019 **Time:** 15:00/16:00 (60min) **School:** S2 **Teacher:** T4 (in collaboration with the Australian teacher of Science [T8] and the Indian teacher [T9]) **Teacher lesson:** L1 (Extracurricular project) **Number of Students:** 10 **Subject:** Science, Technology, English (EALD) **Topic/argument:** Environmental issue (climate change, pollution, water, energy) **Resources:** □ textbook □ journal/magazine □ primary resources/documents (e.g. *Universal Declaration of Human Rights*) □ video/film/documentary □ guest speaker ⊕ other (specify): Power Point presentation (Australian students); Model of environmental issues (Indian students); online platform to communicate with the Indian school (ZOOM).

	Teacher's → student/s (inter)action	Student/s → Teacher's (inter)action
<i>Introducing/Presenting</i>	1) The Indian teacher (T9) introduces the dance performance realized by the Indian students. After that, the Indian students present a model of the major environmental issues (deforestation, pollution, water). 10) The Australian teacher (T8) introduces the Power Point on energy realized by a group of students (n=3).	
<i>Explaining</i>	6) The Australian teacher (T4) briefly explains the current situation with water in Queensland.	
<i>Asking</i>	7) The Australian teacher (T4) asks information to the Indian class about the current situation with water in India. 9) The Australian teacher (T4) asks to the student if they have some questions to ask to the Indian students, but without rewording/commenting/questioning/eliciting. 14) The Australian teacher (T4) thanks the Indian teacher and students and concludes the lesson.	3) The Indian student asks to the Australian class if they have some questions. 4) The Australian student asks to the Indian class how much time they spent to build the model. 12) After the Power Point presentation by the small group of Australian students, the Indian student asks them the meaning of a word that they used.
<i>Responding</i>		5) The Indian students respond that they spent 3 weeks to build the model. 8) The Indian student describes the current situation with water in India. 13) The Australian student responds to the Indian student.
<i>Questioning/Eliciting</i>		

<i>Encouraging students to express opinion</i>		
<i>Discussing</i>		
<i>Expressing a personal perspective/idea about the topic</i>		
<i>Worked together and/or in active ways</i>		
<i>Reading</i>		11) Three Australian students read the Power Point presentation.
<i>Viewing</i>	2) The teachers and the Australian students view the screen connected with the Indian school (The Indian class realize two activities: a dance on the water scarcity and an oral presentation of the 3d model that they built in the last 3 weeks).	
<i>Other (shift, surprises, critical events, etc.)</i>		

Table 15. Indian students comments their performance art

We showed a field where there were crops lying down. So the farmer saw this immediately watered form. And the crops came back and were fully grown [...] we showed a tree around which the children were playing and everyone was happy and enjoying⁵⁰.

(Indian student, lesson 12, 134 lines)

Table 15. Australian students talk with Indian students

162	Zak	How long did it take you to make [ahem] the model?
[...]	[...]	[...]
173	Mala	Three weeks.
174	Zak	Wow!
175	Maryam	Any other questions? Nice loud voice.
176	S	What is the current water situation in... [ahem] where you live at the moment?
[...]	[...]	[...]
182	Gopan	We are in this situation. In the country, most of the states are polluting now.

Table 16. Teacher opinion on the students interaction during the lesson

So, Australian students... this morning they came to school early and they worked on their “Power Points” and the experiments and all of the data... I’m not sure how much of it aligns with their school curriculum or how much is extra. I think it aligns. So it’s... they’re doing “energy” in Science class, and then just doing a little bit extra, I think, from what I can tell. **It’d be very hard to sell them to do extra-extra.** [...] **They’re Year 8 and they’re still quite young.** But that was the age group, I think, that they wanted, sort of thirteen-year-olds. Yeah.

Maryam, *post-lesson debriefing*

I think it’s a little open-ended as to what exactly... I think Education in Queensland just wants to present these opportunities. I guess the big picture questions are: **“Who’s getting the most out of this and what’s the takeaway from this?”**... I might even put together a little survey for the students at the end to find that, using Microsoft forms, probably. And just collect some reflections from them... **What they found the most valuable? What they would like to see more of?** That kind of thing, I guess... and, again, my question would be: “What they learnt from doing “Power Point”? What doing mimes and dioramas and things like that? Have they really learnt about sustainability goals from doing the mime? Or **have they learnt other things?**”

Maryam, *post-lesson debriefing*

So, if we did it again next year, we’ll try to **build and improve on the interactions.** [...] It would be nice... I sort of suggested that we could... students could be sharing emails or something like that... But I think it becomes the legal issues and what was being supervised and, you know... **adults need to watching.**

Maryam, *post-lesson debriefing*

⁵⁰ Lezione 12, battuta 134.

6.2.3. The lessons on climate change and social inclusion planned by Thorsten

Date: 28/10/2019 **Time:** 09:00/10:10 (1h10min) **School:** S2 **Teacher:** T5 **Teacher lesson:** L1
Number of Students: 22 **Subject:** English **Topic/argument:** Climate change action **Resources:**
 textbook journal/magazine (online) primary resources/documents (e.g. *Universal Declaration of Human Rights*) video/film/documentary guest speaker other (specify).

	Teacher's → student/s (inter)action	Student/s → Teacher's (inter)action
<i>Introducing/Presenting</i>	The teacher introduces the topic asking to the students to individuate a global issue and, in a second moment, to define the climate change.	
<i>Explaining</i>	The teacher rephrase the key concepts / idea reported by the students.	
<i>Asking</i>	The teacher asks a lot of questions to the students for the entire length of the lesson.	The students ask a small number of questions.
<i>Responding</i>	The teachers responds to the students' questions, examine in depth the argument.	Most of the students raise their hand to respond to the teacher's questions and respond to the teacher's questions.
<i>Questioning/Eliciting</i>	The teacher questioning/eliciting the expression of the students' opinion in a pressing rhythm.	
<i>Encouraging students to express opinion</i>	The teacher encourages students to form their opinion on climate change and to express it.	
<i>Discussing</i>		
<i>Expressing a personal perspective/idea about the topic</i>		
<i>Worked together and/or in active ways</i>		
<i>Reading</i>		
<i>Viewing</i>	The teacher shows some videos on the topic.	
<i>Other (shift, surprises, critical events, etc.)</i>		

Date: 30/10/2019 **Time:** 01:50/03:00 (1h10min) **School:** S2 **Teacher:** T5 **Teacher lesson:** L2
Number of Students: 24 **Subject:** English **Topic/argument:** Environmental destruction
Resources: □ textbook □ journal/magazine (online) □ primary resources/documents (e.g. *Universal Declaration of Human Rights*) ⊞ video/film/documentary □ guest speaker □ other (specify).

	Teacher's → student/s (inter)action	Student/s → Teacher's (inter)action
<i>Introducing/Presenting</i>		
<i>Explaining</i>	The teacher rephrase the key concepts / idea reported by the students.	
<i>Asking</i>	The teacher asks a lot of questions to the students for the entire length of the lesson.	The students ask a small number of questions.
<i>Responding</i>	The teacher responds to the students' questions.	Some students raise their hand to respond to the teacher's questions and respond to the teacher's questions.
<i>Questioning/Eliciting</i>	The teacher questioning/eliciting the expression of the students' opinion and give them the space for reflection.	
<i>Encouraging students to express opinion</i>	The teacher encourages students to form their opinion on climate change and to express it.	
<i>Discussing</i>	The teacher asks and replies to answer and questions (h.2.25/2.30).	
<i>Expressing a personal perspective/idea about the topic</i>		Two students read their personal perspective on the topic.
<i>Worked together and/or in active ways</i>		The students work in small groups for some minutes.
<i>Reading</i>		Two students read their text.
<i>Viewing</i>	The teacher shows a short video on the topic.	
<i>Other (shift, surprises, critical events, etc.)</i>		

Date: 31/10/2019 **Time:** 11:55/01:05 (1h10min) **School:** S2 **Teacher:** T5 **Teacher lesson:** L3
Number of Students: 22 **Subject:** English **Topic/argument:** Inclusivity **Resources:** textbook
 journal/magazine (online) primary resources/documents (e.g. *Universal Declaration of Human Rights*) video/film/documentary guest speaker other (specify).

	Teacher's → student/s (inter)action	Student/s → Teacher's (inter)action
<i>Introducing/Presenting</i>	The teacher contextualizes the lesson, highlighting the importance to express opinion and to use punctuation.	
<i>Explaining</i>	The teacher rephrases and explains the key concepts / idea reported by the students.	
<i>Asking</i>	The teacher asks questions to the students for the entire length of the lesson.	The students ask some questions while they are writing.
<i>Responding</i>	The teachers responds to the students' questions, examine in depth the argument.	Some students raise their hand to respond to the teacher's questions and respond to the teacher's questions.
<i>Questioning/Eliciting</i>	The teacher questioning/eliciting the expression of the students' opinion (written) and give them the time to reflect.	
<i>Encouraging students to express opinion</i>	The teacher encourages students to form their opinion.	
<i>Discussing</i>		
<i>Expressing a personal perspective/idea about the topic</i>		The students read their personal opinion on what they can do and why it is important.
<i>Worked together and/or in active ways</i>		The students work in pair for some minutes.
<i>Reading</i>		The students read their text.
<i>Viewing</i>		
<i>Other (shift, surprises, critical events, etc.)</i>		

Lesson aim

Now, what Federica is actually doing is, is an important work because she's researching how educators are teaching what's called "Global citizenship education" initiatives. And I ho... **we spoke about it last week**, and I told you some of the stuff that entails to do with **environmental issues**, or **global issues**, [*ahem*] even things like you know the... the... the book "Wonder" and I said: "There's an issue in "Wonder" that [*ahem*]"'. Can anyone remember what that issue was? [...] That's... that's to do about people treating each other [*ahem*], the way they should help each other... inclusivity? **Remember we were talking about inclusivity?** Come on, guys, wake up a little bit, all right? Not sitting there like: "Oh, we didn't do anything last week". Remember? What are some of the big themes in the novel "Wonder"?

(Lesson 13, lines 3-10)

Include, inclusivity. Inclusivity is a fancy way of saying: "Making me included", all right? "Making me a part in your society", OK? One good thing about... Well, one thing you might have noticed about this school is **we're a very multicultural school here, which is fantastic because it's a reflection of us as a country. We are a very multicultural country**. All right, and the reason why the work that she's doing is important is because with that research, they'll be able to propose ways for "Global citizenship education" to, perhaps, be even more effectively taught in the classroom. **Because one thing is for sure, if the planet doesn't start acting as a global community, we're screwed**, aren't we? OK, we're, we're seeing it already.

(Lesson 13, lines 12-16)

Content lesson

Table 16. Reference to the global socio-political context

70	Thorsten	Has anyone been keeping track of the protests that are happening not only in Brisbane, around Australia and around the world? Jake [student name]?
71	Jake	There's some in China and Hong Kong... in Hong Kong and China.
72	Thorsten	Those protests are on a separate issue, and we could actually explore that as an issue later in the week. Jake's talking about the Hong Kong protests , which are... It's a different issue altogether , because it's based on... I guess you would say that it's a result of [<i>ahem</i>] colonization from a couple of hundred years ago. Remember we were talking about the British Empire last week and how there was the expression: "The sun never sets on the British Empire" because they had established colonies or had, in essence, invaded and taken over a number of different areas right around the world, and Hong Kong is one of them. They took that from China and said we want a port, and we're going to... This is going to essentially be our territory and got together with the Chinese government and said: "Well, we're forcing you to give us this port and [<i>noise</i>] will be leasing it from you". And so they must have put a date that they thought was so far into the future that China would never try to claim that port back, but it was a 200 year at least and when 1999 rolled around, China's like: "Well, this is... We want it back". And in the meantime though, you have people living in Hong Kong who haven't been part of China as a political entity who are now saying... Feel different. They feel like they're not truly part of China anymore, whereas there are some people living in Hong Kong that do feel like identify as being a part of China. So, there's protests at the moment because Hong Kong... A lot of people in Hong Kong really don't want to be run by the Chinese government. But the issue that we're talking about... / Has anyone's parents come home talking about perhaps their trip home from work was delayed because of environmental protestors?
73	C	[<i>silence</i>]

Table 17. Reference to climate change and global citizenship education

Now, **I forgot to discuss our learning objective**, before let's have a look at it now. Our "Learning objective", firstly, is to "**Understand the generic structure of journal writing**" (and we'll get to that just before we write our journals). Secondly, "**Understand how to form an opinion based on information from different perspectives**". [...] What I might do is... we'll cover the different perspectives because **I want you to write a journal article based on what you really think, rather than just visiting one perspective**. I was going to say... because **we're running out of time, but we can get to the journal lesson** [*pause*] **the journal writing in another lesson. I think this is more important.** [...] I mean, **I think the class is in agreement that climate change is a thing, right? And it's a thing that perhaps we should be worried about.** [...] **Because this is a contemporary issue where it's starting to hit home.** You have Extinction Rebellion protestors are blocking city streets in Brisbane... and Sydney... and Melbourne... and London... and other cities around the world.

(Lesson 13, lines 136, 261)

90	Thorsten	[...] What is global warming?
91	Jake	The heating of the earth.
92	Thorsten	The heating into the air? Luna?
93	Luna	It's when the temperature goes higher.
[...]	[...]	[...]
113	Thorsten	Yeah. Girls, I need you joining in this discussion. Lara?
114	Lara	There's less [<i>inaudible</i>].
115	Thorsten	Yeah, well it definitely affects [<i>ahem</i>] we have a drought in some areas, but in other areas we have what? Think about it. Jake?
116	Jake	Floods.

OK. You guys are going to write down what I'm writing on the board just quickly. This is Greta Thunberg's argument distilled. What I'm doing is just pulling out the main points of her argument.

(Lesson 13, lines 245-261)

One thing I would like you guys to do, as sentient beings, as creatures who can think for themselves, is don't just base your opinions on the... on the way our society operates, which is like: "I don't know anything about this person, but I saw a meme and I just think that this person is just all talking about themselves". Did anyone base that

opinion on **any evidence or information?** [...] Well, let's have a listen... Well, let's have a listen. You don't need to worry about whether I think that she [Greta Thunberg]'s got anything good to say. **You're going to form that opinion yourself.**

(Lesson 13, lines 232, 236)

Table 17. Teacher instruction to think and write about global warming

All right, so first of all, let's talk about global warming. Now, **what I want you guys to do** with your journal entry is **just to write your own opinion** about whether we need to take action for global warming and I guess the extent of that action.

(Lesson 13, line 90)

Now, remember **with opinions, there's no right or wrong**, I mean **it's what you think about it. But the only valid opinion is an opinion that's based on evidence or consideration of perspectives.** [...] What I might do is... we'll cover the different perspectives because I want you to write a journal article based on **what you really think, rather than just visiting one perspective.**

(Lesson 13, lines 232, 236)

Table 18. Link to developed and developing countries

All right, what we're going to do... **What is a constant source of danger when you start looking at some of the arguments of climate sceptics** is, it's kind of like **when you see someone who's really convincing on YouTube, just choosing little bits of info** that aren't entirely correct and posing an argument. Let's jump to the point in our argument about the taking of action.

(Lesson 13, line 261)

Developed countries... That includes countries **like Australia or America, Canada, European** countries, you know, all countries that kind of **reaped the rewards of colonialism** and, by **no coincidence, are wealthier than other parts of the world.** But also some recent economic giants, such as Japan, I guess India and China can be seen as very big economic players. **Developed countries are interested only in economic gain**, so it seems.

(Lesson 13, lines 245)

then we have **developing countries**, which are the countries that are **poorer**, but are **starting to desire the same wealth and the same material possessions and the same sort of carefree consumer lifestyles that the rest of the world is enjoying.** And who can blame them? When you're looking around, seeing some people living extravagantly wealthy lives.

(Lesson 13, lines 247)

- 247 T [...] Do you think, on a **global standard, we are living an extravagantly wealthy life?**
- 248 SS (together) Yeah. | Yes.
- 249 T Yes. **Even in Brisbane, the poorest suburb in Brisbane, you are still among the wealthiest probably...** Well, you are wealthier than probably 70 to 80% of the people on the planet. So even if you live in the poorest house in the poorest suburb of Brisbane, you are still leading a better life than say 70% of the planet, at least. OK. So developing countries are following suit. **"Following suit" just simply means following the lead or what the developed countries are doing.** So if the world is already in bad shape, do you think developing countries jumping on board, pursuing the same sort of economic gain and the same sort of consumer lifestyle, is this headed for disaster or not?
- 250 SS (together) Yeah. | Yes.
- 251 T That's for you to decide. But scientists would argue, and economists and other researchers would argue, yes. Jake?
- 252 Jake **Is India developed or developing?**
- 253 T Well, India's... Economically, it's a very strong economy, but they have millions upon millions of people that are living in extreme poverty. So it's a... I guess it's a funny... Like the same with China. China has close to 2 billion people; not all of those 2 billion people are enjoying the fruits of their massively expanding economy. But ultimately most of them will end up pursuing that level of... because if you're living in a country and you've got say 40% of people are enjoying a really comfortable lifestyle, everyone's going to desire that same lifestyle, aren't they? So yeah, those sorts of examples are kind of funny in that regard. **They're very big economies, but not everyone in those countries is leading a wealthy lifestyle.** [...]

Piles of stuff everywhere. And we have one of those every year. Every year, does it seem to be massive piles of stuff everywhere, **just getting thrown out.** So we're consuming, consuming, consuming all the time."

(Lesson 13, line 319)

Table 19. The world, or global, mindedness

331	Thorsten	[...] So they [non-supporter perspectives] don't think they're taking the right sort of action. [...] Have a think about someone that's like: "Yeah, I think there should be action on climate change, but just don't want it to affect me" .
332	Luna	They're too lazy.
333	Thorsten	What's that?
334	Jake	They're too lazy.
335	Thorsten	Well, it's not really for us to judge, but their perspective... Think about what they're thinking. / People don't want to sacrifice anything from their lifestyle, do they?
336	SS	(unison) No.
337	Thorsten	No. OK. So not the right sort of action. Not prepared.
338	Nathan	Not the right sort of mindset.
339	Thorsten	Yes. [ahem] Negative mindset. That's a good word, Nathan.
[...]	[...]	[...]
345	Thorsten	Yeah, they were definitely angry at being inconvenienced. Yeah. And they're not prepared to self-sacrifice. "Self-sacrifice" means be affected themselves. Not prepared to sacrifice aspects of their lifestyle.

Table 20. Extinction Rebellion (ER) movement

Some things in life are funny, other things in life aren't really very funny. OK. So for these **commuters**, they were saying they're happy for people to take action, but this is the wrong sort of action. So, that's **their perspective**. So, you have Extinction Rebellion... [...] **you've got Extinction Rebellion perspective.** [pause] You have a perspective of, [pause] I guess the average... actually no, lets avoid words like that. **And then you have the perspective of say non-supporter.** And then of course **you always have the perspective of the ignoramuses in society that don't have an opinion and don't know anything about it, and don't want to know anything about it, we're not going to worry about them. Just don't be one of those people yourself. Have opinions, opinions are good.**

(Lesson 13, line 305)

Table 21. The importance to vote

161	Thorsten	[...] Vote. So that's something that you can do down the track, irrespective of whether you want to join in protests, irrespective of even whether you're able to take more public transport, even though they're good things. Well, whether you want to be a protester, that's your own decision to make. It's not my position to say that's a good thing or not. But I think encouraging people to use more public transport and being mindful of what they're consuming, I think that's a good thing. Well, one thing that you can do to actually take proper, make proper change on a political level is to vote. And if you prioritize the way you're going to vote, if you put things like issues like this at the top, then you would choose someone that's going to act on those issues. Wouldn't you?
162	Nathan	Yep.
163	Thorsten	If you decide that just maintaining your standard of living is the most important thing then you might vote for somebody else. But you guys need to be armed with information down the track to know, to make a decision based on your future, the future perhaps of your kids and grandkids, or even if you're not going to have kids, it's the future of the human race. You need to make a choice, because taking action on climate change. Yes, it might be an inconvenience in the short term for the economy. Yes, it might cost a few immediate jobs. But guess what? It might create new jobs. Yes, it might be expensive at first. OK. Perhaps some types of taxation might go up a little bit. But I mean, it's an investment in the future. That's the way I look at it. But you guys need to make those sorts of decisions when you become a citizen at the age of 18 and you have the right to vote. OK? And please don't be one of those people that don't enrol to vote, that can't be bothered. A lot of people say: "Oh, well, what's one vote going to make a difference?" But what's one vote times a million? If a million people decide that they're not going to enrol to vote, those million people could've voted for action right? And that sort of thing is what makes a difference.

Table 21. Be an agent of education and critical consumer

206	Thorsten	What about if your parents aren't really that much clued into what's going on? Can you talk to your parents about it? Of course, anyone person can educate another person . Education's just a fancy way of saying: " Talking to them and sharing information ", so jot that down: educate. You can be an agent of education. [...]
207	V	[...] We need to take action. [...] There are so many things you can do, big or small.
208	Thorsten	Let's take a quick note about that. Does every action have to be massive?
209	SS	(unison) No.
210	Thorsten	Does it all have to be like Greta Thunberg?
211	SS	(unison) No.
212	Thorsten	All right, jot down a note about that; any action, big or small I think that's a good point to make. Not everyone's going to get to speak in front of the U.N., are they?
213	SS	(unison) No.

What can I do to help the environment?"? [...] We've to discuss because sharing is caring [...] Be aware, avoid environmentally damaging products, be an aware consumer. What do you need? [...] Do you need the latest everything? Do you need that tenth pair of shoes?

(Lesson 14, lines 220-341)

Table 22. Students personal opinion on global warming

57	Alisha	Dear journal, environment destruction is becoming a serious threat to our life. Animals in their natural habitat are suffering from [inaudible] and selfish lifestyle choices . However, everyone can make a different because educating your friends and family about the small changes they can make, can make a huge impact . As of 2018, supermarkets in Australia have banned plastic bags to help out eco-friendly environment. Consumers can help with awareness by using reusable bags, recycling and even buying a reusable [inaudible]. Carpooling to school or riding a bike can improve the pollution [inaudible]. Instead of throwing your fruit and vegetable scraps out, why not create a [inaudible]? Therefore, taking action, big or small, everything counts to helping our environment.
58	T	Excellent, really good, Emily. Give her a round of applause. [...]
[...]	[...]	[...]
79	Julio	Dear Journal, there is a significant amount of climate change beginning to effect the world and its many habitants. Maybe of the main issues surround climate change, such as global warming and pollution and landfill, can be attributed to factors such as the waste and climate change. But more often than not, the average citizen can also affect this issue. By changing our current actions, we can secure the longevity of Earth's health for us and for future generations. Some of the actions we can take include , but are not limited to, education , making an impact on our local community , participating in voting, recycling and encouraging other people such as friends and family to make use of renewable energy , etc. These are only some of the actions we can all take in order to make a powerful impact on our Earth and to help secure a sustainable future with as minimal degradation as possible. It is also important to know that we are not the only species affected by climate change and that many other plants and animals suffer because of issues like land clearing and global warming.
80	T	That's excellent. Round of applause. [...] Really good.

Classroom interaction

Table 23. *Teacher' view on students participation*

I want everyone participating and something I can be a bit of a battle; sometimes you have **some kids** that **in over**, **some kids** in there that look like they're still **half asleep**, and **I could see it in their face**, so **you need to wake them up!** And that's why, you know, **I try to use a lot of humour in the classroom** to cause it kind of **wake them up** and then **more receptive** to other things... but, yeah, I liked it... so **I want to know what they already know or what they don't know and then I know how much detail I need to backfill to explain a concept.**

Thorsten, *post-lesson debriefing*

Do I have to hold a gun to peoples' heads? Do I have to pull out the threats of: 'Show my your thinking' or 'Let's just get to work on it'? All right, **I'm not being too demanding**, I don't think, and you know that the deal with us, guys, is I try to minimize our homework requirements with the expectation that when it's time to get very busy, we're capable of getting very busy.

Table 23. *Students' view on their participation*

- 55 Thorsten I was also curious as did **anybody, after Monday's lesson, speak to peers or colleagues or random strangers** as the bus stop or the person at McDonald's' drive through **about the ethical issue we discussed in class?** Did anyone go home and talk to mom and dad about it?
- 56 SS [buzz]
- 57 Oscar Yes.
- 58 Thorsten Oh, Oscar, if I was your dad, I would talk to you.
- 59 Oscar [inaudible]
- 60 SS [laughter]
- 61 Thorsten If I was his dad, I would talk to him. I think he'd be a lovely boy to talk to, and he's got a lot to say, he's got a lot of good opinions. No one else? **No one spoke to anyone about it?** [pause] **No?** OK, just curious.

Table 24. *Teacher-talk about its personal experience*

- 123 Thorsten When I was your age, and this is going to horrify you, but not only was there no -
- 124 SS [buzz]
- 125 Thorsten ... a very long time ago, yes, Jake [student name], there was no Internet. There were no mobile phones. What else? Guess what? **There were television sets.** You know the giant ones that are really big and heavy, and you had to get up out of the chair to change to channel.
- 126 Jake I do that anyway.
- 127 SS [buzz]
- 128 Thorsten One thing that is caused **was I was always exposed to the news** because, of course, mom and dad are watching the news at 6:00 o'clock. If I want to watch anything, there's only one TV in the house, and I sit down watching the news with them. Also, **my dad always said...** and my mom has pictures of me at the age of eight... he said: "**You should sit down and read the newspaper every day**". Obviously, you skim to the interesting stuff without the need to read about every car crash that's happened in the suburb, but **you read the world news.** You read the editorials. Obviously, you got to read the sports section. [...] but reading the newspaper every day was something I did as a kid, and **I knew what was going on.**

I have no way of measuring that, but it would be nice to think if you'd like on Wednesday and I would you like to ask the class some questions about did they talk to you... no, I mean, **now I'm interested!** You know, maybe on Wednesday you can... **you can ask...** have a couple of questions for the class and say: "Did any of you go and talk to this parents?" [...] 'cos they know that you're... **you're here, doing research [...] information should be presented in a variety of ways:** some people are good listeners... so, you know, and other people need to see it... **I'm I really need to like... I'm sometimes not a very good listener...**

(Thorsten, *post-lesson debriefing*)

Table 24. Students express their view on climate change and Extinction Rebellion movement

48	Thorsten	Theodore? Do you want to read the class what you wrote? I'm interested in your view of climate.
[...]	[...]	[...]
52	Theodore	There's been a worldwide discussion on climate change activism at the moment, but I don't seem to think on how it's good for the public to be caught up in people that's make them even more stressed, especially if they've come back from a long day's work. For example, as I watch different protest videos in class , there... there was a specific video that pushed my buttons , and that video was on climate change activists climbing on trains, holding up houses, holding up around 1000 people from going on the train. How could you be that stupid to the point on where you would get pushed down [inaudible]? I mean they are doing it for a good message, just the wrong action.
53	Thorsten	That is a perfectly good opinion and a very nice job on that. Well done, Theodore, and what I really like the most is that you probably suspected he might be one of the few in the class that wrote in the negative to that issue, and that is fine. To achieve anything on a global or local community scale or within a school or within a small group, people need to be able to listen to each other and feel like they're in a safe enough space to express their own opinion. Did somebody write in the positive, with regards to: "Is it acceptable for climate change activism to occur?" [pause] Well, since Theodore was the only one to put his hand up of the negative , I'm not a math teacher, but I reckon at least 20 people that wrote in the positive. Does anyone want to read theirs out for us?
54	Alisha	"Climate change: An ethical problem in a growing society" The "Extinction Rebellion", activists in society, is demanding answers to world leaders to what they are going to do. However, their response is only to the well [inaudible] of the economy. It is appalling and outrageous that people in our society do not want to help with this environmental threat that they are causing. Therefore, climate change activism must be done to aware these blinded people of this threat. As developing countries are following the lead, which are only emphases is on economical growth. People in our society need to be able to sacrifice.

Table 25. Students express their opinion on contemporary protests

72	Thorsten	Has anyone's parents come home talking about perhaps their trip home from work was delayed because of environmental protestors?
73	C	[silence]
74	Thorsten	No. Has anyone seen anything on the news?
75	Jake	I saw a video on Instagram.
76	Thorsten	And what was in that video?
77	Jake	They were like holding their hands across the road [noise] like work.
78	Thorsten	And why were they holding their hands across the road?
79	Jake	[inaudible]
80	Thorsten	Has nobody else... I just want to clarify this, has nobody else aware of anything that's been going on with protests? What about the day where all the students went on strike?
81	George	Oh, yeah.
82	Thorsten	You remember that? Is that linked to that?
83	George	Can we do that again?
84	Thorsten	Well, did you go to it in the first place?
85	George	No.
86	Thorsten	Well, why would they want you to do it again if you weren't part of it in the first time around? If another student protest was there, George, would you be a part of it?
87	George	Yeah.
88	Thorsten	OK, so we're all aware that there was a student protest day to take action on climate change?
89	SS	(together) Yeah. No.
163	Thorsten	Does anyone know the name of the main protest group?
164	Parker	Trees?
165	Thorsten	No? OK. I'll throw it to you. They're called the "Extinction Rebellion".
166	George	Trees??
167	Thorsten	Why would they call themselves the "Extinction Rebellion"?
168	George	Because we're going to go extinct?
169	Thorsten	Let's go hands in the air. Lara [student name]?

170 Lara **They believe we're going into extinction.**
 171 Thorsten Well not ... They believe that ... Well, you're close. You're very close. Jake [student name]?
 172 Jake **Without action, different species, as well as the human race, might go into extinction.**
 173 Thorsten **OK. You're both very close. [...]**
 [...] [...] [...]
 182 Thorsten What this is referring to, Extinction Rebellion is actually saying that human beings, **it's not necessarily saying that human beings are going to go extinct. [...]**
 [...] [...] [...]
 190 Thorsten **So we're actually causing a lot of extinction at the moment of different species around the world. And yes, if we don't do something about it, we might end up extinct. [...]**

Table 26. The IRE pattern (coded as DRS/DRDRS)

D	90	Thorsten	What is global warming?
R	91	Jake	The heating of the earth.
D	92	Thorsten	The heating into the air? Luna?
R	93	Luna	It's when the temperature goes higher.
S	94	Thorsten	Actually, global warming is actually considered... not the right term for it any more, my apologies. We're calling it climate change. It used to be called global warming, but then people were caught up in the fact that when the Earth's average temperature is heating up, it doesn't necessarily cause noticeable warming everywhere, but it's causing the climate to change. It's causing things like... OK, so climate change, what does that entail? How's that impacting people? Luna?
D	95	Luna	It gets hotter and -
R	96	Thorsten	OK, some areas [pause] we have a temperature increase.
S	96	Thorsten	What's something else that might be a result of climate change? Jake?
D	97	Jake	Ice is breaking.
R	97	Jake	Ice is breaking.
S	98	Thorsten	Good, the ice's -
	99	Jake	Breaking -
	100	Vincent	Melting. Yeah, melting.
D	101	Thorsten	All right, good, [...] Now when the average temperature of the world is rising, and especially sea level temperatures, it causes that ice to melt, so that's going to then cause what? Parker, what did you say?
R	102	Parker	Ice melting.
D	103	Thorsten	Ice melting is going to cause what?
R	104	Jake	Rising oceans.
S	105	Thorsten	Rising ocean or sea levels.
	106	C	<i>(together) (indistinct talking)</i>
D	107	Thorsten	OK. Now, when the average temperature of the oceans rises, does anyone know what that does to the weather or the general weather patterns?
R	108	Vincent	The weather goes weird.
S	109	Thorsten	Weather goes weird in what way.
D			Nathan?
R	110	Natan	Warmer.
S	111	Thorsten	Well, the weather is warmer.
D			Luna?
R	112	Luna	And also <i>[inaudible]</i> .
S	113	Thorsten	Yeah.
D			Girls, I need you joining in this discussion. Lara?
R	114	Lara	There's less [inaudible].
S	115	Thorsten	Yeah, well it definitely affects [ahem] we have a drought in some areas, but in other areas we have what? Think about it. Jake?
D			
R	116	Jake	Floods.
S	117	Thorsten	Floods, yes.
D			What else?
R	118	C	<i>[silent]</i>
S	119	Thorsten	So some areas are getting droughts, other areas are getting floods.
D			Think about what sort of weather don't you want to be in. Asher?
R	120	Asher	Hurricane.
S	121	Thorsten	Yes, good. So what are called extreme weather events? Hurricanes, tornadoes, cyclones, et

			cetera, tsunami... Well, tsunamis are actually caused by earthquakes so we can't directly limit them, but extreme tides.
--	--	--	--

D	136	Thorsten	Now, just checking. What do you think a climate refugee might be? Max?
R	137	Max	When people was pushed out of their town because of the climate.
S	138		Clearly, you look at the Pacific Ocean, there's thousands of islands... or you look, even say, Indonesia or the Philippines, those countries have thousands of islands but, also coastal areas, so sea levels rise... and you're going to have climate refugees. We'll probably even have climate refugees within some parts of Australia because Australia has massive coastline. Also, understand that there will be refugees from...
D			What are some of the things we spoke about last lesson that climate change causes? Not only rising sea levels...
	139	SS	[buzz]
R	140	Oscar	Change the temperature. It would get hot or cold.
S	141	Thorsten	OK, I know it changes the temperature, but doing what to the world's weather patterns? What are we getting? Hey, guys, remember, yeah. Extreme weather events, yes, natural disasters. What are some other things that we're, actually, experiencing in Queensland, at this very minute? [pause] Drought! Drought don't just mean it's a bit dry, and there's not as much water to put into your shower or your bath... Agriculture and animal husbandry... Animal husbandry is a way of saying raising livestock, not marrying animals, which I knew someone... I was, actually, waiting for Dave's reaction, when I said: "Animal husbandry", I was thinking, surely, he'll go: "Marrying animals"....

D	119	Thorsten	So, what is inclusivity? What do you mean by inclusivity?
R	120	S	Inclusiveness... openness to many groups of people...
S	121	Thorsten	[...] So, what is inclusivity? It is including people. It's not rocket science. [...]

D	136	Thorsten	[...] What's a perspective? Adam?
R	137	Adam	A point of view.
S	138	Thorsten	A point of view. So a perspective is a point of view. So if we're considering different perspectives in a climate change debate, what different perspectives might you expect to see? Have a think. We've been talking about it. Jake?
D			
R	139	Jake	People who think it's from humans and people who think -
S	140	Thorsten	People who think it's anthropogenic; people who think it's not. Then you will also encounter perspectives of people, now let me know if there's any politicians that... this might remind you of... who say: "Why should we do anything about climate change, because not all other countries are doing it?" Or: "Why should we do anything about climate change because it's going to cost our economy? Our economy's going to have less money coming in. It's going to be expensive to change from using fossil fuels".
	[...]	[...]	[...]

D	153	Thorsten	[...] So as future Australian citizens, what's one thing that you guys can at least do in the future if you want to take action?
R	154	C	[silence]
D	155	Thorsten	Max, what's something you can do if you think you want to take action?
R	156	Max	[silence]
D	157	Thorsten	Girls? Lara? What's something that, if you wanted to take action on climate change, what's something that you can do? Just something even like fairly straightforward?
R	158	Lara	Trying to take public transport.
S	159	Thorsten	OK. So actions, through day-to-day actions. That's good. OK. Trying to catch public transport more often. So there are things that you can do in the way that you live, but what's something that you can do when you turn 18 years old and participate as a citizen in this country?
D			
R	160	Nathan	Vote.
S	161	Thorsten	Who said that? Nathan. Vote. [...] Well, one thing that you can do to actually take proper, make proper change on a political level is to vote. And if you prioritize the way you're going to vote, if you put things like issues like this at the top, then you would choose someone that's going to act on those issues.

D	171	Thorsten	That's a fairly powerful quote. What do you guys think he means by: "We're at war with it?" Remember, hands in the air. Have a think. I'll give you a thinking time for 10 seconds. Daniel Quinn is saying: "We're destroying the world because we are, in very literal and deliberate way, at war with the planet". Lara?
R	172	Lara	We're using it to evolve.
S	173	Thorsten	Well, this is irrespective of evolution...
D			... but we are using the planet for something else, so? Yep?
R	174	Jake	We are using the planet to survive and to sustain ourselves and then, we're directly using it to become -
S	175	Thorsten	We've tipped the scales. OK, what Jake's saying is true. I mean, within the natural order of things, you can regard <i>Homo sapiens</i> as another type of animal, another living thing, but we're different. We have brains that are capable of amazing, abstract thought; we are capable of very high-level communication, interaction, but at some point, we stopped being a part of the environment and started trying to dominate the environment and change the environment.
D			What's one thing we know about aboriginal Australians? What was their relationship with the environment?
R	174	Kal	Really good, cultural.
S	175	Thorsten	Well, yeah. Their culture, but talk about their interaction with the land and the environment... They took care of it. They were custodians of the land. They consciously, for instance, their tribe would live in a certain place, and when they felt that the natural resources were being exhausted in that place, they would move to another place and then, come back when that place is recovered. <i>[pause]</i> In other words, they weren't taking more than what the environment could afford to be taken from that area. As opposed to what we're doing now like, take a look around here [...] so we are now dominating the environment where it's like, we're at war with the environment.

Table 27. Students express their opinion on Greta Thunberg

193	Thorsten	OK. Has anybody heard of Greta Thunberg before?
194	SS	<i>(together)</i> Oh, yeah. Yes...
195	Thorsten	Oh, you have? OK.
196	Jake	She's like the biggest meme.
197	Thorsten	She's a meme.
198	Jake	Yeah.
199	Thorsten	Is she a good meme or a bad meme?
200	Jake	Bad.
201	Thorsten	Why? Why is she a bad meme?
202	Jake	Everyone makes a joke about her.
203	Thorsten	Why? Why is everyone jokes about her? I'm actually interested. What's the stuff? Well, is it stuff that can be repeated in the Year Eight Classroom?
204	Jake	Kind of. It's a bit rude , but it's not... it's just the way she says it... the accent.
[...]	[...]	[...]
208	Jake	It's all about herself. "I shouldn't be up here. I shouldn't be here. How dare you?"
209	Thorsten	So you're getting from she's just talking about herself?
210	Jake	Yes.
211	Parker	She's talking about herself for the sake of the planet.
[...]	[...]	[...]
214	Thorsten	So your reaction is that she's just talking about herself?
215	SS	<i>(unison)</i> Yeah.
216	Thorsten	So has anyone actually gotten anything of value out of what Greta Thunberg has said?
217	Jake	No... I don't watch <i>[noise]</i>
[...]	[...]	[...]
223	Nathan	She's like protesting about climate change <i>[inaudible]</i> .
224	Thorsten	Yeah. Who did she speak in front of where she first got attention?
225	Jake	The world leaders.
226	Thorsten	Good. And even... oh, hang on. We can even see it here. I was going to say you're just reading what I've got on my screen, but you can't even see it. Good job, Logan. She spoke at the UN.
101	Thorsten	I forgot Jose wasn't here on Monday. Julio, you've heard of Great Thunberg. What do you know about Great Thunberg , and I won't say anything?
102	Julio	She's from Iceland, I think.

103	Thorsten	Yes. A Scandinavian country, yes. She might be from Iceland.
104	Julio	She talked to the United Nations about pollution as a <i>[inaudible]</i> issue, and then Vladimir Putin was talking about how that was propaganda for <i>[inaudible]</i> .
105	Thorsten	<i>[laughing]</i> Julio, that is miraculous, and we have, in a class of 26 people, the only person's who right across a very current event, that's very big for planetary repercussions, and it's a big ethical issue is a visitor from South America! But let's give Julio a round of applause! Julio, I'm impressed! You clearly... did you sit down...watch the news with your parents? How are you getting this information?
106	Julio	No.
107	Thorsten	You just read?
108	Julio	<i>[inaudible]</i> you go onto YouTube and then, type in recommended. It shows a bunch of weird stuff, but that video was there.

Table 28. Informal conversation between the teacher and some students

151	Thorsten	I sometimes get criticized. Don't I, Kai?
152	Kai	No...
153	Thorsten	What do I get criticized for, Nathan?
154	Nathan	Kindness.
155	Adam	<i>[buzz]</i> <i>[laughing]</i> Noooo!
156	Thorsten	What else do I get criticized for?
157	SS	<i>[buzz]</i>
158	Parker	<i>[loudly]</i> You are the best!
159	Kai	You're a friend!
160	Thorsten	What else do I get criticized for? Being too funny?
161	Oscar	<i>[laughing]</i> Yeah!
162	Thorsten	You are too funny. This is how funny you should be. You shouldn't go beyond and be even more funny!
163	Oscar	<i>[inaudible]</i>
164	Thorsten	<i>[laughing]</i> Too generous.
164	Oscar	<i>[laughing]</i> Too serious.

Table 29. Teacher's view on education for global citizenship

I'm really flexible in my style of teaching. I don't have like a really rigid lesson... and I'm happy to **respond to what I like.** I say, I guess, in a way **I trust my instincts** to a certain extent, with regards to, you know, thinking... This has merit for us to go in this direction, at this point, in time because I think that there's a *[ahem]*... they're going to get a lot, out of it... so **I'm happy to be flexible and change things on...** on the... on the go. *[pause]* I'll always any... any syllabus stuff... I'll always make sure that I'll get that done, yeah. [...] **I will be honest, I don't sit there and go to do a GCE lesson, but those aspects of GCE I naturally want to incorporate wherever possible in any subject,** yeah, 'cus, you know, **we're not just hearing the teacher stuff** they need to know for assessments... and assessments are just a measuring tool, you know... The **value of education** is more than just what they're going to do on a test.

Thorsten, *post-lesson debriefing*

One of the problems, *[ahem]* - I don't know if it's the same in Italy - but **I think that in this day and age is a lot less people are aware of current affairs.** They **don't watch as much news or read the news.** And **I'm not criticizing you guys,** I'm just saying it's been a **trend away from,** I guess, **the younger generation being aware of the world around them.** You know, **you don't sit down and watch the news with your parents.** **You don't read newspapers.** And whilst **you have access to any information you like at the touch of your fingers, that information tends not to be news-related,** does it? It's more about like what the latest social media influencer is doing or what "The Kardashians" are doing and so on. Is that true? Or what the latest sports stars are doing? *[ahem]* **And that's part of the problem.**

Table 30. *The teacher expresses the personal involvement (of all classroom) on GCE-oriented issues*

“I don’t know what things are like over in Italy, Federica, but here”⁵¹; “Federica, Oscar is transitioning”⁵²; “One of the problems, Federica, I don’t know if it’s the same in Italy”⁵³; “My background, Federica, I’m actually a Science History teacher”⁵⁴; “Hi everyone, say hello to Federica”⁵⁵; “You can hang out Federica... Federica’s from Rome”⁵⁶; “Federica, I don’t know if this is... if you know what this term means.”⁵⁷

So you guys, **one day down the track might be able to look back** and go, well, **I was kind of a part of that process** when they decided and fine tuned and came up with ideas about how GCE can be more easily and readily taught in the classroom.⁵⁸

⁵¹ Lesson 13, line 53.

⁵² Lesson 13, line 59.

⁵³ Lesson 13, line 90.

⁵⁴ Lesson 13, line 180.

⁵⁵ Lesson 14, line 3.

⁵⁶ Lesson 14, line 13.

⁵⁷ Lesson 15, lines 133, 135.

⁵⁸ Lesson 13, line 24.

6.2.4. The lessons on veganism/vegerianism planned by Amir

Date: 29/10/2019 **Time:** 10:15/11:25 (1h10min) **School:** S2 **Teacher:** T7 **Teacher lesson:** L1
Number of Students: 21 **Subject:** English **Topic/argument:** Ethical dilemmas in text
Resources: textbook journal/magazine primary resources/documents (e.g. *Universal Declaration of Human Rights*) video/film/documentary guest speaker other (specify):
 Power Point Presentation; “Unit 4 Ethical dilemmas in texts. Purpose of assessment: to explore an ethical issue from the novel *Wonder*”.

	Teacher’s → student/s (inter)action	Student/s → Teacher’s (inter)action
<i>Introducing/Presenting</i>	The teacher presents the task of the Week	
<i>Explaining</i>	The teacher explains the task of the week 7.	
<i>Asking</i>		The students ask clarifying questions.
<i>Responding</i>	The teacher responds to the students’ questions.	
<i>Questioning/Eliciting</i>		
<i>Encouraging students to express opinion</i>		
<i>Discussing</i>		
<i>Expressing a personal perspective/idea about the topic</i>		
<i>Worked together and/or in active ways</i>		
<i>Reading</i>		Six students read the text that has written.
<i>Viewing</i>	The teacher shows a video on how use the punctuation.	The student watch the P.P. The students watch the video.
<i>Other (shift, surprises, critical events, etc.)</i>		

Date: 01/11/2019 **Time:** 10:15/11:25 (1h10min) **School:** S2 **Teacher:** T7 **Teacher lesson:** L2
Number of Students: 21 **Subject:** English **Topic/argument:** “Jake Hoover’s Pig” and the vegetarianism
Resources: ☒ textbook ☐ journal/magazine ☐ primary resources/documents (e.g. *Universal Declaration of Human Rights*) ☒ video/film/documentary ☐ guest speaker ☒ other (specify): website “*procon.org*”.

	Teacher’s → student/s (inter)action	Student/s → Teacher’s (inter)action
<i>Introducing/Presenting</i>	The teacher presents the task of the lesson.	
<i>Explaining</i>	The teacher explains the task of the lesson.	
<i>Asking</i>	The teacher asks comprehension questions.	The students ask clarifying questions. Some students ask if the teacher is vegetarian.
<i>Responding</i>	The teacher responds to the students’ questions. The teacher responds that he is vegetarian since he was at the University.	Most of the students respond to the teacher’ questions.
<i>Questioning/Eliciting</i>		
<i>Encouraging students to express opinion</i>	The teacher encourages students to express their personal opinion in the story that they are writing.	
<i>Discussing</i>		
<i>Expressing a personal perspective/idea about the topic</i>		Two students read their personal idea about the topic.
<i>Worked together and/or in active ways</i>		
<i>Reading</i>		Three students read the textbook.
<i>Viewing</i>	The teacher shows a video on the Australia’s vegan fight and a website on <i>pro & cons</i> of current issues.	The student watch the P.P. The students watch the video.
<i>Other (shift, surprises, critical events, etc.)</i>		

Date: 04/11/2019 **Time:** 01:50/03:00 (1h10min) **School:** S2 **Teacher:** T7 **Teacher lesson:** L3
Number of Students: 20 **Subject:** English **Topic/argument:** Ethical dilemma **Resources:** □
 textbook □ journal/magazine □ primary resources/documents (e.g. *Universal Declaration of Human Rights*) □ video/film/documentary □ guest speaker ⊕ other (specify): Presentation Power Point, “Some moral dilemmas” (3 pages).

	Teacher’s → student/s (inter)action	Student/s → Teacher’s (inter)action
<i>Introducing/Presenting</i>	The teacher presents the task of the lesson.	
<i>Explaining</i>	The teacher explains the task of the lesson.	
<i>Asking</i>	The teacher asks comprehension questions.	The students ask clarifying questions.
<i>Responding</i>	The teacher responds to the students’ questions.	Most of the students respond to the teacher’ questions.
<i>Questioning/Eliciting</i>		
<i>Encouraging students to express opinion</i>		
<i>Discussing</i>		Some students discuss about the moral dilemmas.
<i>Expressing a personal perspective/idea about the topic</i>		Some students express their idea about the moral dilemmas.
<i>Worked together and/or in active ways</i>		
<i>Reading</i>		Three students read “Some moral dilemmas”.
<i>Viewing</i>		The student watch the P.P.
<i>Other (shift, surprises, critical events, etc.)</i>		

Lesson aim

I'm still finding that I've got students who are [*←slowly*] just not using any punctuation. Zero. And this is from [*↑loudly*] [*←slowly*] **a science excellence class**. And you would say: "Well, it's a science excellence", but **you still write in science**. Now, I'm talking about zero punctuation. Nada. Nilch. And that's a [*↑loudly*] **real problem**. So, I'm going to be looking for [*←slowly*] **a variety of punctuation** in your last piece of assessment, OK? So, here we have it. You can write dialogue with correct punctuation today [*→quickly*] as a little **exercise that we'll do**.

[*ahem*] **I describe it as a successful one**. [*ahem*] It was [*ahem*] a lesson that [*ahem*] need to be done in [*ahem*] a **sequential order**, [*ahem*] it was a lesson that fit into **long-term planning**, in perhaps the extending phase of learning, so you have the students mastering some of [*ahem*] the mechanics of English going towards needed to complete the **final assessment piece of the year**. So I guess that's a general description of what the lesson was about, yeah: a lesson that fit in a sequential order [*ahem*] on the way to **formative assessment** and hopefully successful because **they have to** [*laughing*] complete the work **pretty quick**.

(Amir, *post-lesson debriefing*)

The main purpose of the lesson I think was for them to **master** [*ahem*] **some of the punctuation skills** [*ahem*] **specific to the tasks**. So, I guess, aligning those skills to the [*ahem*] task, yeah. So that was the purpose of the lesson, even more specific than that, there were: mastering [*ahem*] the punctuation of dialogs, so using quotation marks and knowing when to [*ahem*] give qualifying remarks after the quotation and that **get aligns with the 'Criteria' sheet in the 'A' standing**. So, that's more specific. And, of course, understand the task itself.

(Amir, *post-lesson debriefing*)

[*Interviewer*] *Do you think that this lesson could be considerate a GCE-oriented lesson?*

[*Teacher*] I do believe [*ahem*] **because of the orientation face of the lesson**. [*ahem*] We [*ahem*] **we discussed** [*ahem*] **how the next lesson would go**. So, **in a democratic sort of way** [*ahem*] **we nominated** what **topic** that we're going to write [*ahem*] and this has been an ongoing thing [*ahem*] not just telling to, you know, for this [*laughing*] which is going to be interesting. So, [*ahem*] yeah, I do believe it could **be because of the issues that are discussed**. [*ahem*] We talked about [*ahem*] what they've done in the past, which is, you know, where's your matter are going in the next fifteen years and this is of the back of we're going to convention last week, actually the week before, and that was [*ahem*] the conference [*ahem*] the Griffith University put on. So, international people came and they discussed **global issues**, so, yeah, [*ahem*] that was at South Bank, yeah, State Library [*ahem*] and from that [*ahem*] outing [*ahem*] **I was introducing some of these universal concepts** and, of course, [*ahem*] **we talked about Greta Thunberg and that sort of movement**. And it's a **hot topic** that, you know, **the kids should really know** [*ahem*] **the baseline understanding of world events** is extremely poor because of [*ahem*] I guess popular culture that uses sucks [*ahem*] much of the **knowledge and understanding** of not only the [*ahem*] domestic [*ahem*] leaders and domestic issues that need to be addressed for global certainly. So, I think it's our role to actually **whiten their eyes** a little bit, so - [So, this lesson is a part of a broader project] ...an ongoing, yeah... So, **each Friday they would take** [*ahem*] **a topic explored, discussed, wrote about it in the extended form**, so about **half an hour** they normally **have to do that**, yeah.

(Amir, *post-lesson debriefing*)

I'm doing your report card in three weeks... and you know what that is, it's a direct line to parents and, you know, what the Principal of the school wishes for you... he cares about your efforts to award to academia⁵⁹.

⁵⁹ Lesson 20, lines 3, 5.

Lesson content

Table 31. The teacher instruction for group work and vote the preferred global issues

Everyone has 30 seconds just to think. [...] For thirty second, have a think, and then we'll have a vote.⁶⁰ [...] You need to vote and it's majority rules, folks. [...] I'll allow five minutes in total, and that means at the end of the five minutes I've got stuff written on the board, yep, a topic that we can all agree upon...you have now four and a half minutes [...] All right, you've got three minutes [...] *[whistle]* That's time! So you need to give your best idea on board, now!

(Lesson 19, lines 25-37)

I could say specifically because the girl who had offered that topic [feminism] *[ahem]* she is actually part of the "Social justice" crew. So, that's kind of esoteric *[ahem]* that a lot of kids did not know what feminism was; they would not have defended that decision neither attacked that position. I understand why it came up on the board but *[ahem]* equally understand why that wasn't chosen....

(Amir, post-lesson debriefing)

Table 32. Teacher's view on veganism

...So a small amount of people with no access that knowledge *[ahem]* and the group needed to decide about everyone, you know, all of them can actually write about veganism 'cause I know, you know what I mean, *[laughing]* if they no running around the shop and food in the mouth. **They know about food and they know what they like at this point.** So I guess it's pitch of the Grade 8 level but, as you can see, what was blended about, what was discussed. You know, it's approaching on the higher order thinking, you know? *[ahem]* They said "Trump" but no... it's about the mistrust of the public toward its political leaders, that's what you try to get out but they just say: "Trump". So in Grade 9 and 10 "distrust in political leaders", yeah... in Grade 11 and 12 it would, you know, be even more than that, the particular reason why we distrust them. But they're going to start somewhere, so...

Amir, post-lesson debriefing

- Federica *In your opinion, what are the effects of peer-group discussion on global issues? Do you think that it could promote the education for global citizenship?*
- Amir **Yeah, absolutely.** There's no data about it, you know? You have to have the knowledge before you can *[ahem]* advocate for something, and there's nothing was to people advocate for something that they have no idea were about. You know? That's could be assayed where come from. So, I guess it starts with a trust level and then starts in an environment *[ahem]* that is nurturing, understanding, that has guidance... *[ahem]* It does foster *[ahem]* successful group interaction, that's the classroom.
- Federica *And what's the situation in your classroom? Do you plan the time and space in which the students can discuss each other?*
- Amir **Yeah, absolutely.** Well, I teach Philosophy, not in Grade 8, of course, but in Grade 11, and it's like: "Ok, let's have Socratic circle". You've got an hour, all right? And then I want to know the arguments and then they put in staying informed, you know, they've got reputations and they could organize *[ahem]* they could organize their ideas and synthesise that ideas *[ahem]* when you give them some space, yeah.
- Federica *And what about this [Grade 8] class? Do you use that Socratic circle in this class as well?*
- Amir **No, no, not yet, not yet.**
- Federica *Why? Is because of their age?*
- Amir I don't think they're young. **They should be introduced to it,** except, sometimes, **it's difficult to facilitate because I've got 26 kids** and to *[ahem]* really pay respect that everyone has a voice, **it would take a lot longer than one lesson and, unfortunately, the organisation of the timetable doesn't allow for that. If you have all day, you can organize it, for sure.**

⁶⁰ Lezione 19, battuta 37.

So, it has a lot to do with human relationships and animals... so we care for animals, but it looks like we care for ourselves even more.

We looked at a **controversial topic in Australia** at the moment, which was the **vegan protests in Melbourne** or which could really be rolled into **the animal rights** and **people's attitude towards animals**. They had chosen a **text specifically for that**, and that text was "Jake Hoover's Pig", and **then we just talked about our responsibilities that we have to animals**. [ahem] The character, and the story, was interesting too because he [main character] didn't want to shoot the pig but he only did because he was hungry... so **I thought that would be a good talk about veganism**. [...] **I just want to do the kids' response to that...** send through their work a myriad of different responses... some kids are so vague, they have no idea where the food comes from, whereas **others** are a bit **more engaged** with the conversation and they have a real voice, that **could be the parents' voice**... at that age they could just like: "My dad says that it's good to be vegetarians" and **have a conversation about food**.

(Amir, *post-lesson debriefing*)

Now, I was going to show you the footage but I thought was too disturbing. Now you have violations of animal rights or animal abuse being [ahem] documented in this particular text, ok? And it's just **really horrific** so. The man handling animals **in a violent manner**... [ahem] **little chickens** are getting **killed in the most atrocious way possible**, and there has been a **real response from the Australian public**, and **not only in protest, but how we go about educating ourselves and what we consume**. [pause] In the supermarket I do remember, even five years ago, you would only have two types of eggs, and that is caged and uncaged. That's it. If you go to the supermarket and look in the egg section, you'll find at least six or seven different types, and that's a response from the public, and how we are thinking of animals and how we relate to them [ahem] in this day and age, ok? So, don't you think these people have just started to rise up because **everyone's now aware simultaneously, spontaneously, about animal rights**? It's been a movement over many years. OK. And it's due to good reason. The reasons are all good and that, of course, **you don't want animals to suffer**, ok? So, just like Jake and his pig, **we have a responsibility and a relationship to animals**. Would you agree with that?

Table 33. "How about you? What's your view?". From students to teacher

94	Amir	Who wants to volunteer the central idea? Yeah!
95	Reiki	The vegan movement is a confusing one.
[...]	[...]	[...]
99	Toby	Although their intention's pure, the way ...the message is ...to the cause.
100	Zac	That vegans don't understand what they're doing wrong.
101	Amir	Is there a flipside to this? Are you going "Damn? It's about time we take a stand?"
102	Zac	How about you? What's your view?
103	Amir	Yeah. [Ahem] I think I'm a bit on the fence with this.
104	SS	[shout] [buzz]
105	Amir	Yeah, I've been vegetarian, when I was in university, except I went anaemic because there was no iron in my blood. I'm vegetarian pretty much four days a week - ... four days, and then I eat chicken, no red meat...
[...]	[...]	[...]
110	SS	[buzz]
111	Amir	What I mean by chicken I don't eat in KFC, because that's not really food!
112	SS	[buzz]
113	Amir	All right... all right... all right, I've interrupted, get back to work.

Classroom interaction



Figure 1. The teacher does a Power Point presentation during the lesson

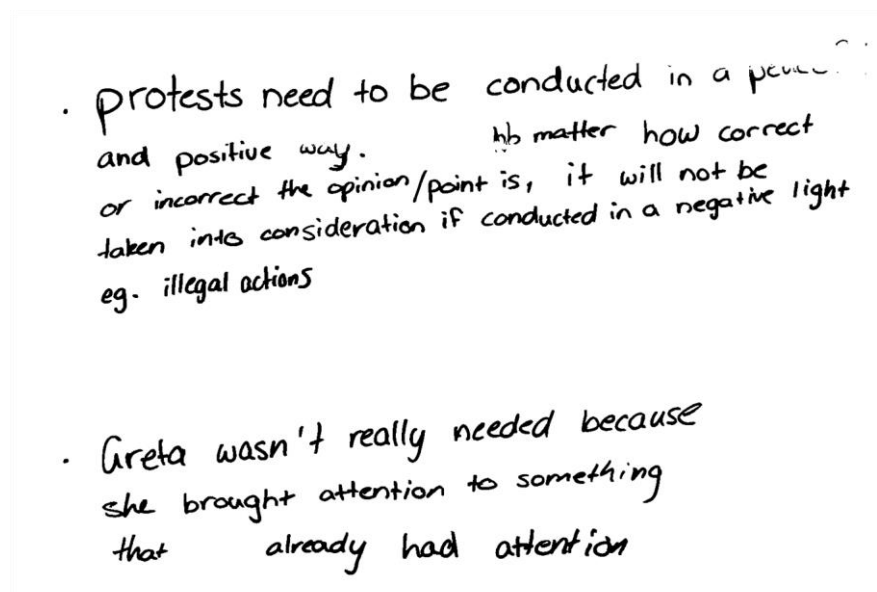


Figure 2. Group work on acting for global issues

6.2.5. The curricular lessons planned by Alinta

Date: 29/10/2019 **Time:** 11:55/13:05 (1h10min) **School:** S2 **Teacher:** T6 **Teacher lesson:** L1
Number of Students: 21 **Subject:** English **Topic/argument:** Ethical dilemmas in texts
Resources: □ textbook □ journal/magazine □ primary resources/documents (e.g. *Universal Declaration of Human Rights*) □ video/film/documentary □ guest speaker ⊕ other (specify): book “Wonder”; “Unit 4 Ethical dilemmas in texts. Purpose of assessment: to explore an ethical issue from the novel *Wonder*”.

	Teacher’s → student/s (inter)action	Student/s → Teacher’s (inter)action
<i>Introducing/Presenting</i>	The teacher presents the task of the Week	
<i>Explaining</i>	The teacher explains how the students have to work.	
<i>Asking</i>		The students ask some questions to the teacher who moves within the class while they are writing their text.
<i>Responding</i>	The teacher responds to the students’ questions.	
<i>Questioning/Eliciting</i>		
<i>Encouraging students to express opinion</i>		
<i>Discussing</i>		
<i>Expressing a personal perspective/idea about the topic</i>		
<i>Worked together and/or in active ways</i>		
<i>Reading</i>		The students individually and in silent read the book “Wonder”.
<i>Viewing</i>		
<i>Other (shift, surprises, critical events, etc.)</i>		

Date: 31/10/2019 **Time:** 01:50/03:00 (1h10min) **School:** S2 **Teacher:** T6 **Teacher lesson:** L2
Number of Students: 22 **Subject:** English **Topic/argument:** Ethical dilemmas in texts
Resources: textbook journal/magazine primary resources/documents (e.g. *Universal Declaration of Human Rights*) video/film/documentary guest speaker other (specify).

	Teacher's → student/s (inter)action	Student/s → Teacher's (inter)action
<i>Introducing/Presenting</i>		
<i>Explaining</i>	The teacher explains how the students have to work.	
<i>Asking</i>		The students ask some questions to the teacher who moves within the class while they are writing their text.
<i>Responding</i>	The teacher responds to the students' questions.	
<i>Questioning/Eliciting</i>		
<i>Encouraging students to express opinion</i>		
<i>Discussing</i>		
<i>Expressing a personal perspective/idea about the topic</i>		
<i>Worked together and/or in active ways</i>		
<i>Reading</i>		
<i>Viewing</i>		
<i>Other (shift, surprises, critical events, etc.)</i>		

Lesson aim, content and interaction

I've already explained to you what was expected for me OK? The idea is that you're following my instruction, and I'd like you to tell your friends in other classes... if I've given an explicit instruction, I expected to be followed...you shouldn't have to worry about what the other class is doing.⁶¹

There are some girls who have already gone ahead and submitted it [assignment], which is OK, but if you want to delete that, edit it again, and resubmit that, you can still do that throughout this lesson.⁶²

You have the time and we want to make sure that this is your best effort...⁶³.

You need of practice⁶⁴... it's why we practice"⁶⁵

This is really important.⁶⁶

You must have finish.⁶⁷

Can you try to ignore this stuff? [...] Just ignore what's going on around you continuing to write⁶⁸.

⁶¹ Lessons 2-3, line 5.

⁶² Lessons 5-6, line 1.

⁶³ Lessons 5-6, line 3.

⁶⁴ Lesson 16, line 20.

⁶⁵ Lesson 16, line 48.

⁶⁶ Lesson 16, line 58.

⁶⁷ Lesson 16, line 48.

⁶⁸ Lesson 17, lines 19, 30.

7. From data-analysis to discussion. Three models of the GCE-oriented lessons

This section presents the three models of the GCE-oriented lessons resulted by data analysis.

Descriptive data were generated for the three variables emerged from the study: objective, content, and interaction. Therefore, each model is descriptive, was generate from data analysis, and it does not correspond to the lesson or teacher “reality”, nor to an ideal lesson that indicates “how it should be”. So, the models represent a reconstruction of the sequences, or combination, of elements that were considered relevant in terms of GCE.

Of the study population (42 lessons in Italy and Austrlia), 50% can be ascribed to the first model of lesson, aimed at promoting the knowledge of curricular program’s content. The percentage of this first model was highly differentiated in the two contexts (19% in Italy, 81% in Australia). A very small percentage of the lessons (10%) was ascribed to the second model of lesson, with the purpose to analyse global issues, or issues that involve GCE. The percentage of this second model was homogeneous in the two contexts (5% in Italy, 14% in Australia). 40% of the lessons was ascribed to the third model of lesson, focused on the development of interaction and discussion in the classroom. The percentage of this third model was consistently polarized in the two contexts (76% in Italy, 5% in Australia).

The graph shows the number of the lessons ascribed to the three models, differentiated by context (Figure 1).

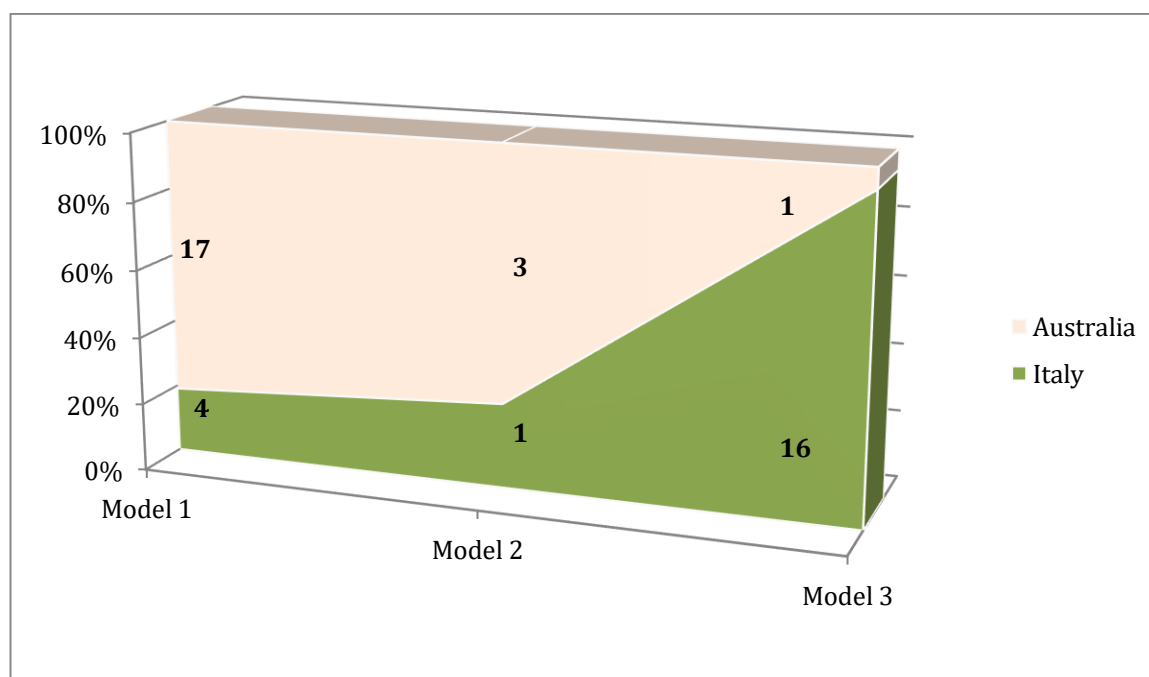


Figure 1. Distribution of the lessons in the three models

7.2.1. The curricular lesson

In the first model, teachers planned the lesson with the goal to help the students to comprehend and retain the curricular program's content.

In the practice of the observed lesson, the teacher planned the lesson in three moments: the first moment of instruction, the moment of individual work with textbooks or worksheets, and the final moment of assessment.

The teacher used frontal instruction, interacting with the class as a whole and teaching the material through presentations and explanations.



Figure 2. *The teacher presents the material*



Figure 3. *The teacher explains the material*



Figure 4. *The students take note*

The curricular program's content did not include references to GCE, never mentioned.

Table 1. *Some lesson transcripts focused on curricular program's content*

<p>[Teacher 2] We looked at a controversial topic in Australia at the moment, which was the vegan protests in Melbourne or which could really be rolled into the animal rights and people's attitude towards animals. They had chosen a text specifically for that, and that text was "Jake Hoover's Pig", and then we just talked about our responsibilities that we have to animals. [ahem] The character, and the story, was interesting too because he [main character] didn't want to shoot the pig but he only did because he was hungry... so I thought that would be a good talk about veganism. [...] I just want to do the kids' response to that... send through their work a myriad of different responses... some kids are so vague, they have no idea where the food comes from, whereas others are a bit more engaged with the conversation and they have a real voice, that could be the parents' voice... at that age they could just like: "My dad says that it's good to be vegetarians" and have a conversation about food.</p>
<p>[Teacher 2] Now you have violations of animal rights or animal abuse being [ahem] documented in this particular text, ok? And it's just really horrific so. The man handling animals in a violent manner... [ahem] little chickens are getting killed in the most atrocious way possible, and there has been a real response from the Australian public, and not only in protest, but how we go about educating ourselves and what we consume. [...] So, don't you think these people have just started to rise up because everyone's now aware simultaneously, spontaneously, about animal rights? It's been a movement over many years. [...] The reasons are all good and that, of course, you don't want animals to suffer, ok? So, just like Jake and his pig, we have a responsibility and a relationship to animals.</p>
<p>[Teacher 3] First of all, cities attract people to them with [reading] "the opportunity of work and the possibility of better housing, education and health services". [...] [Opportunity of work, possibility of better housing, education and health. [...] "There is a strong interconnection between the wealth of a country and how urbanise it is" Let's have a think about that for a second: "How wealthy a country is shows usually how urbanise it is".</p>
<p>[Teacher 3] If you do not have money to build the road, to build more buildings and infrastructure, if you don't have money to make schools, to develop hospitals, you're not going to have that urbanisation. So, the world of a country released how urbanised it is because you can afford the infrastructure.</p>
<p>[Teacher 3] We have a lot of hard-working Australians in their trade or their study or their career or their job will do the work and get paid well. If everyone in Queensland decide to seat on the couch do nothing [pause], do you think we would have the opportunity to have these things? [...] [ahem] This happens because people get group together create many chances to move out of poverty generally because of increased work opportunities. If there is no work for you, you cannot earn money, you're going to start to get into that low financial cycle which can down the track lead to the chances of poverty hunting that run out.</p>
<p>[Teacher 4] So it becomes more advantageous to live in a city, regardless of if you're in a poor or [ahem] a rich country like us.</p>
<p>[Teacher 4] Unless you're working in the agricultural industry, what else are you going to do up there? [...] It's really difficult [...] Many people in poorer countries move from rural to urban areas.</p>

Individual work was directed to be evaluated. The assessment was individual and summative, including mostly closed questions and occurring at the end of segments of instruction. The teacher never organized group work.



Figure 5. *The final moment of classroom summative assessment*



Figure 6. *The teacher checks the moment of the evaluation*

The IRE pattern Initiate – Response – Evaluation (IRE) pattern, as described by Cazden (1988), emerged. In this pattern, the teacher initiates a task, the students reponds, and the teacher evaluates.

Table 2. Some lesson transcripts focused on the teacher initiation

[Insegnante 3] What is urban living? [...] What countries have very high levels of poverty? We looked at this last lesson, who where in the world? [...] Answer: whose have been to a country where they can visibly see the pollution? Anyone has been? And where is it?
[Insegnante 4] Can anyone tell me what a slum is? [...] So what’s a residential area? [...] What about commercial? What a commercial area is?

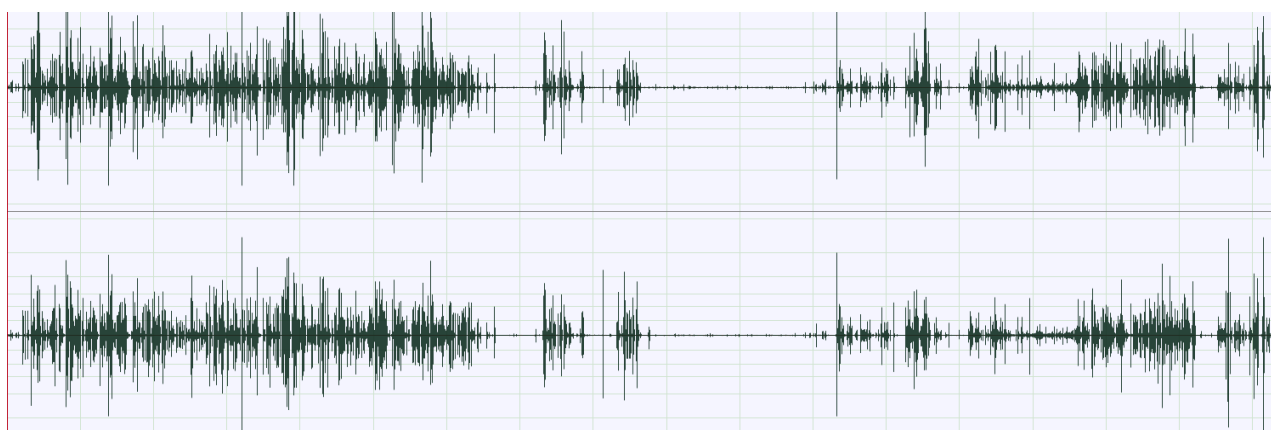


Figure 7. Audio visualization of the lesson: teacher talk – silent – teacher talk

As highlighted in the literature on GCE, an educational approach focused on the acquisition of technical knowledge and skills to be spent in society promotes the economic agenda, aimed at preparing students to competitive and successful future citizens in the global world of work (Yemini, 2018; Yemini et al., 2018; Goren & Yemini, 2017a; Reilly & Niens, 2014; Dill, 2013; Marshall, 2011; Veugelers, 2011). Franch (2020) defines “avoidance” as the strategy used by teachers

who follow a traditional curriculum and do not engage with global citizenship perspectives and issues. They follow the curricular guidelines which [...] do not provide a global citizenship dimension to the curriculum (p.29).

7.2.2. The *upgraded* curricular lesson to reflect on human rights and inequality

In the second model, the teacher planned the lesson with the aim to analyse and reflect on real contemporary event. Even though the starting point of the lesson was the curricular subject, or topic, not directly related to GCE, the teacher moved from prescribed subject and its content, curriculum-based, towards recommended competence, GCE-oriented.

Table 3. *Some lesson transcripts focused on global citizenship education*

<p>[Teacher 1] Now, what Federica is actually doing is, is an important work because she's researching how educators are teaching what's called "Global citizenship education" initiatives. And I hope... we spoke about it last week, and I told you some of the stuff that entails to do with environmental issues, or global issues [...] and the reason why the work that she's doing is important is because with that research, they'll be able to propose ways for "Global citizenship education" to, perhaps, be even more effectively taught in the classroom. Because one thing is for sure, if the planet doesn't start acting as a global community, we're screwed, aren't we?</p>
<p>[Teacher 1] I was going to say... because we're running out of time, but we can get to the journal lesson [pause] the journal writing in another lesson⁶⁹. I think this is more important. [...] I mean, I think the class is in agreement that climate change is a thing, right? And it's a thing that perhaps we should be worried about. [...] Because this is a contemporary issue where it's starting to hit home. You have Extinction Rebellion protestors are blocking city streets in Brisbane... and Sydney... and Melbourne... and London... and other cities around the world.</p>
<p>[Teacher 1] But you, guys, need to be armed with information to make a decision based on your future... You need to make a choice, because taking action on climate change... it's an investment in the future. That's the way I look at it. But you, guys, need to make those sorts of decisions when you become a citizen at the age of 18 and you have the right to vote. OK? And please don't be one of those people that don't enrol to vote... for action right... that sort of thing is what makes a difference.</p>

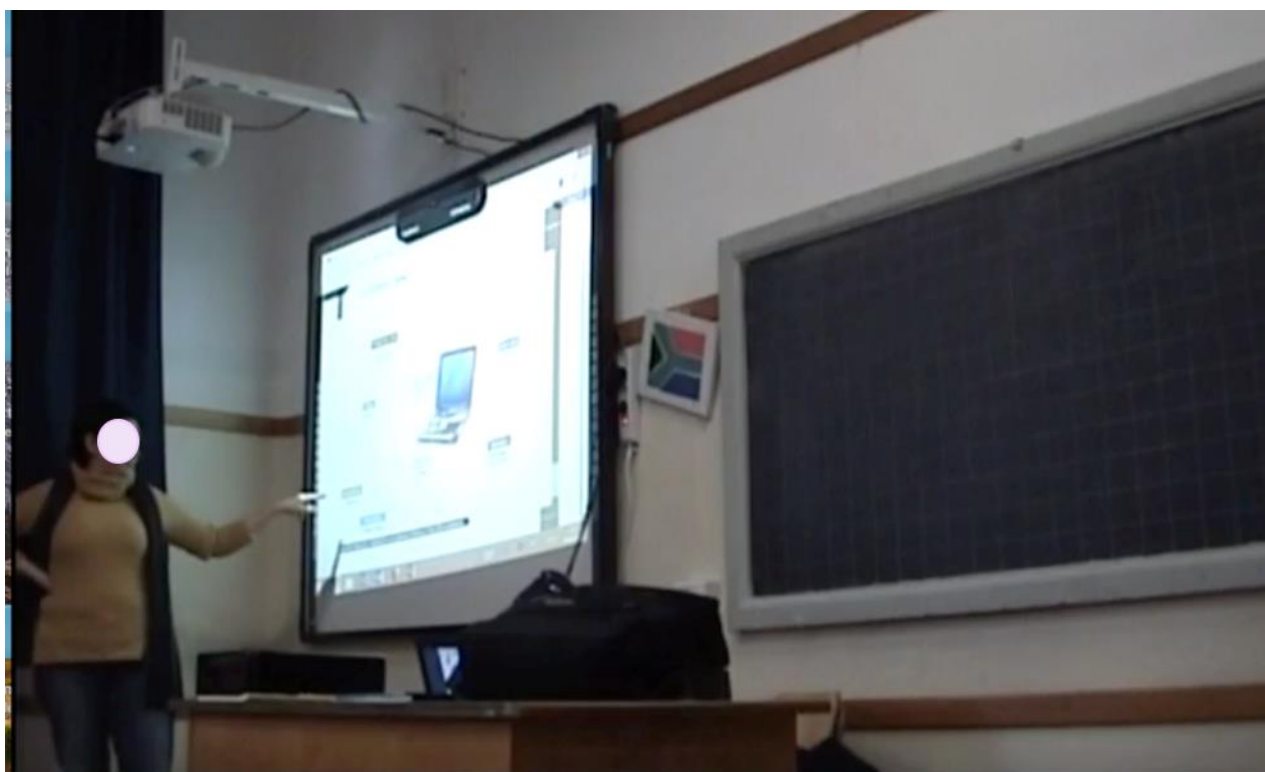


Figure 8. *The teacher analyses the delocalisation of production in electronics industries*

⁶⁹ The teacher refers to the lesson plan, prepared in advance with the colleagues and the Head of Department.

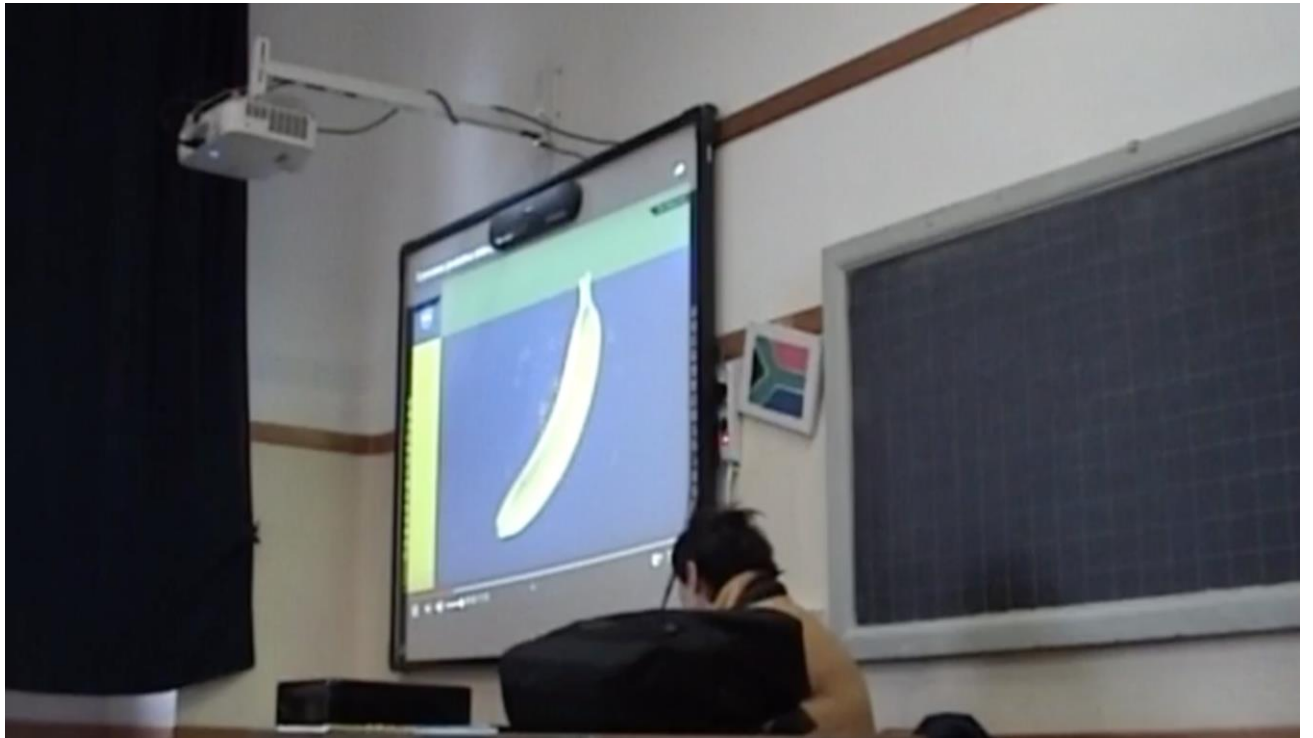


Figure 9. *The teacher analyses the banana production*



Figure 10. *The teacher shows the adult workers of banana plantation in Latin America*

To analyse global issues, which take place at local, national, and global level, the teacher overstepped the fixed knowledge boundaries in developing students skills to question their assumption about them and others, and in supporting their role to use their advantages, due to their lives, to critically act for the relating disadvantages of others. This flexibility emerged during a post-lesson debriefing conducted with an Australian teacher.

I'm really flexible in my style of teaching. I don't have like a really rigid lesson... and I'm happy to respond to what I like. I say, I guess, in a way I trust my instincts [...] so I'm happy to be flexible and change things on... on the... on the go. [...] I will be honest, I don't sit there and go to do a GCE lesson, but those aspects of GCE I naturally want to incorporate wherever possible in any subject.

Table 4. Some lesson transcripts focused on the action for social justice

[Teacher 1] People don't want to sacrifice anything from their lifestyle, do they? [...] Not the right sort of mindset. [...] "Self-sacrifice" means be affected themselves. Not prepared to sacrifice aspects of their lifestyle.
[Teacher 1] You've got Extinction Rebellion perspective. [...] And then you have the perspective of the ignoramuses in society that don't have an opinion and don't know anything about it, and don't want to know anything about it [...] Just don't be one of those people yourself. Have opinions, opinions are good.
[Teacher 1] One thing that you can do to actually, make proper change on a political level, is to vote. [...] You guys need to make those sorts of decisions when you become a citizen at the age of 18 and you have the right to vote. [...] That sort of thing is what makes a difference.
[Teacher 1] One of the problems [...] I think that in this day and age is a lot less people are aware of current affairs. They don't watch as much news or read the news. And I'm not criticizing <i>you</i> guys, I'm just saying it's been a trend away from, I guess, the younger generation being aware of the world around them. You know, <i>you</i> don't sit down and watch the news with your parents. <i>You</i> don't read newspapers. And whilst <i>you</i> have access to any information you like at the touch of your fingers, that information tends not to be news-related, does it? And that's part of the problem.
[Teacher 1] Does it all have to be like Greta Thunberg? [...] Any action, big or small I think that's a good point to make. Not everyone's going to get to speak in front of the U.N., are they?

In the lesson, teacher and students discussed ethical, social and political challenges through teaching practices and student interactions. The teacher reflected and directed work in the classroom, and, also, encouraged students to think of multiple perspectives in the global issues analysis, to discuss, and to propose alternative visions and answers to these issues. The teacher, instead of giving the students the right answer, taught them the ability to ask the right questions.

Table 5. Some lesson transcripts focused on the teacher and students discussion on climate change

<p>[Student 1] For example, as I watch different protest videos in class, there... there was a specific video that pushed my buttons, and that video was on climate change activists climbing on trains, holding up houses, holding up around 1000 people from going on the train. How could you be that stupid to the point on where you would get pushed down [inaudible]? I mean they are doing it for a good message, just the wrong action.</p> <p>[Teacher 1] Well, since Theodore was the only one to put his hand up of the negative, I'm not a math teacher, but I reckon at least 20 people that wrote in the positive.</p>
<p>[Teacher 1] Has anybody heard of Greta Thunberg before?</p> <p>[Student 2] She's like the biggest meme.</p> <p>[Teacher 1] Is she a good meme or a bad meme?</p> <p>[Student 3] Bad.</p> <p>[Teacher 1] Why is everyone jokes about her? I'm actually interested. What's the stuff? Well, is it stuff that can be repeated in the Year Eight Classroom?</p> <p>[Student 3] Kind of. It's a bit rude, but it's not... it's just the way she says it... the accent. It's all about herself. 'I shouldn't be up here. I shouldn't be here. How dare you?'</p>
<p>[Student 4] Dear journal, environment destruction is becoming a serious threat to our life. Animals in their natural habitat are suffering from [inaudible] and selfish lifestyle choices. [...] By changing our current actions, we can secure the longevity of Earth's health for us and for future generations... Some of the actions we can take include, but are not limited to, education, making an impact on our local community, participating in voting, recycling and encouraging other people such as friends and family to make use of renewable energy, etcetera.</p>
<p>[Student 5] It is appalling and outrageous that people in our society do not want to help with this environmental threat that they are causing. Therefore, climate change activism must be done to aware these blinded people of this threat. As developing countries are following the lead, which are only emphases is on economical growth. People in our society need to be able to sacrifice.</p>
<p>[Teacher 1] Also, my dad always said... and my mom has pictures of me at the age of eight... he said: "You should sit down and read the newspaper every day". Obviously, you skim to the interesting stuff without the need to read about every car crash that's happened in the suburb, but you read the world news. You read the editorials. Obviously, you got to read the sports section. [...] but reading the newspaper every day was something I did as a kid, and I knew what was going on.</p>
<p>[Teacher 1] I was also curious as did anybody, after Monday's lesson, speak to peers or colleagues or random strangers as the bus stop or the person at McDonald's' drive through about the ethical issue we discussed in class? Did anyone go home and talk to mom and dad about it? [...] No one spoke to anyone about it? [pause] No? OK, just curious.</p>

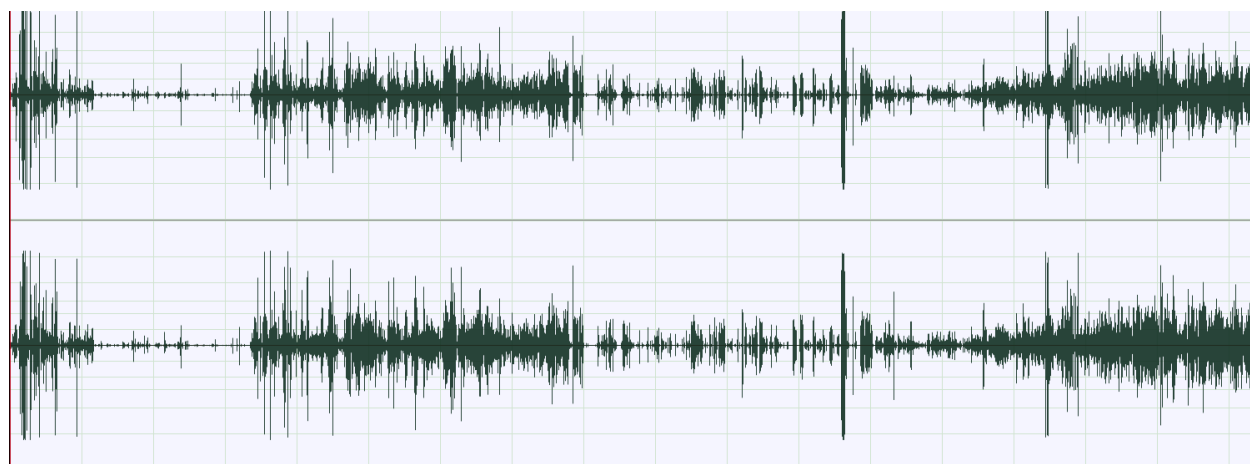


Figure 11. Audio visualization of the lesson: teacher talk – silent – teacher talk – classroom interaction

As highlighted in the literature on GCE, an educational approach focused on participatory teaching and learning methodologies, such as discussion to analyse controversial issues, to acquire knowledge and skills for active participation in society, promotes the social and global justice agenda, aimed at preparing the students to be active and responsible future global citizens (Yemini, 2018; Yemini et al., 2018; Goren & Yemini, 2017a; Reilly & Niens, 2014; Dill, 2013; Marshall, 2011; Veugelers, 2011). It also promote the post-critical agenda when encourage

students engagement and participation for the social justice (Bruce et al., 2019). Franch (2020) defines “pioneering” as the strategy used by teachers

who interpret and manoeuvre the curriculum to provide students with opportunities to explore the global dimension. They imaginatively use the freedom and autonomy of teaching [...] and draw from the fact that the curricular guidelines are competence-based. [...] Pioneering teachers tend to engage with GCE mainly in the isolated spaces of their classroom and subjects (p.30).

7.2.3. Beyond the curriculum. Classroom discussion and flexible learning space

In the third model, the teacher planned a lesson with the aim to promote active students participation within group activities, such as circle time, role-playing, or the creation of an educational artefact related to GCE.



Figure 12. *The teacher promotes students discussion and participation in conducting circle time*



Figura 13. *The teacher encourages group learning activites on GCE*



Figure 14. *A small group shares ideas and experience with the classroom*



Figure 15. *Some students participate in classroom discussion*

The main content focused exclusively on GCE, which constituted the framework that the teacher shared with the students at the beginning of the lesson. Instead of planning teaching activities, the teacher created time and space to group work, guiding the students to practice their involvement in GCE-oriented issues by doing, using some stimuli (e.g. a mystery-box). The teacher also encouraged students engagement to planning and realizing an artefact that concerns global issues, such as sustainability, interculture, global peace, and human rights. Therefore, the teacher promoted the guided discovery, planning a learning environment in which students were actively participating in discovering knowledge. In this way, they will

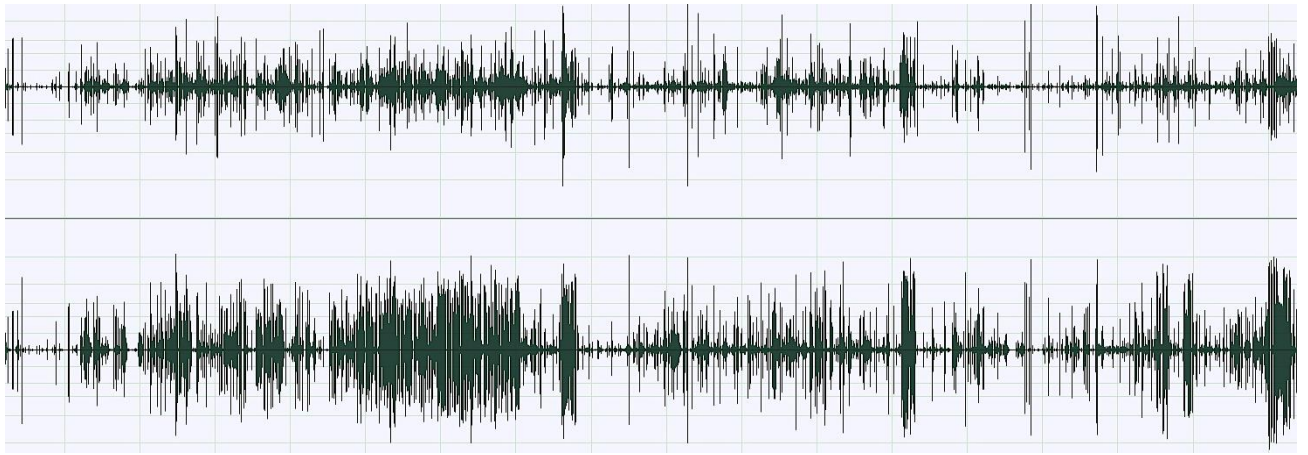


Figure 16. *Audio visualization of the lesson: teacher talk - classroom interaction*



Figure 17. *The students discuss in the circle-time*



Figure 18. *A small group presents a research on Italian migrants*



Figura 19. *Alcune domande da parte degli studenti. Some students ask questions to the small group*

Table 6. *Some lesson transcripts focused on the students difficulty to discuss/interact with peers of own age*

[Student 1] How long did it take you to make [ahem] the model?
[Student 2] What is the current water situation in... [ahem] where you live at the moment?
[Teacher 5] So, Australian students... this morning they came to school early and they worked on their “Power Point” and the experiments and all of the data... I’m not sure how much of it aligns with their school curriculum or how much is extra. I think it aligns. So it’s... they’re doing “energy” in Science class, and then just doing a little bit extra, I think, from what I can tell. It’d be very hard to sell them to do extra-extra. [...] They’re Year 8 and they’re still quite young. But that was the age group, I think, that they wanted, sort of thirteen-year-olds. Yeah.
[Teacher 5] And, again, my question would be: “What they learnt from doing “Power Point”? What doing mimes and dioramas and things like that? Have they really learnt about sustainability goals from doing the mime? Or have they learnt other things?”
[Teacher 5] So, if we did it again next year, we’ll try to build and improve on the interactions. [...] It would be nice... I sort of suggested that we could... students could be sharing emails or something like that... But I think it becomes the legal issues and what was being supervised and, you know... adults need to watching.

As highlighted in the literature on GCE, an educational approach focused on peer interactions and discussion promotes the active participation in the global issues, which involve social, political, economic, or environmental levels (Yeoh, 2017; Myers, 2016; Palmer, 2016; Eidoo et al., 2011). In classroom, students engagement is promoted through discussion, participation, and expression of different opinions (Skårås, et al., 2019; Çolak et al., 2019; Damiani, 2018; Kishino et al., 2018; Howard, & Maxwell, 2018; O’Flaherty, & Liddy, 2018; Arshad-Ayaz et al, 2017; Blackmore, 2016; Leek, 2016; Mravcová, 2016; Truong-White, & McLean, 2015; Andreotti & Pashby, 2013; Leduc, 2013; Niens, & Reilly, 2012; Eidoo, et al., 2011; Veugelers, 2011; McNaughton, 2010; Rapoport, 2010). Learning activities are aimed at finding new solutions to global issues (Calle Díaz, 2017; Yeoh, 2017; Waldron, 2016; Dale, 2010) and to promote GCE-oriented values with the knowledge (Howard & Maxwell, 2018; Yemini, 2018; Palmer, 2016; Dale, 2010) and active participation in classroom (Myers, 2016; Eidoo et al., 2011). Franch (2020) defines “building community of peers” as the strategy used by teachers who design specific projects that involve colleagues, engaging in GCE and build community of peers (p.30).

8. Conclusions

The exploration of 42 classroom experiences (21 per context, planned by seven teachers of eight Australian classrooms and five teachers of three Italian classrooms) responded to the need to describe a lesson GCE-oriented, despite its absence within the curriculum.

The study highlighted teaching practices in a lesson GCE-oriented and engagement in the school context, providing answers to the research questions on:

- teacher's approach to implementing GCE within the national curriculum;
- global issues or current events that were analysed in the classroom;
- type of interactions;
- common elements in the Italian and Australian contexts.

These questions were addressed through the qualitative methodology, and, specifically:

- the description of the different Australian and Italian school contexts;
- the hermeneutic method analysis, starting from the lesson transcripts and on the basis on the categories emerged by the theoretical framework.

Considering the teacher's approach to implementing GCE within the national curriculum, the observed lessons were strongly differentiated in Italy and in Australia. In Italy, all the teachers planned a more open and flexible lesson model, based on discussion and promotion of laboratory-based learning, with the aim to development competence, critical thinking and active role in classroom (e.g. in discussion or interaction).

In Australia, on the contrary, 90% of the teachers have planned an instructional and transmissive lesson, focused on the curricular content.

Data analysis and interpretation of results evidenced three models of the GCE-oriented lessons, that differentiated lesson aim(s), lesson content, and interactions in classroom.

Lessons aims. The teachers's main aim in the observed lessons was characterized as follow:

- address curricular topic, without explicit reference to GCE issues (model 1);
- knowledge of global issues, which were analyzed in their interdependence at local, national and global level (model 2),
- student participation and engagement in global citizenship (model 3).

Lesson content. Lesson content was curricular in the first model, and extracurricular in the other two models (model 2 and model 3). While in the first model teachers planned activities of listening, exercising through individual tasks, and testing, in the second and the third models they created a time-space context to encourage students' active involvement in the issues for GCE.

Interactions in classroom. Interactions among students, as well as the expression of personal thoughts and opinions on active global citizenship, were present in the third model, and, to a small extent, in the second, but were absent in the first.

As regards the research questions, the teachers approach to include GCE within formal education was integrated in curricular subjects and topics in Italy and Australia too.

Global issues selected by the Italian and Australian teachers were migration and sustainability. Others global issues were different in the two context: globalization, interculturalism, peace, and human rights (in Italy) and global climate change and vegetarianism/veganism (in Australia). The difference between the lessons did not related to the global issues, but to the didactic method of learning. However, the broad questions, matters, and

issues emerged analysing the global citizenship were the same in both context: global economic inequality; wealth and poverty; critical consumption and consumerism (*research question 1*⁷⁰).

Teacher's involvement in GCE, and their motivation to make GCE a priority finding the way to do so within the national curriculum, influences student' participation in the observed lessons. Students who participated in class have studied GCE-oriented material to formulate opinions, listening to the opinions of others, take part in discussions concerning global issues (model 2), or to introduce new concepts to their peers (model 3). Students who did not participate in class discussions when the lesson was planned into curricular boundaries (model 1) (*research question 2*⁷¹).

Considering the similarities between Australia and Italy, three aspects were relevant in terms of GCE (models 2 and 3).

First of all, the teachers analysed issues for global citizenship through two elements: the reflection that these issues closely influence everyone, and the sharing of their own position, expressed through the use of the first person and personal pronouns.

Secondly, the teachers adopted a flexible teaching style within the lessons, which were creatively interpreted according to the planned lesson aim, redirected into global citizenship (from the rigide curricular disposition).

Thirdly, teachers used "normative statements" to encourage students to perform citizenship actions in their daily lives (e.g. knowing the difference between facts and opinions, beliefs and prejudices; informing about current socio-political events; being critical consumer; reducing consumption of meat or products with palm oil, such as Nutella®), and future lives (e.g. voting; protesting; reducing car use; using alternative energy sources).

In conclusion, key findings from the study suggest two core elements for GCE in classroom:

- a strong link between lesson aim and classroom interaction: planning GCE-oriented lesson requires to analyse global issues that involves students participation and the action dimension is strongly connected to participatory and active methodologies, interdisciplinary connections, and the use of non-educational resources;
- students' personal activation in participatory and interactive terms: in a GCE-oriented lesson, students expresses their personal opinions and view on the world, and are powerfully interested in it.

In the observed lessons, two critical elements emerged from the data analysis. The first element was that the context of the lesson was the classroom, conceived as a closed system with no connection to the school or the broader context, in Australia as well in Italy. The second element was the individual planning by the teacher, without including a shared reflection in the school community, or its involvement.

Finally, the problem of teaching practice oriented to global citizenship education risks to be considered an unsolved question, as the UNESCO's great unknowns by the school, if not evaluated as "policy matter", embedded in the national curriculum, despite my personal effort in

⁷⁰ Explore how Grade 8 – teachers deliver on GCE in classroom: *Which global issues they identify? What type of teacher and learning activities they plan? What type of assessment they draw on? Which resources they select to educate for global citizenship?*

⁷¹ Analyse Grade 8 – teachers' verbal and nonverbal communication in GCE-oriented lessons, observing how they interact with students teaching social and political issues, at local and global level: *Does teacher's involvement in GCE influence students' participation in GCE-oriented lessons? Does open classroom climate increase students' participation in discussions concerning global issues? Do global pedagogical and didactical approaches of teaching increase students' participation GCE-oriented lessons?*

conceiving this study to find an answer to the Jickling and Starling's (2017) open-ended question: "What should we do next?" (p.5).

Bibliography

- Abowitz, K. K., & Harnish, J. (2006). Contemporary discourses of citizenship. *Review of Educational Research*, 76(4), 653-690.
- Adichie, C. A. (2009). *The Danger of a Single Story*. Disponibile all'indirizzo https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/transcript?language=it#t-14296 [21/11/2020].
- Agrusti, G. (2009). *Idola theatri e indagini comparative internazionali*. CADMO, *Giornale italiano di Pedagogia sperimentale*, 1, 35-46.
- Al-Maamari, S. (2014). Education for Developing a Global Omani Citizen: Current Practices and Challenges. *Journal of Education and Training Studies*, 2(3), 108-117.
- Amadeo, J., Torney-Purta, J., Lehmann, R., Husfeldt, V., & Nikolova, R. (2002). *Civic knowledge and engagement: An IEA study of upper secondary students in sixteen countries*. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA).
- Andreotti, V. (2006). Soft versus critical global citizenship education. *Development Education Policy and Practice*, 3(1), 40-51.
- Anderson, A. (2019). Advancing Global Citizenship Education Through Global Competence and Critical Literacy: Innovative Practices for Inclusive Childhood Education. *SAGE Open*, 9(1), 7
- Anderson, L., Krathwohl, D., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. (eds) (2001). *A taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Addison Wesley Longman.
- Andreotti, V. (2011). (Towards) decoloniality and diversity in global citizenship education. *Globalisation, Societies and Education*, 9(3-4).
- Andreotti, V., & de Souza, L. M. T. M. (Eds.) (2012). *Postcolonial perspectives on global citizenship education*. New York, NY: Routledge.
- Andreotti, V., & Pashby, K. (2013). Digital Democracy and Global Citizenship Education: Mutually Compatible or Mutually Complicit? *The Educational Forum*, 77(4), 422-437.
- Appleyard, N., & Mclean, L. (2011). Expecting the Exceptional: Pre-Service Professional Development in Global Citizenship Education. *International Journal of Progressive Education*, 7(2), 6-32.
- Arshad-Ayaz, A., Andreotti, V., & Sutherland, A. (2017). A Critical Reading of "The National Youth White Paper on Global Citizenship": What Are Youth Saying and What Is Missing? *International Journal of Development Education and Global Learning*, 8(2), 19-36.

Arthur, J. (2014). The Longings and Limits of Global Citizenship Education: The Moral Pedagogy of Schooling in a Cosmopolitan Age. In Jana De Poorter, J. & Aguilar-Forero, N. (2019). The emergence of global citizenship education in Colombia: lessons learned from existing education policy. *Compare: A Journal of Comparative and International Education*, 1-19.

Arya, D., & Parker, J. (2015). Dialogic Action in Climate Change Discussions: An International Study of High School Students in China, New Zealand, Norway and the United States. *Dialogic Pedagogy*, 3, 1-27.

Atkinson, J., & Heritage, J. (1999). Transcript Notation - Structures of Social Action: Studies in Conversation Analysis. *Aphasiology*, 13(4-5), 243-249.

Attili, M.G. (2000). *Introduzione alla psicologia sociale*. Roma: Seam Edizioni.

Australian Curriculum, Assessment and Reporting Authority (ACARA) (2011). *The Australian Curriculum*. Disponibile all'indirizzo <http://www.acara.edu.au/curriculum/curriculum.html> [12/02/2020].

Australian Curriculum, Assessment and Reporting Authority (ACARA) (2012). *Guide to understanding ICSEA*. Disponibile all'indirizzo http://www.saasso.asn.au/wp-content/uploads/2012/08/Guide_to_understanding_ICSEA.pdf [25/08/2020].

Australian Curriculum, Assessment and Reporting Authority (ACARA) (2018). *ICSEA 2017: Technical Report*. Disponibile all'indirizzo https://myschool.edu.au/media/1635/icsea_2017_technical_report.pdf [25/08/2020].

Avery, P., Levy, S., Simmons, A., & Scarlett, M. (2012). Adolescents' Conceptions of Democracy in Central/Eastern Europe and the United States. *Journal of International Social Studies*, 2(2), 25-51.

Baldacci, M. (1994). *Insegnare a programmare*. Milano: Ethel.

Bamber, P., Bullivant, A., Clark, A., & Lundie, D. (2018). Educating Global Britain: Perils and Possibilities Promoting "National" Values through Critical Global Citizenship Education. *British Journal of Educational Studies*, 66(4), 433-453.

Banaji, Shakuntala, & Buckingham, David. (2010). Young People, the Internet, and Civic Participation: An Overview of Key Findings from the CivicWeb Project. *International Journal of Learning and Media*, 2(1), 15-24.

Bandura, A. (1996). Personal and collective efficacy in human adaptation and change. *International Journal Of Psychology*, 31(3-4), 3251.

Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on Psychological Science*, 1(2), 164-180.

Banta, R. D. Jr. (2017). Innovative Approaches to Global Citizenship Education: APCEIU's Experience. *Childhood Education*, 93(6), 446-456.

Barber, C., Sweetwood, S., & King, O. (2015). Creating classroom-level measures of citizenship education climate. *Environments Research*, 18(2), 197-216.

Bellino, M. J. (2018). Is Development “The New Peace”? Global Citizenship as National Obligation in Postwar Guatemala. *Anthropology and Education Quarterly*, 49(4), 371-393.

Bickmore, K. (1993). Learning Inclusion/Inclusion in Learning: Citizenship Education for a Pluralistic Society. *Theory and Research in Social Education*, 21(4), 341–384.

Biondi, G., Mosa, E., & Panzavolta, S. (2009). Autonomia e innovazione: scenari possibili tra teoria e pratica. *Programma Education. FGA Working Paper*, 16 (2/2009).

Bîrzéa, C., Kerr, D., Mikkelsen, R., Pol, M., Froumin, I., Losito, B., & Sardoc, M. (2004). *All-European Study on Education for Democratic Citizenship Policies*. Strasbourg: Council of Europe. Disponibile all’indirizzo http://www.edchreturkey-eu.coe.int/Source/Resources/Pack/AllEuropeanStudyEDCPolicies_En.pdf [11/02/2020].

Blackmore, C. (2016). Towards a pedagogical framework for global citizenship education. *International Journal of Development Education and Global Learning*, 8 (1).

Blankenship, G. (1990). Classroom Climate, Global Knowledge, Global Attitudes, Political Attitudes. *Theory And Research In Social Education*, 18(4), 363-86.

Bloom, B. S. (1976). *Human characteristics and school learning*. (L. Fontana Tomassucci, trad.). New York: McGraw-Hill.

Bosio, E. A., & Torres, C. (2019). Global citizenship education: An educational theory of the common good? A conversation with Carlos Alberto Torres. *Policy Futures in Education*, 17(6), 745-760.

Brady, A. (2006). University Language Study for Civic Education: A Framework for Students’ Participation to Effect Individual and Social Change. *Language Awareness*, 15(4), 229-243.

Bruce, J., North C., & FitzPatrick J. (2019). Preservice teachers’ views of global citizenship and implications for global citizenship education. *Globalisation, Societies and Education*, 17(2), 161-176.

Bruner, J. S. (1982). The Language of Education. *Social Research*, 49(4), 835.

Bruner, J. S. (1966/1968). *Studies in Cognitive Growth. A collaboration at the Center for Cognitive Studies*. Tr. It. Lo sviluppo cognitivo (2° ed). Roma: Editore Armando Armando.

Buchanan, J., Burridge, N., & Chodkiewicz, A. (2018). Maintaining global citizenship education in schools: A challenge for Australian educators and schools. *Australian Journal of Teacher Education*, 43(4), 51-67.

Burns, A. (1990). Focus on language in the communicative classroom. In G. Brindley (ed.). *The Second Language Curriculum*. Action Sydney: NCELTR.

Button, C. (1972). *The development of experimental curriculum to effect the political socialization of Anglo, Black, and Mexican-American adolescents. Final report.* (Doctoral dissertation). National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Calle Díaz, L. (2017). Citizenship Education and the EFL Standards: A Critical Reflection. *Profile Issues in Teachers' Professional Development*, 19(1), 155-168.

Calvani, A. (2014). *Come fare una lezione efficace.* Roma: Carocci.

Calvani, A. (2000). *Elementi di didattica. Problemi e strategie.* Roma: Carocci.

Calvino, I. (1975/1994). *Palomar.* Milano: Mondadori.

Cambi, F., Cives, G., & Fornaca, R. (1991). Complessità, pedagogia critica, educazione democratica. Firenze: La Nuova Italia.

Campbell, D. (2008). Voice in the Classroom: How an Open Classroom Climate Fosters Political Engagement Among Adolescents. *Political Behavior*, 30(4), 437-454.

Canestrari, R. & Godino, A. (2007). *La psicologia scientifica. Nuovo trattato di psicologia.* Bologna: CLUEB.

Capocasa, M., Marcari, V., D'Arcangelo, E., Danubio, M. E., & Rufo, F. (2015). [Evaluation of socio-cultural factors in the learning of human evolution in the urban context of Rome. *Anthropological Notebooks*, 21\(2\), 91-96.](#)

Caruana, V. (2014). Re-thinking global citizenship in higher education: From cosmopolitanism and international mobility to cosmopolitanisation, resilience and resilient thinking. 68(1), 85-104.

Centro per la Cooperazione Internazionale (2019). *Che cos'è l'Educazione alla Cittadinanza Globale.* Disponibile all'indirizzo: <https://www.cci.tn.it/CCI/Servizi/Centro-insegnanti-globali/Che-cos-e-l-Educazione-alla-Cittadinanza-Globale> [08/07/2019].

Chee, Y., Mehrotra, S., & Liu, Q. (2013). Effective Game Based Citizenship Education in the Age of new Media. *Electronic Journal of E-Learning*, 11(1), 16-28.

Chia-Ling, H. (2014). The study of adopting problem based learning in normal scale class course design. In Kommers, P., Issa, T., Issa, T., Chang, D., & Isías, P. (Ed.), *Proceeding of the International Conferences on Education Technologies (ICEduTech) and Sustainability, Technology and Education (STE)* (New Tapei City, Taiwan, December 10-12), 3-10.

Checchi, D., Fiorio, C. V., & Leonardi, M. (2006). Sessanta anni di istruzione in Italia. *Rivista di Politica Economica*, 7, 285-318.

Cho, H., & Mosselson, J. (2018). Neoliberal practices amidst social justice orientations: Global citizenship education in South Korea. *Compare: A Journal of Comparative and International Education*, 48(6), 861-878.

Chong, E. K. (2015). Global citizenship education and Hong Kong's secondary school curriculum guidelines: From learning about rights and understanding responsibility to challenging inequality. *Asian Education and Development Studies*, 4(2), 221-247.

Chui, W. H., & Leung, E. W. Y. (2014) Youth in a global world: attitudes towards globalization and global citizenship among university students in Hong Kong. *Asia Pacific Journal of Education*, 34(1), 107-124.

Claes, E., & Hooghe, M. (2017). The Effect of Political Science Education on Political Trust and Interest: Results from a 5-year Panel Study. *Journal of Political Science Education*, 13(1), 33-45.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education* (7th ed.). New York: Routledge.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). New York: Routledge.

Çolak, K., Kabapınar, Y., & Öztürk, C. (2019). Social Studies Courses Teachers' Views on Global Citizenship and Global Citizenship Education. *Eğitim Ve Bilim*, 44(197), 335-352.

Commissione Europea (2018). *Competenze chiave per l'apprendimento permanente. Quadro di riferimento europeo*. Disponibile all'indirizzo <https://ec.europa.eu/transparency/regdoc/rep/1/2018/IT/COM-2018-24-F1-IT-ANNEX-1-PART-1.PDF> [14/02/2020].

Condon, M., & Wichowsky, A. (2018). Developing Citizen-Scientists: Effects of an Inquiry-Based Science Curriculum on STEM and Civic Engagement. *The Elementary School Journal*, 119(2), 196-222.

Consiglio Nazionale per la Cooperazione allo Sviluppo (CNCS) (2018). *Strategia Italiana per l'Educazione alla Cittadinanza Globale*. Disponibile all'indirizzo <https://www.info-cooperazione.it/wp-content/uploads/2018/02/Strategia-ECG.pdf> [07/02/2020].

Cortelazzo, M., & Zolli, P. (1999). *Dizionario Etimologico della Lingua Italiana*. Bologna: Zanichelli.

Dallago, L. (2006). *Che cos'è l'empowerment*. Roma: Carocci.

Dale, R. (2010). Globalization and curriculum. In Peterson, Penelope L., editor, McGaw, Barry, editor, & Gale Group. (2010). *International encyclopedia of education* (3rd ed., Gale virtual reference library), 312-317. Amsterdam: Elsevier.

Damiani, V. (2016). *Cittadinanza e identità. Educazione alla cittadinanza globale e identità multiple in studenti di terza media*. Roma: Anicia.

Damiani, V. (2017). L'indagine sull'educazione civica e alla cittadinanza IEA-ICCS 2016: un approfondimento sugli atteggiamenti degli studenti italiani. *CADMO, Giornale italiano di Pedagogia sperimentale*, 2, 33-49.

- Damiani, V. (2018). Introducing Global Citizenship Education into Classroom Practice: A Study on Italian 8th Grade Students. *Center for Educational Policy Studies Journal*, 8(3), 165-186.
- Dassonneville, R., Quintelier, Hooghe, & Claes. (2012). The Relation Between Civic Education and Political Attitudes and Behavior: A Two-Year Panel Study Among Belgian Late Adolescents. *Applied Developmental Science*, 16(3), 140-150.
- Davies, L. (2006). Global citizenship: Abstraction or framework for action? *Educational Review*, 58(1), 5-25.
- Davies, L., Evans, M., & Reid, A. (2005). Globalising citizenship education? A critique of 'global education' and 'citizenship education.' *British Journal of Educational Studies*, 53(1), 66-89.
- Department for Education and Employment (DfEE) (2000). *Developing a global dimension in the school curriculum*. Disponibile all'indirizzo https://dera.ioe.ac.uk/6152/7/globald_Redacted.pdf [27/08/2019].
- Department of Education (DOE) (2014). *Review of the Australian Curriculum Final Report*. Disponibile all'indirizzo https://docs.education.gov.au/system/files/doc/other/review_of_the_national_curriculum_final_report.pdf [11/02/2020].
- De Poorter, J., & Aguilar-Forero, N. (2019). The emergence of global citizenship education in Colombia: Lessons learned from existing education policy. *Compare*, 1-19.
- De Ruyter, D. J., & Spiecker, B. (2008) The world citizen travels with a different view. In M. Peters, A. Britton and H. Blee (Eds), *Global Citizenship Education: Philosophy, Theory and Pedagogy* (Rotterdam, Sense), 351–363.
- Derry, S. J. (eds) (2007). *Guidelines for video research in education. Recommendations from an expert panel*. Disponibile all'indirizzo <https://drdc.uchicago.edu/what/video-research-guidelines.pdf> [21/10/2020].
- Derry, S. J., Pea, R. D., Barron, B., Engle, R. A., Erickson, F., Goldman, R., Hall, R., Koschmann, T., Lemke, J. L., Sherin, M. G., & Sherin, B. L. (2010). Conducting Video Research in the Learning Sciences: Guidance on Selection, Analysis, Technology, and Ethics. *The Journal of the Learning Sciences*, 19(1), 3–53.
- DiCicco, M. (2016). Global Citizenship Education within a Context of Accountability and 21st Century Skills: The Case of Olympus High School. *Education Policy Analysis Archives*, 24(57), 1-26.
- Dill, J. S. (2013). *The Longings and Limits of Global Citizenship Education: The Moral Pedagogy of Schooling in a Cosmopolitan Age*. New York, NY : Routledge.
- Dodge, B. (1995). *Some Thoughts About WebQuests*. Disponibile all'indirizzo http://webquest.org/sdsu/about_webquests.html [27/09/2020].
- Dolby, N., & Rahman, A. (2008). Research in International Education. *Review of Educational Research*, 78(3), 676–726.

- Dorio, J. N. (2018). Lessons from Los Angeles: Self-Study on Teaching University Global Citizenship Education to Challenge Authoritarian Education, Neoliberal Globalization and Nationalist Populism. *Journal of Global Citizenship & Equity Education*, 6(1).
- Duranti, A. (2000). Antropologia del linguaggio. In M. Fatigante, *Teoria e pratica della trascrizione in Analisi Conversazionale. L'irriducibilità interpretativa del sistema notazionale*. Disponibile all'indirizzo https://elearning.uniroma1.it/pluginfile.php/297284/mod_resource/content/2/Fatigante%20Trascrizione.pdf [29/10/2020].
- Eckstein, K., Noack, P., & Gniewosz, B. (2013). Predictors of intentions to participate in politics and actual political behaviors in young adulthood. *International Journal of Behavioral Development*, 37(5), 428–435.
- Edwards, D. (2012). Social movement oriented citizenship in Colombia: The effects of curriculum, pedagogy and extra-curricular activities on student orientation. *Education, Citizenship and Social Justice*, 7(2), 117-128.
- Ehman, L. (1980a). Change in High School Students' Political Attitudes as a Function of Social Studies Classroom Climate. *American Educational Research Journal*, 17(2), 253-265.
- Ehman, L. (1980b). The American School in the Political Socialization Process. *Review of Educational Research*, 50(1), 99-119.
- Ehman, Lee H. (1978). *What Does Political Education Research Tell Us about How to Teach Citizenship?* Washington, D.C. : ERIC Clearinghouse.
- Ehman, L. H. (1970). Normative discourse and attitude change in the social studies classrooms. *High School Journal*, 54, 76-83.
- Eidoo, S., Ingram, L., MacDonald, A., Nabavi, M., Pashby, K., & Stille, S. (2011). "Through the Kaleidoscope": Intersections Between Theoretical Perspectives and Classroom Implications in Critical Global Citizenship Education. *Canadian Journal of Education*, 34(4), 59-84.
- Engel, L., Fundalinski, J., Gatalica, K., Gibson, H., & Ireland, K. (2017). Global Citizenship Education for Every Student: The Washington, DC Public Schools' Study Abroad Program. *Childhood Education*, 93(6), 516-524.
- Eurydice (2012). *Entrepreneurship Education at School in Europe: National Strategies, Curricula and Learning Outcomes*. Brussels: Eurydice.
- Eurydice (2005). *Citizenship education at school in Europe*. Brussels: Eurydice.
- Evans, M. (2004). *Citizenship education pedagogy: teachers' characterisations (What teachers say and what teachers do)*. (Doctoral dissertation). Department of Educational Studies, University of York,
- Evans, M. (2006). Educating for Citizenship: What Teachers Say and What Teachers Do. *Canadian Journal of Education / Revue Canadienne De L'éducation*, 29(2), 410-435.

Fatigante, M. (2006). *Teoria e pratica della trascrizione. Analisi Conversazionale. L'irriducibilità interpretativa del sistema notazionale*. Disponibile all'indirizzo https://elearning.uniroma1.it/pluginfile.php/297284/mod_resource/content/2/Fatigante%20Trascrizione.pdf [29/10/2020].

Feldman, C. (1974). Pragmatic Features of Natural Language. Papers from the Tenth Regional Meeting (Chicago: Chicago Linguistic Society), 151-161.

Ferguson, T., & Chevannes, P. (2018). The change from within program: Bringing restorative justice circles for conflict resolution to Jamaican schools. *Childhood Education*, 94(1), 55-61.

Fink, A. (2010). *Conducting research literature reviews: From the Internet to paper* (3rd ed.). Los Angeles, California: Sage Publications.

Firetto, C., Murphy, P., Greene, J., Li, M., Wei, L., Montalbano, C., Hendrick, B., & Croninger, R. (2019). Bolstering students' written argumentation by refining an effective discourse intervention: Negotiating the fine line between flexibility and fidelity. *Instructional Science*, 47(2), 181-214.

Fournier-Sylvester, N. (2014). A/Political Education: A Survey of Quebec Students' Perceptions of Their Citizenship Education. *Canadian Journal of Education*, 37(3), 1-23.

Franch, S. (2020). Global citizenship education discourses in a province in northern Italy. *International Journal of Development Education and Global Learning*, 12(1).

Friesen, N., Henriksson, C., & Saevi, T. (2012). *Hermeneutic Phenomenology in Education : A Method and Practice* (Practice of research method ; v. 4).

Gainous, J., & Martens, A. (2016). Civic education: Do liberals do it better? *Journal of Political Ideologies*, 21(3), 261-279.

Galimberti, U. (1990). La scienza è il nostro mondo, in Aa. Vv., *Scienza e etica. Quali limiti?*, Laterza, Roma-Bari.

Gallingane, C., & Han, H. (2015). Words Can Help Manage Emotions: Using Research-Based Strategies for Vocabulary Instruction to Teach Emotion Words to Young Children. *Childhood Education*, 91(5), 351-362.

García-Gutierrez, J., Ruiz-Corbella, M., & Armentia, A. (2017). Developing Civic Engagement in Distance Higher Education: A Case Study of Virtual Service-Learning (vSL) Programme in Spain. *Open Praxis*, 9(2), 235-244.

Gardner-McTaggart, A. (2016). International elite, or global citizens? Equity, distinction and power: the International Baccalaureate and the rise of the South. *Globalisation, Societies and Education*, 14(1), 1-29.

- Gardner-McTaggart, A., & Palmer, N. (2018). Global citizenship education, technology, and being. *Globalisation, Societies and Education*, 16(2), 268-281.
- Garfinkel, H. (1967). *Studies in Ethnomethodology*. Englewood Cliffs NJ: Prentice-Hall.
- Gaudelli, W. (2017). People, Pope and Planet: A Hermeneutic and Spectacle Analysis of Laudato Si' for Global Citizenship Educators. *Journal of International Social Studies*, 7(1), 70-91.
- Geboers, E., Geijsel, F., Admiraal, W., & Dam, G. (2013). Review of the effects of citizenship education. *Educational Research Review*, 9(1), 158-173.
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New York: Aldine De Gruyter
- Gobo, G. (1999/2015). Le note etnografiche: raccolta e analisi. *Quaderni di Sociologia*, 21. Disponibile all'indirizzo <https://journals.openedition.org/qds/1408#quotation> [30/07/2020].
- Godfrey, E., & Grayman, J. K. (2014). Teaching citizens: The role of open classroom climate in fostering critical consciousness among youth. *Journal of Youth and Adolescence*, 43(11), 1801–1817.
- Goldman, R., Pea, R., Barron, B., & Derry S. J. (2009). *Videoricerca nei contesti di apprendimento*. Milano: Teorie e metodi. Raffaello Cortina.
- Goren, H., Maxwell, C., & Yemini, M. (2019). Israeli teachers make sense of global citizenship education in a divided society- religion, marginalisation and economic globalisation. *Comparative Education*, 55(2), 243-263.
- Goren, H., & Yemini, M. (2016). Global citizenship education in context: Teacher perceptions at an international school and a local Israeli school. *Compare: A Journal of Comparative and International Education*, 46(5), 832-853.
- Goren, H., & Yemini, M. (2017a). Global Citizenship Education Redefined - A Systematic Review of Empirical Studies on Global Citizenship Education. *International Journal of Educational Research*, 82, 170-183.
- Goren, H., & Yemini. (2017b). The global citizenship education gap: Teacher perceptions of the relationship between global citizenship education and students' socio-economic status. *Teaching and Teacher Education*, 67, 9-22.
- Grion, V., Roberts, S., & Casanova, G. (2011). Valutare gli insegnanti italiani? Uno sguardo alle esperienze europee. *Rassegna Italiana di Valutazione*, 49, 119-135.
- Grotlüschen, A. (2018). Global competence - Does the new OECD competence domain ignore the global South? *Studies in the Education of Adults*, 50(2), 185-202.
- Gumperz, J. J., & Berenz, N. (1993). Transcribing Conversational Exchanges. In M. Fatigante, *Teoria e pratica della trascrizione in Analisi Conversazionale. L'irriducibilità interpretativa del sistema notazionale*. Disponibile all'indirizzo

https://elearning.uniroma1.it/pluginfile.php/297284/mod_resource/content/2/Fatigante%20Trascrizione.pdf [29/10/2020].

Guo, L. (2014). Preparing Teachers to Educate for 21st Century Global Citizenship: Envisioning and Enacting. *Journal of Global Citizenship & Equity Education*, 4(1), 1-23.

Hall, T., Gray, T., Downey, G., Sheringham, C., Jones, B., Power, A., & Truong, S. (2016). Jafari and transformation: a model to enhance short-term overseas study tours. *Frontiers: The International Journal of Study Abroad*, 27, 33-46.

Hammond, C. (2016). Internationalization, nationalism, and global competitiveness: A comparison of approaches to higher education in China and Japan. *Asia Pacific Education Review*, 17(4), 555-566.

Handler, R. (2013). Disciplinary adaptation and undergraduate desire: Anthropology and global development studies in the liberal arts curriculum. *Cultural Anthropology*, 28(2), 181-203.

Hancock, R. E. (2017). A world called home: Global citizenship education at sunshine preschool. *Childhood Education*, 93(6), 466–474.

Harfitt, G. (2008). Exploiting transcriptions of identical subject content lessons. *ELT Journal*, 62(2), 173-181.

Harshman, J. R., & Augustine, T. A. (2013). Fostering Global Citizenship Education for Teachers Through Online Research. *Educational Forum*, 77(4), 450-463.

Hartman, E., & Kiely R. (2014). A Critical Global Citizenship. In P. Green, & M. Johnson (Eds.), *Crossing boundaries: Tension and transformation in international service-learning*. Sterling, VA: Stylus.

Harwood, A. M. (1991). The Difference between “Democracy Sucks” and “I May Become a Politician”: Views from Three High School Civics Classes. Paper presented at the *Annual Meeting of the American Educational Research Association* (Chicago, IL, April 3-7).

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London ; New York: Routledge

Hepburn, A., & Bolden, G. (2017). *Transcribing for Social Research*. 55 City Road: SAGE Publications.

Hess, D. (2005). How do teachers’ political views influence teaching about controversial issues? *Social Education*, 69(1), 47-48.

Hess, D., & Posselt, J. (2002). How High School Students Experience and Learn from the Discussion of Controversial Public Issues. *Journal of Curriculum and Supervision*, 17(2), 283.

Hibbing, J. R., & Theiss-Morse, E. (1996). Civics is not enough: Teaching barbarics in K-12. *PS: Political Science and Politics*, 29(1), 57–62.

- Holden, C. (2006). Concerned Citizens: Children and the Future. *Education, Citizenship and Social Justice*, 1(3), 231–247.
- Holland, L. (2009). Democracy and Higher Education: The Nature of the Relationship. *Journal of Political Science Education*, 5(2), 91-107.
- Hooghe, M., & Quintelier, E. (2013). The relationship between political participation intentions of adolescents and a participatory democratic climate at school in 35 countries. *Oxford Review of Education*, 39(5), 567-589.
- Howard, A., Dickert, P., Owusu, G., & Riley, D. (2018). In service of the western World: Global citizenship education within a Ghanaian elite context. *British Journal of Educational Studies*, 66(4), 497-514.
- Howard, A., & Maxwell, C. (2018). From *conscientization* to imagining redistributive strategies: social justice collaborations in elite schools. *Globalisation, Societies and Education*, 16(4), 526-540.
- Hyland, K. (2009). *Academic discourse: English in a global context*. London: Continuum.
- Jeffress, D. (2008). Global citizenship and the cultural politics of benevolence. *Critical Literacy: Theories and Practices*, 2(1), 27-36.
- Ibrahim, T. (2005). Global citizenship education: Mainstreaming the curriculum? *Cambridge Journal of Education*, 35(2), 177-194.
- Istituto Nazionale per la Valutazione del Sistema Educativo di Istruzione e di Formazione (INVALSI) (2010). *Indagine internazionale sull'Educazione Civica e alla Cittadinanza 2009: Quadro di riferimento* (Schulz, W., Fraillon, J., Ainley, J., Losito, B., & Kerr, D., Trans.). (Original work published 2008). Disponibile all'indirizzo <https://www.iea.nl/publications/assessment-framework/indagine-internazionale-sulleducazione-civica-e-alla-cittadinanza> [03/02/2020].
- Istituto Nazionale per la Valutazione del Sistema Educativo di Istruzione e di Formazione (INVALSI) (2011). *La Terza indagine IEA sull'educazione civica e alla cittadinanza. Rapporto nazionale* (ICCS IEA 09). Napoli: Tecnodid.
- Istituto Nazionale per la Valutazione del Sistema Educativo di Istruzione e di Formazione (INVALSI) (2017). *Indagine IEA ICCS 2016: i risultati degli studenti italiani in Educazione civica e alla cittadinanza*. Napoli: Tecnodid.
- Istituto Nazionale per la Valutazione del Sistema Educativo di Istruzione e di Formazione (INVALSI) (2020). *L'indicatore ESCS per una valutazione più equa*. Disponibile all'indirizzo <https://www.invalsiopen.it/indicatore-escs-valutazione-equa/> [24/08/2020].
- Jeffress, D. (2008). Global citizenship and the cultural politics of benevolence. *Critical Literacy: Theories and Practices*, 2(1), 27-36.
- Jeffress, D. (2012). The “Me to We” social enterprise: global education as lifestyle brand. *Critical Literacy: Theories and Practices*, 6(1), 18-30.

- Jickling, B., & Sterling, S. (2017). *Post-Sustainability and Environmental Education Remaking Education for the Future*. Switzerland: Palgrave Studies in Education and the Environment.
- Jupp, V. (2006). *The SAGE dictionary of social research methods* (Vols. 1-0). London, : SAGE Publications.
- Keating, A., & Janmaat, J. (2016). Education Through Citizenship at School: Do School Activities Have a Lasting Impact on Youth Political Engagement? *Parliamentary Affairs*, 69(2), 409-429.
- Kerr, D. (2002). Citizenship education: an international comparison across sixteen countries. *International Journal of Social Education*, 17(1), 1-15.
- Kishino, H., & Takahashi, T. (2019). Global citizenship development: Effects of study abroad and other factors. *Journal of International Students*, 9(2), 535-559.
- Knowles, R. (2019). Ideology in the schools: Developing the teacher's Civic Education Ideology Scale within the United States. *Education, Citizenship and Social Justice*, 14(3), 260-278.
- Krutka, D. G., & Carano K. T. (2016). Videoconferencing for Global Citizenship Education: Wise Practices for Social Studies Educators. *Journal of Social Studies Education Research*, 7(2), 109-136.
- Kuang, X., Kennedy, K., & Mok, M. (2018). Creating Democratic Class Rooms in Asian Contexts: The Influences of Individual and School Level Factors on Open Classroom Climate. *Journal of Social Science Education*, 17(1), 29-40.
- Kudrnác, A., & Lyons, P. (2018). Can Political Inequality Be Reduced in the Classroom? Testing the Compensation Hypothesis and the BFLPE on Youth Civic Competence. *School Effectiveness and School Improvement*, 29(2), 204-224.
- La Bella, M., & Santoro, P. (a cura di) (2011). *Questioni e forme della cittadinanza*. Milano: FrancoAngeli.
- Lamb, S., Maire, Q., & Doecke, E. (2017). *Key Skills for the 21st Century: an evidence-based review*. State of New South Wales (Department of Education). Disponibile all'indirizzo <https://education.nsw.gov.au/our-priorities/innovate-for-the-future/education-for-a-changing-world/resource-library/research-report/future-frontiers-analytical-report-key-skills-for-the-21st-century/Key-Skills-for-the-21st-Century-Analytical-Report.pdf>
- Leduc, R. (2013). Global citizenship instruction through active participation: What is being learned about global citizenship? *The Educational Forum*, 77(4), 394-406.
- Lee, W., & Leung, S. (2006). Global citizenship education in Hong Kong and Shanghai secondary schools: ideals, realities and expectations. *Citizenship Teaching and Learning*, 2(2), 68-84.
- Leek, J. (2016). Global Citizenship Education in School Curricula. A Polish Perspective. *Journal of Social Studies Education Research*, 7(2), 51-74.

Liberati, P., Lagravinese, R., & Resce, G. (2017). How Does Economic Social And Cultural Status Affect The Efficiency Of Educational Attainments? A Comparative Analysis On Pisa Results. *Departmental Working Papers of Economics - University "Roma Tre", Working paper 217*. Department of Economics - University Roma Tre.

Lingard., B. (2018). The national curriculum in Australia: a response to and articulation of globalisation. In Reid & Price (ed.). *The Australian Curriculum: promises, problems and possibilities*. Australian Curriculum Studies Association (ACSA): Canberra.

Litman, C., & Greenleaf, C. (2018). Argumentation Tasks in Secondary English Language Arts, History, and Science: Variations in Instructional Focus and Inquiry Space. *Reading Research Quarterly*, 53(1), 107-126.

Liu, S., Roehrig, G., Bhattacharya, D., & Varma, K. (2015). In-Service Teachers' Attitudes, Knowledge and Classroom Teaching of Global Climate Change. *Science Educator*, 24(1), 12-22.

Losito, B. (2011). *L'educazione civica e alla cittadinanza: due ricerche internazionali*. Disponibile all'indirizzo http://www.istruzione.lombardia.gov.it/varese/wp-content/uploads/2012/10/Losito_Educazione_Cittadinanza_Brescia_1109.pdf [28/01/2020].

Maiolo, S. (1958). *Educazione civica*. Milano: Le stelle.

Man, J., Weinkauff, J., Tsang, M., & Sin, D. (2004). Why do some countries publish more than others? An international comparison of research funding, English proficiency and publication output in highly ranked general medical journals. *European Journal of Epidemiology*, 19(8), 811-7.

March, T. (2000). *The 3 R's of WebQuests: Let's keep them Real, Rich, and Relevant*. Multimedia Schools Magazine. 7 (6). Disponibile all'indirizzo <https://www.infotoday.com/MMSchools/nov00/march.htm> [27/09/2020].

Margutti, P. (2007). "Are you human beings?" *Order and knowledge construction through questioning in primary classroom interaction*. Disponibile all'indirizzo: https://iris.unimore.it/retrieve/handle/11380/1156439/187645/Margutti%20FINAL%20re_revisio%20with%20corrected%20endnotes.pdf [06/03/2020].

Marks, G. N., Mcmillan, J., & Ainley, J. (2004). Policy issues for Australia's education systems: Evidence from international and Australian research. *Education policy analysis archives*, 12(17), 1-26.

Marshall, H. (2011). Instrumentalism, ideals and imaginaries: theorizing the contested space of global citizenship education in schools. *Globalization, Societies and Education*, 9(3-4), 411-426.

Martens, A., & Gainous, J. (2013). Civic Education and Democratic Capacity: How Do Teachers Teach and What Works? *Social Science Quarterly*, 94(4), 956-976.

Maurissen, L., Claes, E., & Barber, C. (2018). Deliberation in citizenship education: How the school context contributes to the development of an open classroom climate. *Social Psychology of Education*, 21(4), 951-972.

McLaughlin, T. H. (1992) Citizenship, diversity and education: a philosophical perspective. *Journal of Moral Education*, 21 (3), 235–250.

McNaughton, M. J. (2010). Educational drama in education for sustainable development: ecopedagogy in action. *Pedagogy, Culture & Society*, 18(3), 289-308.

McNaughton, M. J. (2012). Implementing Education for Sustainable Development in schools: learning from teachers' reflections. *Environmental Education Research*, 18(6), 765-782.

McNaughton, M. J. (2014). From acting to action: Developing global citizenship through global storylines drama. *Journal of Environmental Education*, 45(1), 16-36.

McNeill, K., & Pimentel, D. (2010). Scientific discourse in three urban classrooms: The role of the teacher in engaging high school students in argumentation. *Science Education*, 94(2), 203-229.

Mehan, H. (1979). *Learning lessons: Social organization in the classroom*. Cambridge, MA: Harvard University Press.

Menegale, M. (2018). Logbook o Diario di bordo: uno strumento per l'apprendimento dentro e fuori la classe di lingua. *EL.LE*, 7(1), 51-73.

Mignolo, W. (2011). *The darker side of Western Modernity: global futures, decolonial options*. Durham & London: Duke University Press.

Mikander, P. (2016). Globalization as Continuing Colonialism – Critical Global Citizenship Education in an Unequal World. *Journal of Social Science Education*, 15(2), 70-79.

Mills, M., & Goos, M. (2017). *Three major concerns with teacher education reforms in Australia*. Disponibile all'indirizzo <https://www.aare.edu.au/blog/?p=2548> [27/08/2019].

Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) (2008). *Melbourne Declaration on Educational Goals for Young Australians*. Disponibile all'indirizzo http://www.curriculum.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf [22/08/2019].

Ministero dell'Istruzione, dell'Università e della Ricerca (MIUR) (2012). *Indicazioni nazionali per il curriculum della scuola dell'infanzia e del primo ciclo d'istruzione*. Annali della Pubblica Istruzione, numero speciale. Firenze: Le Monnier.

Ministero dell'Istruzione, dell'Università e della Ricerca (MIUR) (2018). *Indicazioni nazionali e nuovi scenari*. Disponibile all'indirizzo

<https://www.miur.gov.it/documents/20182/0/Indicazioni+nazionali+e+nuovi+scenari/3234ab16-1f1d-4f34-99a3-319d892a40f2> [14/02/2020].

Ministero dell'Istruzione, dell'Università e della Ricerca (MIUR) (n.d.). Indicazioni nazionali riguardanti gli obiettivi specifici di apprendimento concernenti le attività e gli insegnamenti compresi nei piani degli studi previsti per i percorsi Liceali. Disponibile all'indirizzo <https://www.istruzione.it/alternanza/allegati/NORMATIVA%20ASL/INDICAZIONI%20NAZIONALI%20PER%20I%20LICEI.pdf> [03/10/2020].

Minuto, M., & Ravizza, R. (2008). *Migliorare i processi di apprendimento. Il metodo Feuerstein: dagli aspetti teorici alla vita quotidiana*. Roma: Erickson.

Minuto, M., & Ravizza, R. (2013). *La didattica della domanda. Funzioni delle domande nei processi di insegnamento-apprendimento*. Intervento presentato al Convegno per la Qualità dell'integrazione scolastica e sociale, Rimini.

Misco, T. (2012). The importance of context for teaching controversial issues in international settings. *International Education*, 42(1), 69-84,106.

Morrison, A. (2019). *Engaging in Climate Change: Arctic Cloud-Sea Ice Feedbacks in Observations, Climate Models, and the Classroom*. ProQuest LLC, Ph.D. Dissertation, University of Colorado at Boulder.

Mravcová, A. (2016). Practical Implementation of Global Citizenship Education at the Slovak University of Agriculture. *International Journal of Development Education and Global Learning*, 8(1), 57-77.

Myers, J. P. (2016). Charting a democratic course for global citizenship education: Research directions and current challenges. *Education Policy Analysis Archives*, 24, Education Policy Analysis Archives, 01 May 2016, Vol.24.

Namdar, B. (2018). Teaching global climate change to pre-service middle school teachers through inquiry activities. *Research in Science & Technological Education*, 36(4), 440-462.

Niens, U., & Reilly, J. (2012). Education for global citizenship in a divided society? Young people's views and experiences. *Comparative Education*, 48(1), 103-118.

Noh, J. E. (2018). The legitimacy of development nongovernmental organizations as global citizenship education providers in Korea. *Education, Citizenship and Social Justice*.

Office for Standards in Education, Children's Services and Skills (OFSTED) (2019). *The education inspection framework*. Disponibile all'indirizzo <https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research> [30/01/2020].

Oliverio Ferraris, A. & Oliverio, A. (2002). *Fondamenti di psicologia dello sviluppo*. Roma: Zanichelli.

O'Flaherty, J., & Liddy, M. (2018). The impact of development education and education for sustainable development interventions: A synthesis of the research. *Environmental Education Research*, 24(7), 1031-1049.

Organizzazione delle Nazioni Unite per l'Educazione, la Scienza e la Cultura (UNESCO) (2014). *Global citizenship education: Preparing learners for the challenges of the 21st century*. Paris: UNESCO. Disponibile all'indirizzo <https://unesdoc.unesco.org/ark:/48223/pf0000227729/PDF/227729eng.pdf.multi> [08/07/2019].

Organizzazione delle Nazioni Unite per l'Educazione, la Scienza e la Cultura (UNESCO) (2015). *Global Citizenship Education: topics and learning objectives*. Paris: UNESCO. Disponibile all'indirizzo <http://unesdoc.unesco.org/images/0023/002329/232993e.pdf> [04/09/2019].

Organizzazione delle Nazioni Unite per l'Educazione, la Scienza e la Cultura (UNESCO) (2016). *The ABCs Of Global Citizenship Education*. Paris: UNESCO. Disponibile all'indirizzo <https://aspnet.unesco.org/en-us/Documents/The%20ABCs.pdf> [04/09/2019].

Organizzazione delle Nazioni Unite per l'Educazione, la Scienza e la Cultura (UNESCO) (2017a). *Education for Sustainable Development Goals: learning objectives*. Paris: UNESCO. Disponibile all'indirizzo <https://unesdoc.unesco.org/ark:/48223/pf0000247444> [04/09/2019].

Organizzazione delle Nazioni Unite per l'Educazione, la Scienza e la Cultura (UNESCO) (2017b). *Educazione agli obiettivi per lo sviluppo sostenibile. Obiettivi di apprendimento*. Paris: UNESCO. Disponibile all'indirizzo <http://unesdoc.unesco.org/images/0023/002329/232993e.pdf> [04/09/2019].

Organizzazione delle Nazioni Unite per l'Educazione, la Scienza e la Cultura (UNESCO) (2018a). *Educazione alla Cittadinanza Globale. Temi e obiettivi di apprendimento*. Paris: UNESCO. Disponibile all'indirizzo <https://unesdoc.unesco.org/ark:/48223/pf0000261836/PDF/261836ita.pdf.multi> [04/09/2019].

Organizzazione delle Nazioni Unite per l'Educazione, la Scienza e la Cultura (UNESCO) (2018b). *Preparing teachers for global citizenship education: a template*. Paris: UNESCO. Disponibile all'indirizzo <https://unesdoc.unesco.org/ark:/48223/pf0000265452> [08/07/2019].

Organizzazione delle Nazioni Unite per l'Educazione, la Scienza e la Cultura (UNESCO) (2018c). *Progress on Education for Sustainable Development and Global Citizenship Education*. Paris: UNESCO. Disponibile all'indirizzo <https://unesdoc.unesco.org/ark:/48223/pf0000266176/PDF/266176eng.pdf.multi> [04/09/2019].

Osler, A., & Vincent, K. (2002). *Citizenship and the challenge of global education*. London: Trentham.

Oxford Committee for Famine Relief (OXFAM) (1997). *A Curriculum for global citizenship*. Oxford, UK: Oxfam's Development Education Programme.

Oxford Committee for Famine Relief (OXFAM) (2014). *Quadro di riferimento per l'Educazione alla Cittadinanza Globale*. Disponibile all'indirizzo: https://www.sfyouth.eu/images/toolkit/global_citizenship_education/GlobalCitizenshipEducationFramework_it.pdf [08/07/2019].

Oxford Committee for Famine Relief (OXFAM) (2015). *Global Citizenship in the Classroom: A guide for teachers*. Disponibile all'indirizzo <https://www.oxfam.org.uk/education/resources/global-citizenship-in-the-classroom-a-guide-for-teachers> [08/07/2019].

Oxford Committee for Famine Relief (OXFAM) (2015b). *Education for Global Citizenship: A guide for schools*. Disponibile all'indirizzo <https://www.oxfam.org.uk/education/resources/education-for-global-citizenship-a-guide-for-schools> [06/02/2020].

Oxley, L., & Morris, P. (2013). Global citizenship: A typology for distinguishing its multiple conceptions. *British Journal of Educational Studies*, 61(2), 301-325.

Pace, J. (2003). Revisiting Classroom Authority: Theory and Ideology Meet Practice. *Teachers College Record*, 105(8), 1559-1585.

Pace, J. (2019). Contained risk-taking: Preparing preservice teachers to teach controversial issues in three countries. *Theory & Research in Social Education*, 47(2), 228-260.

Palmer, N. (2016). Seeing the forest for the trees: The International Baccalaureate Primary Years Programme exhibition and Global Citizenship Education. *Journal of Research in International Education*, 15(3), 208-223.

Palmer, N. (2018). Emergent constellations: Global citizenship education and outrospective fluency. *Journal of Research in International Education*, 17(2), 134-147.

Parlamento Europeo e del Consiglio (2006). *Raccomandazione del Parlamento Europeo e del Consiglio del 18 dicembre 2006 relativa a competenze chiave per l'apprendimento permanente*. Gazzetta ufficiale dell'Unione Europea. Disponibile all'indirizzo <http://docplayer.it/52167630-Raccomandazione-del-parlamento-europeo-e-del-consiglio-del-18-dicembre-relativa-a-competenze-chiave-per-l-apprendimento-permanente.html> [14/02/2020].

Parmenter, L. (2011). Power and place in the discourse of global citizenship education. *Globalisation, Societies and Education*, 9(3-4), 367-380.

Pashby, K. (2008). Demands on and of Citizenship and Schooling: "Belonging" and "Diversity" in the Global Imperative. *Brock Education*, 17(1), 1.

Pashby, K. (2011). Cultivating Global Citizens: Planting New Seeds or Pruning the Perennials? Looking for the Citizen-Subject in Global Citizenship Education Theory. *Globalisation, Societies and Education*, 9 (3-4), 427-442.

Pashby, K. (2015). Conflations, possibilities, and foreclosures: Global citizenship education in a multicultural context, *Curriculum Inquiry*, 45(4), 345-366.

Patrick, J. J. (1993). Constitutionalism in Education for Democracy: The Continuing Relevance of Arguments on Constitutional Government of the American Founding Era. *Paper presented at the Mershon Center Conference on Education for Democracy* (Columbus, OH, March 4-7).

- Peters, M., Blee, H. & Britton, A. (2008). *Global citizenship education: Philosophy, theory and pedagogy*. Rotterdam, The Netherlands: Sense Publishers.
- Peterson, A., Milligan, A., & Wood, B. E. (2018). Global Citizenship Education in Australasia. In I. Davies et al. (eds.), *The Palgrave Handbook of Global Citizenship and Education*.
- Pike, G. (2008). Global education. In J. Arthur, I. Davies, & C. Hahn (a cura di), *The SAGE handbook of education for citizenship and democracy* (pp. 468-480). London: Sage.
- Pilkauskaitė-Valickienė, R., & Žukauskienė, R. (2011). *The role of attachment to school and open classroom climate for discussion on adolescent pro-social engagement*. *Socialinis Darbas*, 10(1), 128-137.
- Ponder, G. A, & Button, C. (1975). Student classroom initiations and political attitudes: Relationships between behavior and attitudes. *Contemporary Education*, 46, 3, 221- 228.
- Quaynor, L. (2015). Connections and contradictions in teacher practices for preparing globally minded citizenship in two IB public schools. *Teachers' College Record*, 117(9), 1–38.
- Quaynor, L. (2018). Remembering West African Indigenous Knowledges and Practices in Citizenship Education Research. *Compare: A Journal of Comparative and International Education*, 48(3), 362-378.
- Quin, D. (2017). Longitudinal and contextual associations between teacher–student relationships and student engagement: A systematic review. *Review of Educational Research*, 87(2), 345–387.
- Quintelier, E., & Hooghe, M. (2013). The relationship between political participation intentions of adolescents and a participatory democratic climate at school in 35 countries. *Oxford Review of Education*, 39(5), 567-589
- Rapoport, A. (2010). We cannot teach what we don't know: Indiana teachers talk about global citizenship education. *Education, Citizenship and Social Justice*, 5(3), 179–190.
- Rapoport, A. (2015). Facing the challenge: Obstacles to global and global citizenship education in US schools. In J. Zajda, (ed.), *Nation-Building and History Education in a Global Culture* (1st ed.) (pp. 155-170). New York; London: Springer.
- Reilly, J., & Niens, U. (2014). Global citizenship as education for peacebuilding in a divided society: Structural and contextual constraints on the development of critical dialogic discourse in schools. *Compare: A Journal of Comparative and International Education*, 44(1), 53-76.
- Reimers, F., Barzanò, G., Fisichella, L., & Lissoni, M. (2018). *Cittadinanza globale e sviluppo sostenibile. 60 lezioni per un curricolo verticale*. Torino; Milano: Pearson Academy.
- Richardson, R. (1976). Learning for change in world society: Reflections, activities and resources. In V. Damiani (2016). *Cittadinanza e identità. Educazione alla cittadinanza globale e identità multiple in studenti di terza media*. Roma: Anicia.
- Rivoltella, P. C., & Rossi, P. G. (Eds) (n.d.). Diario di bordo. *Nuova Didattica Online*. Disponibile all'indirizzo <http://nuovadidattica.lascuolaconvoi.it/agire-valutativo/12-metodi->

[quantitativo-sperimentali-qualitativo-ermeneutici-e-misti-nella-valutazione-educativa-e-nella-ricerca-valutativa/diario-di-bordo/](#) [26/08/2020].

Roberts, T., & Billings, L. (2009). Speak up and Listen. *Phi Delta Kappan Magazine*, 91(2), 81-85.

Roccatò, M. (2003). *Desiderabilità sociale e acquiescenza. Alcune trappole delle inchieste e dei sondaggi*. Milano: LED Edizioni Universitarie.

Roman, L. G. (2003). Education and the Contested Meanings of ‘Global Citizenship’. *Journal of Educational Change*, 4 (3), 269–293.

Roman, L. G. (2004) States of Insecurity: Cold War memory, “global citizenship” and its discontents. *Discourse: Studies in the Cultural Politics of Education*, 25(2), 231-259.

Rufo, F., Capocasa, M., Marcari, V, D’Arcangelo, E., & Danubio, M. E. (2013). [Knowledge of evolution and human diversity: a study among high school students of Rome, Italy](#). *Evolution: Education and Outreach*, 6-19.

Ryan, G., & Bernard, H. (2003). Techniques to Identify Themes. *Field Methods*. *Field methods*, 15, 85-109.

Sanmiguel, E., Reyes, A., Burns, D., & Huber, T. (2019). Local to Global Service-Learning: A Two-Hour Volunteer Experience in Global Citizenship. *Multicultural Education*, 26(2), 43-49.

Savage, G. C. & Lingard, B. (2018). Changing Modes of Governance in Australian Teacher Education Policy. In N. Hobbel & B. L. Bales (Eds.), *Navigating the Common Good in Teacher Education Policy. Critical and International Perspectives* (pp.64-80). New York, NY: Routledge.

Schulz, W. (2005). *Political efficacy and expected political participation among lower and upper secondary students*. Paper presented at the European Consortium for Political Research (ECPR) General Conference, Budapest.

Schulz, W., Fraillon, J., Ainley, J., Losito, B., & Kerr, D. (2008). *International Civic and Citizenship Education Study. Assessment framework*. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA).

Schulz, W., Ainley, J., Fraillon, J., Kerr, D., & Losito, B. (2010). *ICCS 2009 International Report: Civic knowledge, attitudes and engagement among lower secondary school students in thirty-eight countries*. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA).

Schulz, W., Ainley, J., Fraillon, J., Losito, B., & Agrusti, G. (2016). *IEA International Civic and Citizenship Education Study 2016 Assessment Framework*. Cham: Springer.

Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G., & Friedman, T. (2017). *Becoming Citizens in a Changing World IEA International Civic and Citizenship Education Study 2016 International Report*. Amsterdam, The Netherlands: International Association for the Evaluation

of Educational Achievement (IEA).

Schulz, W., Carstens, R., Losito, B., & Fraillon, J. (Eds). (2018). ICCS 2016 Technical Report. IEA International Civic and Citizenship. Education Study 2016.

Schwandt, T. A. (2007). *The SAGE dictionary of qualitative inquiry* (Vols. 1-0). Thousand Oaks, CA: SAGE Publications.

Schweisfurth, M. (2006). Education for global citizenship: teacher agency and curricular structure in Ontario schools. *Educational Review*, 58(1), 41-50.

Semeraro (2014). L'analisi qualitativa dei dati di ricerca in educazione. *Giornale Italiano della Ricerca Educativa*, 7, 97-106.

Shepardson, D., Niyogi, D., Choi, S., & Charusombat, U. (2009). Seventh grade students' conceptions of global warming and climate change. *Environmental Education Research*, 15(5), 549-570.

Sherman, A. (2017). Difficult Conversations: As Important to Teach as Math or Science. *Childhood Education*, 93(4), 292-294.

Shultz, L. (2007). Educating for global citizenship: Conflicting agendas and understandings. *Alberta Journal of Educational Research*, 53(3), 248-258.

Shultz, L., Pashby, K., & Godwaldt, T. (2017). Youth Voices on Global Citizenship: Deliberating across Canada in an Online Invited Space. *International Journal of Development Education and Global Learning*, 8(2), 5-17.

Sinclair, J. M., & Coulthard, R. M. (1975). *Towards an Analysis of Discourse: The English Used by Teachers and Pupils*. London: Oxford University Press.

Stevenson, R. B. (2007). Schooling and Environmental Education: Contradictions in Purpose and Practice. *Environmental Education Research*, 13(2), 139–153.

Skårås, M., Breidlid, A., & Carsillo, T. (2019). The ethnic/local, the national and the global: global citizenship education in South Sudan. *British Journal of Educational Studies*, 1-21.

So-Yeon, A. (2015). Criticality for global citizenship in Korean English immersion camps. *Language and Intercultural Communication*, 15(4), 533-549.

Standish, A. (2014). What is global education and where is it taking us? *Curriculum Journal*, 25(2), 166-186.

Starkey, H. (2018). Fundamental British Values and citizenship education: Tensions between national and global perspectives. *Geografiska Annaler Series B-Human Geography*, 100(2), 149-162.

Stebbins, R. A. (2001). *Qualitative Research Methods: Exploratory research in the social sciences*. Thousand Oaks, CA: SAGE Publications.

- Sund, L., & Pashby, K. (2018). 'Is it that We Do Not Want them to have washing machines?': Ethical global issues pedagogy in Swedish classrooms. *Sustainability (Switzerland)*, 10(10).
- Sweller, J., Ayres, P., & Kalyuga, S. (2011). *Cognitive Load Theory* (1st ed., Explorations in the Learning Sciences, Instructional Systems and Performance Technologies ; 1). New York, NY: Springer New York : Imprint: Springer.
- Takenaga, Y. (2012). The benefits of the use of children's literature in English language and global citizenship education in Japan. *Forum on Public Policy: A Journal of the Oxford Round Table*, *Forum on Public Policy: A Journal of the Oxford Round Table*, Summer, 2012.
- Tarozzi, M. (2008). *Che cos'è la grounded theory*. Roma: Carocci.
- Tarozzi, M., & Inguaggiato, C. (2018). Implementing Global Citizenship Education in EU Primary Schools: The Role of Government Ministries. *International Journal of Development Education and Global Learning*, 10(1), 21-38.
- Tarozzi, M., & Torres, A. C. (2016). *Global Citizenship Education and the Crises of Multiculturalism. Comparative Perspectives*. London; New York: Bloomsbury Academic.
- Tedesco, J., Operti, C., & Amadio, R. (2014). The curriculum debate: Why it is important today. *PROSPECTS*, 44(4), 527-546.
- Thier, M. P., & Mason, D. (2018). Breaking ranks? Differentiating nominal group technique scoring approaches for consensus and prioritization. *International Journal of Research and Method in Education*, 42(4), 1-14.
- Thornbury, S. (1996). Teachers research teacher talk (communicative language teaching). *ELT Journal*, 50(4), 279-88.
- Tichnor-Wagner, A., Parkhouse, H., Glazier, J., & Cain, J. M. (2016). Expanding approaches to teaching for diversity and social justice in K-12 education: Fostering global citizenship across the content areas. *Education Policy Analysis Archives*, 24, Education Policy Analysis Archives, 01 May 2016, Vol.24.
- Tietze, S., & Dick, P. (2009). Hegemonic practices and knowledge production in the management academy: An English language perspective. *Scandinavian Journal of Management*, 25(1), 119–23.
- Toh, S. H., & Cawagas, V. (2017). Building a culture of peace through global citizenship education: An enriched approach to peace education. *Childhood Education*, 93(6), 533-537.
- Thornbury, S. (1996). Teachers Research Teacher Talk. *ELT Journal*, 50(4), 279-88.
- Torney, J., Oppenheim, A. N., & Farnen, R. F. (1975). *Civic education in ten countries: An empirical study*. New York: John Wiley and Sons.
- Torney-Purta, J., Lehmann, R., Oswald, H., & Schulz, W. (2001). *Citizenship and education in twenty-eight countries*. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA).

Torney-Purta, J., & Barber, C. (2004). *Democratic school participation and civic attitudes among European adolescents: Analysis of data from the IEA Civic Education Study*. Strasbourg: Council of Europe, DGIV/EDU/CIT (2004) 40.

Torney-Purta, J., Barber, C. H., & Wilkenfeld, B. (2007). Latino Adolescents' Civic Development in the United States: Research Results from the IEA Civic Education Study. *Journal of Youth and Adolescence*, 36(2), 111–125.

Torres, C.A. & Bosio, E. (2020a). Global citizenship education at the crossroads: Globalization, global commons, common good, and critical consciousness. *Prospects* (48), 99–113.

Torres, C.A. & Bosio, E. (2020b). Riflessioni critiche sul concetto di educazione alla cittadinanza globale. Dialogo con Carlos Alberto Torres sulla formazione universitaria negli Stati Uniti. *Encyclopaideia – Journal of Phenomenology and Education*, (24)56, 107-117.

Torres, C. A. (2017). *Theoretical and empirical foundations of critical global citizenship education*. Abingdon, UK: Taylor & Francis.

Treviño, E., Béjares, C., Villalobos, C., & Naranjo, E. (2017). Influence of teachers and schools on students' civic outcomes in Latin America. *The Journal of Educational Research*, 110(6), 604-618.

Trincherò, R. (2002). *Manuale di ricerca educativa*. Milano: Franco Angeli.

Trincherò, R., & Robasto, D. (2019). *I mixed methods nella ricerca educativa*. Milano: Mondadori.

Truong-White, H., & Mclean, L. (2015). Digital Storytelling for Transformative Global Citizenship Education. *Canadian Journal of Education*, 38(2), 1-28.

VanderDussen Toukan, E. (2018). Educating citizens of 'the global': Mapping textual constructs of UNESCO's global citizenship education 2012–2015. *Education, Citizenship and Social Justice*, 13(1), 51-64.

Vannini, I. (2009). Ricerca empirico-sperimentale in Pedagogia... Alcuni appunti su riflessione teorica e sistematicità metodologica. *Ricerche di Pedagogia e Didattica*, 4. Disponibile all'indirizzo

https://www.researchgate.net/publication/279685570_Experimental_empirical_research_in_pedagogy_Theoretical_reflections_and_methodological_order/fulltext/55b9b13608aec0e5f43c3f92/Experimental-empirical-research-in-pedagogy-Theoretical-reflections-and-methodological-order.pdf [14/04/2020].

Vertecchi, B. (2003). *Manuale della valutazione. Analisi degli apprendimenti e dei contesti*. Milano: FrancoAngeli.

Vertecchi, B., Agrusti, G., & Losito, B. (2010). *Origini e sviluppi della ricerca valutativa*.

Milano: FrancoAngeli.

Vertecchi, B. (2012). *Parole per la scuola*. Milano: FrancoAngeli.

Veugelers, W. (2011) The moral and the political in global citizenship: appreciating differences in education. *Globalisation, Societies and Education*, 9(3-4), 473-485.

Vigliante, T. (2019, August). *Teaching for effective intercultural understanding through critical thinking and dialogue*. Australian Curriculum Studies Association (ACSA) webinars (<http://www.acsa.edu.au/pages/images/Full%202019%20program%20final.pdf>)

Villa, M. (2020). *Fact checking: migrazioni e Covid-19*. Disponibile all'indirizzo https://www.ispionline.it/it/pubblicazione/fact-checking-migrazioni-e-covid-19-27058?gclid=EAIaIQobChMI4-Ga7cGL7AIVFJOyCh2SpgAIEAAYASAAEgLBhvD_BwE [29-09/2020].

Vygotskij L.S. (1934). *Pensiero e linguaggio*, Firenze, Giunti-Barbera, 1966.

Waldron, F., Ruane, B., Oberman, R., & Morris, S. (2016). Geographical process or global injustice? Contrasting educational perspectives on climate change. *Environmental Education Research*, 1-17.

Waldron, F., Ruane, B., Oberman, R., & Morris, S. (2019). Geographical process or global injustice? Contrasting educational perspectives on climate change. *Environmental Education Research*, 25(6), 895-911.

Wang, C., & Hoffman, D. M. (2016). Are WE the world? A critical reflection on selfhood and global citizenship education. *Education Policy Analysis Archives*, 24(56).

Wiggins, G. (2011), *Moving to Modern Assesments*, Arlington: Phi Delta Kappan, vol.1/4.

Wintersteiner, W. (2018). Citizens of “Homeland Earth.” UNESCO on the Road to “Global Citizenship Education”: The Refugee Example. Disponibile all'indirizzo https://www.researchgate.net/publication/325481026_Citizens_of_Homeland_Earth_UNESCO_on_the_Road_to_Global_Citizenship_Education_The_Refugee_Example [11/09/2019].

Yemini, M. (2018). Global/local nexus: Between global citizenship and nationalism in a super-diverse London school. *International Studies in Sociology of Education*, 27(2-3), 271-287.

Yemini, M., Goren, H., & Maxwell, C. (2018). Global Citizenship Education in the Era Of Mobility, Conflict and Globalisation. *British Journal of Educational Studies*, 66(4), 423-432.

Yemini, M, Tibbitts, F., & Goren, H. (2019). Trends and caveats: Review of literature on global citizenship education in teacher training. *Teaching and Teacher Education*, 77, 77–89.

Yeoh, M. P. (2017). *Global Citizenship Education in Secondary Science: A Survey on ASEAN Educators*. Disponibile all'indirizzo https://www.academia.edu/35406356/Global_Citizenship_Education_in_Secondary_Science.pdf [11/09/2019].

Zahabioun, S., Yousefy, A., Yarmohammadian, M., & Keshtiaray, N. (2013). Global Citizenship Education and Its Implications for Curriculum Goals at the Age of Globalization. *International Education Studies*, 6, 195-206.

Zappatore, T. (2016). Cittadinanza a scuola. Studio di caso: una ricerca tra e con i protagonisti della scuola. *Foro de Educación*, 14(20), 231-252.

Zevin, J. (1983). Future citizens: Children and politics. *Teaching Political Science*, 10(3), 119-126.

APPENDIX A

List of research on the GCE topic in the last ten years (2009-2019)

Authors	Year	Title	Source	Region/Country	Typology of research	Document Type	Keywords/descriptors (author keywords / index term)
Kishino, H., & Takahashi, T.	2019	Global citizenship development: Effects of study abroad and other factors	Scopus	North America	Practical	Article	Curricular and co-curricular programs; Global citizenship education; Interdisciplinary; Liberal arts; Study abroad
Mochizuki, Y.	2019	Rethinking Schooling for the 21st Century: UNESCO-MGIEP's Contribution to SDG 4.7	Scopus			Article	Asia-Pacific region; Education for Sustainable Development (ESD); education quality; Global Citizenship Education; SDGs; UNESCO
Skårås, M., Carsillo, T., & Breidlid, A.	2019	THE ETHNIC/LOCAL, THE NATIONAL AND THE GLOBAL: GLOBAL CITIZENSHIP EDUCATION IN SOUTH SUDAN	Scopus	Africa	Practical	Article	conflict-ridden societies; critical global citizenship education; curriculum; global citizenship education; South Sudan
Çolak, K., Kabapınar, Y., & Öztürk C.	2019	Social studies courses teachers' views on global citizenship and global citizenship education	Scopus	Middle East	Practical	Article	Citizenship Education; Global Citizenship; Global Citizenship Education; Social Studies; Teacher Opinion
De Poorter, J., & Aguilar-Forero, N.	2019	The emergence of global citizenship education in Colombia: lessons learned from existing education policy	Scopus	Central and South America	Theoretical	Article	Colombia; critical discourse analysis; education policy; Global citizenship education
Bosio, E., & Torres, C.A.	2019	Global citizenship education: An educational theory of the common good? A conversation with Carlos Alberto Torres	Scopus	North America	Theoretical	Article	comparative education; curriculum; education policy; educational institutions; global citizenship education; globalization; Internationalization; teachers
Bruce, J., North C., & FitzPatrick, J.	2019	Preservice teachers' views of global citizenship and implications for global citizenship education	Scopus	Australia & New Zealand	Practical	Article	cultural diversity; global citizenship education; Initial teacher education; knowledge societies; postcritical

Alejo, A.	2019	Global citizenship education: The case of Equipo Pueblo's Citizen Diplomacy Program in Mexico	Scopus	Central and South America	Practical	Review	Citizen Diplomacy; global citizenship education; global politics; Mexico; non-governmental organizations; transnational activism
King, K.	2019	Education, digital literacy and democracy: the case of Britain's proposed 'exit' from the European Union (Brexit)	Scopus	Cross-national	Theoretical	Article	Brexit; Digital literacy; Disinformation; Fake news; Global Citizenship Education; Social media; Sustainable Development Goals
Schreiber-Barsch, S., & Mauch, W.	2019	Adult learning and education as a response to global challenges: Fostering agents of social transformation and sustainability	Scopus	Cross-national	Theoretical	Article	Adult learning and education (ALE); Global citizenship education; Partnerships; Social transformation; Sustainability; Sustainable development goals
Anderson, A.	2019	Advancing Global Citizenship Education through Global Competence and Critical Literacy: Innovative Practices for Inclusive Childhood Education	Eric	Supranational	Theoretical	Article	inclusive, education, disabilities, childhood, global citizenship, critical literacy
Goren, H., Maxwell, C., & Yemini, M.	2019	Israeli Teachers Make Sense of Global Citizenship Education In a Divided Society--Religion Marginalisation and Economic Globalisation"	Eric	Middle East	Practical	Article	Global citizenship; divided society; marginalised groups; belonging; religious education; Israel
Lehtomäki, E., Moate, J., & Posti-Ahokas, H.	2019	Exploring Global Responsibility in Higher Education Students' Cross-Cultural Dialogues	Eric	Europe	Practical	Article	Global education, critical global citizenship, global responsibility, internationalization of higher education, cross-cultural learning dialogue, higher education students
Cho, H.S., & Mosselson, J.	2018	Neoliberal practices amidst social justice orientations: global citizenship education in South Korea	Scopus; Eric	East Asia	Practical	Article	critical theory; Global citizenship; global citizenship education; South Korea
Yemini, M., & Furstenburg, S.	2018	Students' perceptions of global citizenship at a local and an international school in Israel	Scopus	Middle East	Practical	Article	conflict-ridden societies; Global citizenship education; Israel; schools' agency; soft global citizenship education; students
Sund, L., & Pashby, K.	2018	Is it that We Do Not Want them to have washing machines?': Ethical global issues pedagogy in swedish classrooms	Scopus	Europe	Practical	Article	Collaborative praxis research; Education for sustainable development; Global citizenship education; Postcolonial perspectives
Howard, A., Dickert, P., Owusu, G., & Riley, D.	2018	In service of the western World: Global citizenship education within a Ghanaian elite context	Scopus; Eric	Africa	Practical	Article	elite school; Ghana; global citizenship education; Pan-Africanism; postcolonial theory

Bamber, P., Bullivant, A., Clark, A., & Lundie, D.	2018	Educating Global Britain: Perils and Possibilities Promoting 'National' Values through Critical Global Citizenship Education	Scopus; Eric	Europe	Practical	Article	fundamental British values; global citizenship education; teacher education; values education
Dvir, Y., Shields, R., & Yemini, M.	2018	Three faces of global citizenship education: IB Schools' self-representations in four local contexts	Scopus; Eric	Cross-national	Theoretical	Article	global citizenship education; International Baccalaureate; websites
Kadiwal, L., & Durrani, N.	2018	Youth negotiation of citizenship identities in Pakistan: Implications for global citizenship education in conflict-contexts	Scopus; Eric	South Asia	Practical	Article	Global citizenship education; Pakistan; peace education; postcolonial; religion; youth
Yemini, M., Goren, H., & Maxwell, C.	2018	Global Citizenship Education in the Era Of Mobility, Conflict and Globalisation	Scopus	Europe	Theoretical	Editorial	cosmopolitanism; education policy; Global citizenship education
Damiani, V.	2018	Introducing global citizenship education into classroom practice: A study on italian 8th grade students	Scopus; Eric	Europe	Practical	Article	Global citizenship education; Globalisation; Italy; Learning unit
Aydin, H., & Cinkaya, M.	2018	Global citizenship education and diversity (GCEDS): A measure of students' attitudes related to social studies program in higher education	Scopus	Middle East	Practical	Article	Diversity; Global citizenship education; Globalization; Scale development; Validity and reliability
Howard, A., & Maxwell, C.	2018	From conscientization to imagining redistributive strategies: social justice collaborations in elite schools	Scopus	Cross-national	Practical	Article	critical-consciousness; elite education; Fraser; Freire; global citizenship education; Social justice
Daniels, S. J.	2018	Global Citizenship Education and Human Rights in Scottish education: An analysis of education policy	Scopus; Eric	Europe	Theoretical	Article	citizenship education; curriculum for excellence; Global Citizenship Education; HRE; human rights; Human Rights Education; right to education; Scottish education
Palmer, N.	2018	Emergent constellations: Global citizenship education and outrospective fluency	Scopus; Eric	Middle East	Practical	Article	constructivist grounded theory; empathy; Global citizenship education; Habermas; international mindedness; outrospection; theory of communicative action
Wintersteiner, W.	2018	Citizens of "Homeland Earth." UNESCO on the Road to "Global Citizenship Education": The Refugee Example	Scopus	Supranational	Theoretical	Book Chapter	Causal responsibility; Cosmopolitanism; Critical thinking; Decolonizing education; Global citizenship education; Popular sovereignty; Refugees

O'Flaherty J., & Liddy, M.	2018	The impact of development education and education for sustainable development interventions: a synthesis of the research	Scopus; Eric	Europe	Theoretical	Article	development education; education for sustainable development; global citizenship education; impact; Research Synthesis
Grotlüschen, A.	2018	Global competence—Does the new OECD competence domain ignore the global South?	Scopus	Supranational	Theoretical	Article	global citizenship education; global competence; Globalisation; literacy; new literacy studies
Schutte, I., Kamans, E., Wolfensberger, M., & Veugelers, W.	2018	Effects of an international undergraduate honors course on awareness of global justice	Scopus; Eric	Cross-national	Practical	Article	Case study; Critical citizenship; Global citizenship education; Global justice; Higher education; Honors program
Auh, Y., & Sim, H. R.	2018	Global justice and education for global citizenship: considerations for education policy-planning process	Scopus	Supranational	Theoretical	Article	education policy-planning; global citizenship education; Global justice; political ideology; social justice
Dreamson, N.	2018	Culturally inclusive global citizenship education: metaphysical and non-western approaches	Scopus; Eric	Supranational	Theoretical	Article	Axiology; epistemology; global citizenship education; metaphysics; ontology
Gardner-McTaggart, A., & Palmer, N.	2018	Global citizenship education, technology, and being	Scopus; Eric	Supranational	Theoretical	Article	arts education; Global citizenship education; Heidegger; neo-liberalism; Proto-Global Citizen; technology
Bamber, P., Lewin, D., & White, M.	2018	(Dis-) Locating the transformative dimension of global citizenship education	Scopus; Eric	Europe	Theoretical	Article	frameworks; global citizenship education; international education; Transformative education
VanderDussen Toukan, E.	2018	Educating citizens of 'the global': Mapping textual constructs of UNESCO's global citizenship education 2012–2015	Scopus; Eric	Supranational	Theoretical	Article	global citizenship education; neoliberalism; Scientific and Cultural Organization; transformative education; United Nations Educational; universal education
Brown, E. J.	2018	Practitioner perspectives on learning for social change through non-formal global citizenship education	Scopus	Cross-national	Theoretical	Article	development education; global citizenship education; non-formal education; social change; social networks; transformative learning
Osler, A.	2018	Reflections on structural inequality, struggle and the meanings of citizenship: a zainichi Korean teacher narrative	Scopus	East Asia	Practical	Article	cosmopolitanism; ethno-nationalism; Global citizenship education; human rights; Japan; social justice
Noh, J.-E.	2018	The legitimacy of development nongovernmental organizations as global citizenship education providers in Korea	Scopus	East Asia	Theoretical	Article in Press	development education; development nongovernmental organization; global citizen; global citizenship education; legitimacy

Buchanan, J., Burrige, N., & Chodkiewicz, A.	2018	Maintaining global citizenship education in schools: A challenge for Australian educators and schools	Scopus; Eric	Australia & New Zealand	Theoretical	Article	Curriculum; Global citizenship education; Pedagogies; Schools; Teacher education
Thier, M., & Mason, D.P.	2018	Breaking ranks? Differentiating nominal group technique scoring approaches for consensus and prioritization	Scopus	Cross-national	Practical	Article in Press	global citizenship education; Nominal group technique; research methods; study-abroad outcomes
Gardner-McTaggart, A.	2018	International schools' leadership and Christianity	Scopus	Supranational	Theoretical	Article in Press	Bourdieu; Christianity; Educational leadership; global citizenship education; International Baccalaureate; international schools
Wagener, M., & Krogull, S.	2018	Educating world citizens-empirical implications and the contribution of geography education	Scopus	Cross-national	Practical	Article	Geography education; Global citizenship education; Global learning; World society
Horey, D., Fortune, T., Nicolacopoulos, T., Kashima, E. & Mathisen, B.	2018	Global Citizenship and Higher Education: A Scoping Review of the Empirical Evidence	Eric	Supranational	Theoretical	Article	internationalization of higher education, internationalization of the curriculum, internationalization of teaching, learning and research, globalization and international higher education, mobility of students and academic staff
Tarozzi, M., & Inguaggiato, C.	2018	Implementing Global Citizenship Education in EU Primary Schools: The Role of Government Ministries	Eric	Cross-national	Practical	Article	global citizenship education, political governmental actors, EU comparative policy analysis, European Union comparative policy
Bellino, M. J.	2018	Is Development "The New Peace"? Global Citizenship as National Obligation in Postwar Guatemala	Eric	Central and South America	Practical	Article	Global citizenship, globalism, postwar, neoliberalism, interculturalism, development, elite
Pak, S., Lee, M.	2018	'Hit the Ground Running': Delineating the Problems and Potentials in State-Led Global Citizenship Education (GCE) through Teacher Practices in South Korea	Eric	East Asia	Practical	Article	Global citizenship education (GCE), practices of GCE, state-led initiative, South Korea
Lappalainen, R.	2018	Bridge 47--Building Global Citizenship	Eric	Supranational	Theoretical	Article	Global Education, Citizenship, Values Education, Models (indexed databases)
Patterson, T., & Choi, Y.	2018	Global Citizenship Migration and National Curriculum: A Tale of Two Nations"	Eric	Cross-national	Practical	Article	migration, national curriculum, critical global citizenship, South Korea, Scotland

Hammond, C. D., & Keating, A.	2018	Global Citizens or Global Workers? Comparing University Programmes for Global Citizenship Education in Japan and the UK	Eric	Cross-national	Practical	Article	Global citizenship; higher education; internationalisation; comparative higher education; Japan; UK
Friedman, J. Z.	2018	The Global Citizenship Agenda and the Generation of Cosmopolitan Capital in British Higher Education	Eric	Europe	Practical	Article	Cosmopolitan capital; higher education; global citizenship; Bourdieu; internationalization
Quaynor, L.	2018	Remembering West African Indigenous Knowledges and Practices in Citizenship Education Research	Eric	Africa	Theoretical	Article	Citizenship education; post-colonial theory; indigenous knowledge; emancipatory research; Africa
Yemini, M.	2018	Global/Local Nexus: Between Global Citizenship and Nationalism in a Super-Diverse London School	Eric	Europe	Practical	Article	Global citizenship; superdiverse schools; diversity; migration
Coelho, D. P., Caramelo, J. & Menezes, I.	2018	Why Words Matter: Deconstructing the Discourses of Development Education Practitioners in Development NGOs in Portugal	Eric	Europe	Practical	Article	development education; global citizenship education; development NGOs; NGDOs; Portugal
Goren, H. & Yemini, M.	2018	Obstacles and Opportunities for Global Citizenship Education under Intractable Conflict: The Case of Israel	Eric	Middle East	Practical	Article	Global citizenship nationalism; human rights; internationalization
Brown, E. J.	2018	Practitioner Perspectives on Learning for Social Change through Non-Formal Global Citizenship Education	Eric	Cross-national	Practical	Article	development education, global citizenship education, non-formal education, social change, social networks, transformative learning
O'Meara, J. G., Huber, T., & Sanmiguel, E. R.	2018	The Role of Teacher Educators in Developing and Disseminating Global Citizenship Education Strategies in and beyond U. S. Learning Environments	Eric	North America	Theoretical	Article	Critical consciousness; cultural awareness; literacy; Dominican Republic; global citizenship; academic service-learning; UNESCO
Ferguson, T., & Chevannes, P.	2018	The Change from within Program: Bringing Restorative Justice Circles for Conflict Resolution to Jamaican Schools	Eric	North America	Practical	Article	Educational Change, Conflict Resolution, Violence, Public Health (indexed databases)
Navarro-Leal, M. A., & Salinas-Escandón, J. M.	2018	Teachers and Education for Global Citizenship in a Mexican University	Eric	Central & South America	Practical	Article	education for global citizenship, internationalization of education, international education
Asgharzadeh, A., & Nazim, Z.	2018	The Enlightenment Conceptions of Pedagogy and Global Citizenship Education: A Canadian Case Study	Eric	North America	Theoretical	Article	critical thinking, education, Enlightenment, global citizenship, social justice

Sellars, M., Fakirmohammad, R., Bui, L., Fishetti, J., Niyozov, S., Reynolds, R., Thapliyal, N., Liu-Smith, Y., & Ali, N.	2018	Conversations on Critical Thinking: Can Critical Thinking Find Its Way Forward as the Skill Set and Mindset of the Century?	Eric	Cross-national	Practical	Article	critical thinking; making meaning; global education; 21st century
Goren, H., & Yemini, M.	2017	The global citizenship education gap: Teacher perceptions of the relationship between global citizenship education and students' socio-economic status	Scopus	Middle East	Practical	Article	Global citizenship education; Inequality in education; Social capital; Teacher education; Teachers' agency
Pais, A., & Costa, M.	2017	An ideology critique of global citizenship education	Scopus	Supranational	Theoretical	Article in Press	Critical democracy; enjoyment; global citizenship education; ideology; Lacan; neoliberalism; Žižek
Larsen, M.A., & Searle, M. J.	2017	International service learning and critical global citizenship: A cross-case study of a Canadian teacher education alternative practicum	Scopus	North America	Practical	Article	Global citizenship education; Intercultural programs; International practicum; Preservice teacher education
Hartung, C.	2017	Global citizenship incorporated: competing responsibilities in the education of global citizens	Scopus; Eric	Australia & New Zealand	Theoretical	Article	entrepreneurialism; Global citizenship education; responsabilisation
Thoma, M.	2017	Critical analysis of textbooks: knowledge-generating logics and the emerging image of 'global economic contexts'	Scopus	Europe	Theoretical	Article	discourse analysis; discourse theory; Foucault; global citizenship education; post-structuralism; textbook analysis
Goren, H., & Yemini, M.	2017	Citizenship education redefined – A systematic review of empirical studies on global citizenship education	Scopus	Supranational	Theoretical	Article	Global citizenship education; Globalization; Review; Schools
Cho, H. S.	2017	Issues and challenges of educators in implementing global citizenship education in South Korea	Scopus	East Asia	Practical	Article	Citizenship education; Global citizenship; Global citizenship education; Global education; South Korea
Gaudelli, W.	2017	People Pope and Planet: A Hermeneutic and Spectacle Analysis of "'Laudato Si'" for Global Citizenship Educators"	Eric	Supranational	Theoretical	Article	hermeneutic theory, spectacle, global citizenship education, global warming/climate change.

Rigoberto, D. Banta Jr.	2017	Innovative Approaches to Global Citizenship Education: APCEIU's Experience	Eric	Supranational	Practical	Article; Report - Descriptive	Teaching Methods, Citizenship Education, Instructional Innovation, Global Education, Foreign Countries, International Education, Organizations (Groups), International Organizations, Geographic Regions (indexed databases)
Calle Díaz, L.	2017	Citizenship Education and the EFL Standards: A Critical Reflection	Eric	Central & South America	Practical	Article	Citizenship, competences, English as a foreign language, global citizenship education, globalization.
Kopish, M. A.	2017	Global Citizenship Education and the Development of Globally Competent Teacher Candidates	Eric	North America	Practical	Article	global citizenship education, teacher education, pre-service teachers, reflective inquiry, globally competent teachers
Shultz, L., Pashby, K., & Godwaldt, T.	2017	Youth Voices on Global Citizenship: Deliberating across Canada in an Online Invited Space	Eric	North America	Practical	Article	youth engagement, global citizenship, policy
Barrow, E.	2017	No Global Citizenship? Re-Envisioning Global Citizenship Education in Times of Growing Nationalism	Eric	North America	Theoretical	Article	Global Education, Citizenship, Citizenship Education, Nationalism, Global Approach, Educational Change, Social Change (indexed databases)
Hancock, R. E.	2017	Global Citizenship Education: Emancipatory Practice in a New York Preschool	Eric	North America	Practical	Article	Case study; children; classrooms; critical theory; cross-cultural; curriculum development; diversity; early childhood education
Kang, R., Mehranian, Y. & Hyatt, C.	2017	Incorporating an Image-Based, Multimodal Pedagogy into Global Citizenship Education	Eric	North America	Practical	Article	Teaching Methods, Citizenship Education, Case Studies, Literacy Education (indexed databases)
Yeoh, M. P.	2017	Global Citizenship Education in Secondary Science: A Survey on ASEAN Educators	Eric	South East Asia	Practical	Article	Scientific literacy, Environment protection, Sustainable development, Global Citizenship Education, Science education
Eis, A., & Moulin-Doos, C.	2017	Cosmopolitan Citizenship Education: Realistic Political Program or Program to Disillusioned Powerlessness? A Plea for A Critical Power Perspective within Global Citizenship Education	Eric	Europe	Theoretical	Article	Cosmopolitan citizenship, EU, Council of Europe, UNESCO, power critique, policy implementation
Yoshida, M.	2017	Recognition of International Education in Japanese Teachers	Eric	East Asia	Practical	Article	intercultural education; in-service teacher; education for international understanding; global citizenship education; UNESCO
Harshman, J.	2017	Developing Globally Minded, Critical Media Literacy Skills	Eric	North America	Practical	Article	critical literacy, global education, films, mediascapes.

Hancock, R.	2017	A World Called Home: Global Citizenship Education at Sunshine Preschool	Eric	North America	Practical	Article	Preschool Education, Global Approach, Empathy, Self Concept (indexed databases)
Thier, M.	2017	Curbing Ignorance and Apathy (across the Political Spectrum) through Global Citizenship Education	Eric	North America	Theoretical	Article	Citizenship Education, Global Education, Educational Needs, Educational Practices (indexed databases)
Arshad-Ayaz, A., Andreotti, V. & Sutherland, A.	2017	A Critical Reading of "The National Youth White Paper on Global Citizenship": What Are Youth Saying and What Is Missing?	Eric	North America	Practical	Article	global citizenship, Canadian youth, National Youth White Paper, civic engagement
Engel, L. C., Fundalinski, J., Gatalica, K., Gibson, H., & Ireland, K.	2017	Global Citizenship Education for Every Student: The Washington, DC Public Schools' Study Abroad Program	Eric	North America	Practical	Article	Global Education, Citizenship Education, Public Schools, Study Abroad (indexed databases)
Toh, S., & Cawagas, V.	2017	Building a Culture of Peace through Global Citizenship Education: An Enriched Approach to Peace Education	Eric	Supranational	Theoretical	Article	Children, Childrens Rights, Treaties, Foreign Countries (indexed databases)
Gerrard, J.	2017	The Refugee Crisis, Non-Citizens, Border Politics and Education	Eric	Supranational	Theoretical	Article	Refugees; citizenship; nation state; borders; migration; imagery of suffering; politics
Mule, L.	2017	Towards Critical Global Education Worker Subjectivity: An Exploration of Narratives of American Women Engaged in Education-Related International Volunteerism	Eric	North America	Practical	Article	subjectivity, education, global citizenship, development, international experiences, international volunteerism
Waldron, F., Ruane, B., & Oberman, R., & Morris, S.	2016	Geographical process or global injustice? Contrasting educational perspectives on climate change	Scopus	Europe	Practical	Article in Press	Climate change education; climate justice; education for sustainable development; global citizenship education; primary school
Larsen, M. A.	2016	Globalisation and internationalisation of teacher education: a comparative case study of Canada and Greater China	Scopus	Cross-national	Practical	Article	Canada; global citizenship education; globalisation; Greater China; international practicum; internationalisation; study abroad; teacher education
Gilbertson, A.	2016	Cosmopolitan Learning, Making Merit, and Reproducing Privilege in Indian Schools	Scopus	South Asia	Practical	Article	Class; cosmopolitanism; education in India; global citizenship education; merit
Wang, C., & Hoffman, D. M.	2016	Are we the world? A critical reflection on selfhood in U.S. global citizenship education	Scopus; Eric	North America	Theoretical	Article	Critical reflection; Curriculum; Global citizenship education; Selfhood

Myers, J. P.	2016	Charting a democratic course for global citizenship education: Research directions and current challenges	Scopus; Eric	Supranational	Theoretical	Article	Democratic education; Global citizenship education; Globalization and education; Neoliberalism; Research directions
DiCicco, M. C.	2016	Global citizenship education within a context of accountability and 21st century skills: The case of olympus high school	Scopus; Eric	North America	Practical	Article	21st century skills; Accountability; Global citizenship education; Neoliberalism; Social justice
Leek, J.	2016	Global citizenship education in school curricula. A polish perspective	Scopus; Eric	Europe	Theoretical	Article	Citizenship education; Curriculum; Global citizenship education; Poland
Bae, J.-H.	2016	A case study on the creative integration of global citizenship education for young children into the nuri curriculum through intercultural exchange	Scopus	Africa	Practical	Article	Creative integration; Global citizenship education; Nuri curriculum; Virtual intercultural exchange
Palmer, N.	2016	Seeing the forest for the trees: The International Baccalaureate Primary Years Programme exhibition and Global Citizenship Education	Scopus; Eric	Middle East	Practical	Article	Authenticity; exhibition; Global Citizenship Education; global education; International Baccalaureate Primary Years Programme (PYP)
Hedtke, R., & Grammes, T.	2016	Controversial issues in the political classroom - continued	Scopus	Supranational	Theoretical	Editorial	Controversial issues; Education for the respect of animals; Global citizenship education; History textbook; National narrative; Radicalization; Structured academic controversy; Value education
Damiani, V.	2016	Writing and global citizenship education [Scrittura ed educazione alla cittadinanza globale]	Scopus	Europe	Practical	Article	Global citizenship education; Learning unit; Writing; Writing assessment
Blackmore, C.	2016	Towards a Pedagogical Framework for Global Citizenship Education	Eric	Supranational	Theoretical	Article	critical global citizenship education, critical thinking, dialogue, reflection, responsibility
Goren, H., & Yemini, M.	2016	Global Citizenship Education in Context: Teacher Perceptions at an International School and a Local Israeli School	Eric	Middle East	Practical	Article	citizenship education; peace education; international education; global citizenship; teacher agency
Fernekes, W. R.	2016	Global Citizenship Education and Human Rights Education: Are They Compatible with U.S. Civic Education?	Eric	North America	Theoretical	Article	global citizenship education, human rights education, civic education
Mravcová, A.	2016	Practical Implementation of Global Citizenship Education at the Slovak University of Agriculture	Eric	Europe	Practical	Article	global dimension, global citizenship education, global education, higher education

Böhm, M., Eggert, S., Barkmann, J. & Bøgeholz, S.	2016	Evaluating Sustainable Development Solutions Quantitatively: Competence Modelling for GCE and ESD	Eric	Europe	Practical	Article	Global Citizenship Education (GCE), Education for Sustainable Development (ESD), Competence modelling, Rasch analysis
Gardner-McTaggart, A.	2016	International Elite, or Global Citizens? Equity, Distinction and Power: The International Baccalaureate and the Rise of the South	Eric	Supranational	Theoretical	Article	globalisation, education, equity, distinction, the International Baccalaureate, international schools
Harshman, J.	2016	Critical Global Competence and the C3 in Social Studies Education	Eric	Supranational	Theoretical	Article	Critical, food insecurity, global competence, inquiry
Estellés, M, & Romero, J.	2016	Teacher Education for Citizenship in a Globalized World: A Case Study in Spain	Eric	Europe	Practical	Article	global citizenship education; teacher education; global perspectives in citizenship education; teacher educators' perceptions and pedagogies
Kopish, M. A.	2016	Preparing Globally Competent Teacher Candidates through Cross-Cultural Experiential Learning	Eric	North America	Practical	Article	Global citizenship, teacher candidates, case study
Mikander, P.	2016	Globalization as Continuing Colonialism: Critical Global Citizenship Education in an Unequal World	Eric	Europe	Theoretical	Article	Social science, global inequality, social studies, Finland, history, geography, critical global citizenship education, critical literacy, textbook research
Krutka, D. G., & Carano, K. T.	2016	Videoconferencing for Global Citizenship Education: Wise Practices for Social Studies Educators	Eric	Supranational	Practical	Article	Global citizenship, video-conferencing, social studies
Mochizuki, Y.	2016	Educating for Transforming Our World: Revisiting International Debates Surrounding Education for Sustainable Development	Eric	Supranational	Theoretical	Article	Sustainable Development, Transformative Learning, Social Change, International Organizations
Hall, T., Gray, T., Downey, G., Sheringham, C., Jones, B., Power, A., & Truong, S.	2016	Jafari and Transformation: A Model to Enhance Short-Term Overseas Study Tours	Eric	Supranational	Theoretical	Article	College Students, Study Abroad, Tourism, College Faculty (indexed databases)
Garson, K.	2016	Reframing Internationalization	Eric	North America	Theoretical	Article	Higher Education, Foreign Countries, International Education, Foreign Students (indexed databases)
Tichnor-Wagner, A., Parkhouse, H., Glazier, J., & Cain, J. M.	2016	Expanding Approaches to Teaching for Diversity and Justice in K-12 Education: Fostering Global Citizenship across the Content Areas	Eric	North America	Practical	Article	global education; global perspectives; citizenship education; teacher competencies; K-12 education

Hammond, C. D.	2016	Internationalization, Nationalism, and Global Competitiveness: A Comparison of Approaches to Higher Education in China and Japan	Eric	East Asia	Practical	Article	Internationalization Higher education Global competitiveness Nationalism East Asia
Gough, A., & Gough, N.	2016	The Denaturation of Environmental Education: Exploring the Role of Ecotechnologies	Eric	Supranational	Theoretical	Article	Environmental Education, Sustainable Development, Discourse Analysis, International Organizations (indexed databases)
Misiaszek, G. W.	2016	Ecopedagogy as an Element of Citizenship Education: The Dialectic of Global/Local Spheres of Citizenship and Critical Environmental Pedagogies	Eric	Cross-national	Theoretical	Article	Ecopedagogy Citizenship Education for Sustainable Development (ESD) Global Citizenship Education (GCE) Globalisation
Byker, E. J., & Marquardt, S. K.	2016	Using Critical Cosmopolitanism to Globally Situate Multicultural Education in Teacher Preparation Courses	Eric	North America	Theoretical	Article	Critical Cosmopolitan Theory, culturally responsive, global citizenship, multiculturalism, Paulo Freire, teacher preparation
Porto, M.	2016	Ecological and Intercultural Citizenship in the Primary English as a Foreign Language (EFL) Classroom: An Online Project in Argentina	Eric	Cross-national	Practical	Article	intercultural citizenship, ecological citizenship, foreign-language education, English as a foreign language (EFL), primary classroom, Argentina
Sklad, M., Friedman, J., Park, E. & Oomen, B.	2016	Going Glocal: A Qualitative and Quantitative Analysis of Global Citizenship Education at a Dutch Liberal Arts and Sciences College	Eric	Cross-national	Practical	Article	Education for global citizenship, International education, Globalization, Impact assessment, Liberal arts
Miedema, S., & Bertram-Troost, G.	2015	The Challenges of Global Citizenship for Worldview Education. the Perspective of Social Sustainability	Scopus	Supranational	Theoretical	Review	democratic state citizenship; global citizenship education; inclusivity; social sustainability; worldview education
Chong, E. K. M.	2015	Global citizenship education and Hong Kong's secondary school curriculum guidelines: From learning about rights and understanding responsibility to challenging inequality	Scopus	East Asia	Practical	Article	Curriculum guidelines; Documentary analysis; Global citizenship education; Hong Kong secondary schools
Truong-White, H., & McLean, L.	2015	Digital storytelling for transformative global citizenship education	Scopus; Eric	Cross-national	Practical	Article	Critical pedagogy; Curriculum; Digital storytelling; Global citizenship education
Rapoport, A.	2015	Facing the challenge: Obstacles to global and global citizenship education in US schools	Scopus	North America	Theoretical	Book Chapter	Education standards; Global citizenship education; Global education; Globalization; History curriculum; US social studies

Misiaszek, G. W.	2015	Ecopedagogy and Citizenship in the Age of Globalisation: Connections between environmental and global citizenship education to save the planet	Scopus; Eric	Supranational	Theoretical	Article	Ecopedagogy; Environment; Global citizenship education; Globalisation (indexed databases)
Allan, A., & Charles, C.	2015	Preparing for life in the global village: producing global citizen subjects in UK schools	Scopus; Eric	Europe	Practical	Article	global citizenship; global citizenship education; schooling; social class; subjectivity; travel
Hilburn, J., & Maguth, B. M.	2015	Spatial citizenship education: Civic teachers' instructional priorities and approaches	Scopus	North America	Practical	Article	Citizenship education; Civic education; Global citizenship education; Levels of citizenship; Social studies; Spatial citizenship
Tulloch, L.	2015	Fromm's Humanism and Child Poverty: Neoliberal construction of the 'have-not'	Scopus	Australia & New Zealand	Theoretical	Article	child poverty; critical theory; Erich Fromm; global citizenship education; neoliberalism
Larkin, A.	2015	Close encounters of the other kind: Ethical relationship formation and international service learning education	Scopus	Australia & New Zealand	Practical	Article	Ethical relationships; Experiential education; Global citizenship education; Higher education; International service learning; Internationalization
Pashby, K.	2015	Conflations Possibilities and Foreclosures: Global Citizenship Education in a Multicultural Context	Eric	North America	Theoretical	Article	citizenship education, multicultural/diversity education, critical theory, socio-political conditions, global education, global citizenship
Torres, C. A.	2015	Global Citizenship and Global Universities. The Age of Global Interdependence and Cosmopolitanism	Eric	Supranational	Theoretical	Article	Global Approach, Global Education, Universities, Citizenship, Citizenship Education, Social Networks, College Role, International Education, International Cooperation, Context Effect, Local Norms, National Norms, Educational Practices, Educational Change, Performance Factors (indexed databases)
Miedema, S., & Bertram-Troost, G.	2015	The Challenges of Global Citizenship for Worldview Education. The Perspective of Social Sustainability	Eric	Supranational	Theoretical	Article	global citizenship education, democratic state citizenship, worldview education, inclusivity, social sustainability
Waterson, R. A., & Moffa, E. D.	2015	Applying Deweyan Principles to Global Citizenship Education in a Rural Context	Eric	Supranational	Theoretical	Article	Vocabulary Development, Vocabulary Skills, Evidence, Educational Strategies (indexed databases)
Gallingane, C., & Han, H. S.	2015	Words Can Help Manage Emotions: Using Research-Based Strategies for Vocabulary Instruction to Teach Emotion Words to Young Children	Eric	Supranational	Practical	Article	Vocabulary Development, Vocabulary Skills, Evidence, Educational Strategies (indexed databases)

Torres, C. A.	2015	Solidarity and Competitiveness in a Global Context: Comparable Concepts in Global Citizenship Education?	Eric	Supranational	Theoretical	Article	Global Approach, Global Education, Citizenship Education, Competition (indexed databases)
Günel, E., & Pehlivan, A.	2015	Examining the Citizenship and Democracy Education Textbook and Curriculum in Terms of Global Education	Eric	Supranational	Theoretical	Article	Citizenship and democracy, social studies, global education
Saito, N.	2015	Philosophy as Translation and Understanding Other Cultures: Becoming a Global Citizen through Higher Education	Eric	East Asia	Theoretical	Article	Stanley Cavell, philosophy as translation, global citizens, criticism of culture, perfectionist education
Ahn, S.	2015	Criticality for Global Citizenship in Korean English Immersion Camps	Eric	East Asia	Theoretical	Article	Criticality, intercultural communicative competence, global citizenship, EFL learners, English immersion camps
Sianes, A., & Ortega Carpio, M. L.	2014	A global commitment to policy coherence for development. Yes but... which policies?	Scopus	Supranational	Theoretical	Article	Beyond aid; Cluster analysis; Coherence for development; Global citizenship education
McNaughton, M. J.	2014	From acting to action: Developing global citizenship through global storylines drama	Scopus; Eric	Europe	Practical	Article	Education for sustainable development; Educational drama; Global citizenship education; Global Storylines; Pedagogy
Reilly, J., & Niens, U.	2014	Global citizenship as education for peacebuilding in a divided society: structural and contextual constraints on the development of critical dialogic discourse in schools	Scopus; Eric	Europe	Practical	Article	controversial issues; critical reflection; dialogic discourse; divided societies; global citizenship education; peace education; peacebuilding
Howe, E., & Arimoto, M.	2014	Narrative teacher education pedagogies from across the pacific	Scopus	East Asia	Theretical	Article	Global citizenship education; Japan; Narrative inquiry; Pedagogy; Teacher education
Al-Maamari, S.	2014	Education for Developing a Global Omani Citizen: Current Practices and Challenges	Eric	Middle East	Theoretical	Article	global citizenship, global Omani citizen, Current practices of global citizenship, education in Oman
An, S.	2014	Preparing Elementary Teachers as Global Citizenship Educators	Eric	Central & South America	Practical	Article	Action Research, Citizenship Education, Global Approach, Teacher Education, Elementary Education, Social Studies, Methods Courses (indexed databases)
Howe, E. R.	2014	A Narrative of Teacher Education in Canada: Multiculturalism, Technology, Bridging Theory and Practice	Eric	North America	Practical	Article	Canada, teacher education, multicultural education, technology, narrative inquiry
Massey, K.	2014	Global Citizenship Education in a Secondary Geography Course: The Students' Perspectives	Eric	North America	Practical	Article	global citizenship, geography education, student perspectives, global awareness

Engel, L. C.	2014	Global Citizenship and National (Re)formations: Analysis of Citizenship Education Reform in Spain	Eric	Europe	Theoretical	Article	citizenship education, cultural diversity, global citizenship, immigration, reflexivity, Spain
Jackson, L.	2014	Won't Somebody 'Think' of the Children? Emotions, Child Poverty, and Post-Humanitarian Possibilities for Social Justice Education	Eric	Supranational	Theoretical	Article	social justice, emotions, affect, compassion, care, rationality, moral education, global citizenship, inequality
Chui, W. H. & Leung, E. W. Y.	2014	Youth in a Global World: Attitudes towards Globalization and Global Citizenship among University Students in Hong Kong	Eric	East Asia	Practical	Article	global citizenship, youth and globalization, attitudes toward globalization, university students, Hong Kong
Caruana, V.	2014	Re-Thinking Global Citizenship in Higher Education: From Cosmopolitanism and International Mobility to Cosmopolitanisation, Resilience and Resilient Thinking	Eric	Europe	Practical	Article	Global Education, Citizenship, Multicultural Education, Resilience (Psychology), Educational Practices, Biographies, Story Telling, Cultural Pluralism, Migration, Higher Education (indexed databases)
Ortega, L., Cerdón-Pedregosa, R., & Sianes, A.	2013	University and non-government organisations: Indispensable partners in global citizenship education in Spain	Scopus	Europe	Theoretical	Article	Global citizenship education; NGO; University
Catalano, T. A.	2013	Occupy: A case illustration of social movements in global citizenship education	Scopus; Eric	North America	Theoretical	Article	Global citizenship education; occupy; public pedagogy; social movements
Harshman, J. R., Augustine, T. A.	2013	Fostering Global Citizenship Education for Teachers Through Online Research	Scopus; Eric	Cross-cultural	Practical	Article	asynchronous discussions; Baccalaureate; global citizenship education; International; online research
Leduc, R.	2013	Global Citizenship Instruction Through Active Participation: What Is Being Learned About Global Citizenship?	Scopus	North America	Practical	Article	cross-cultural education/multicultural education; global citizenship education; international and comparative education; junior/middle school education; social studies education
Oxley, L., & Morris, P.	2013	Global Citizenship: A Typology for Distinguishing its Multiple Conceptions	Scopus	Europe	Theoretical	Article	cosmopolitanism; curriculum analysis; global citizenship; global citizenship education; global dimension
Howe, E. R.	2013	Alternatives to a master's degree as the new gold standard in teaching: A narrative inquiry of global citizenship teacher education in Japan and Canada	Scopus	Cross-national	Theoretical	Article	Canada; ethnographic; global citizenship education; Japan; narrative inquiry; teacher acculturation; teacher education

Zahabioun, S., Yousefy, A., Yarmohammadian, M. H., & Keshtiaray, N.	2013	Global citizenship education and its implications for curriculum goals at the age of globalization	Scopus; Eric	Supranational	Theoretical	Article	Curriculum; Global citizenship; Global citizenship education; Globalization; Information technology
Davis, T.	2013	Rationale for global citizenship education in American high schools	Scopus	Supranational	Theoretical	Article	American high schools; Global citizenship education
de Oliveira Andreotti, V., & Pashby, K.	2013	Digital Democracy and Global Citizenship Education: Mutually Compatible or Mutually Complicit?	Eric	Supranational	Theoretical	Article	
Hayden, M.	2013	A Review of Curriculum in the UK: Internationalising in a Changing Context	Eric	Europe	Theoretical	Article	International Baccalaureate, International Primary Curriculum, IGCSE, international curriculum, international education
Ramírez, G. B.	2013	Learning Abroad or Just Going Abroad? International Education in Opposite Sides of the Border	Eric	Supranational	Theoretical	Article	International Education, Study Abroad, Ethnography, Citizenship, Global Approach, Program Effectiveness, Cultural Awareness, Discourse Analysis, Summer Programs, Spanish, Second Language Learning, Second Language Instruction, Teacher Attitudes, Foreign Countries, Vignettes, Power Structure, College Faculty, Participant Observation (indexed databases)
Sung, Y., Park, M., & Choi, I.	2013	National Construction of Global Education: A Critical Review of the National Curriculum Standards for South Korean Global High Schools	Eric	East Asia	Theoretical	Article	Global education National curriculum Globalization Ethnic nationalism Global high schools
Zhao, Z.	2013	The Shaping of Citizenship Education in a Chinese Context	Eric	East Asia	Theoretical	Article	citizenship, global citizens, ideoscape, moral education, political education, ideology
Sporre, K.	2012	Voices from South and North in dialogue: On diversity and education for the future	Scopus	Cross-national	Theoretical	Article	Diversity; Gender; Global citizenship education; South-North dialogue
Niens, U., & Reilly, J.	2012	Education for Global Citizenship in a Divided Society? Young People's Views and Experiences	Eric	Europe	Practical	Article	Controversial Issues (Course Content), Citizenship, Stereotypes, Citizenship Education, Focus Groups, Conflict, Young Adults, Foreign Countries, Global Education, Student Attitudes, Elementary Secondary Education, Phenomenology, World Views, Cultural Pluralism, Cultural Differences (indexed databases)

Tormey, R., & Gleeson, J.	2012	The Gendering of Global Citizenship: Findings from a Large-Scale Quantitative Study on Global Citizenship Education Experiences	Eric	Europe	Practical	Article	development education, citizenship education, single-sex schools, gender, Catholic education
Takenaga, Y.	2012	The Benefits of the Use of Children's Literature in English Language and Global Citizenship Education in Japan	Eric	East Asia	Practical	Article	Foreign Countries, Childrens Literature, Role, English (Second Language), Language Proficiency, Citizenship Education, Christianity, World Views, Reading Materials, Global Education (indexed databases)
McNaughton, M. J.	2012	Implementing Education for Sustainable Development in Schools: Learning from Teachers' Reflections	Eric	Europe	Practical	Article	action research, Education for Sustainable Development, formal education, teacher education, citizenship
Goulah, J., & Ito, T.	2012	Daisaku Ikeda's Curriculum of Soka Education: Creating Value through Dialogue, Global Citizenship, and "Human Education" in the Mentor-Disciple Relationship	Eric	Supranational	Theoretical	Article	Mentors, Citizenship, Educational Philosophy, Family Life, Essays, Instruction, Curriculum, Youth (indexed databases)
Mhlauli, M. B.	2012	The Paradox of Teaching Citizenship Education in Botswana Primary Schools	Eric	Africa	Practical	Article	Citizenship Education, Botswana, Primary Schools, Post Colonial Theory, Knowledge Construction, Teachers' Perceptions, Social Studies.
O'Connor, L., & Faas, D.	2012	The Impact of Migration on National Identity in a Globalized World: A Comparison of Civic Education Curricula in England, France and Ireland	Eric	Europe	Theoretical	Article	citizenship, national identity, migration, education, sovereignty gap
Marshall, H.	2011	Instrumentalism, ideals and imaginaries: Theorising the contested space of global citizenship education in schools	Scopus; Eric	Supranational	Theoretical	Article	Cosmopolitan learning; Global citizenship education; Instrumentalism
Langmann, E.	2011	Representational and territorial economies in global citizenship education: Welcoming the other at the limit of cosmopolitan hospitality	Scopus; Eric	Supranational	Theoretical	Article	Cosmopolitan hospitality; Deconstruction; Derrida; Global citizenship education
Pashby, K.	2011	Cultivating global citizens: Planting new seeds or pruning the perennials? looking for the citizen-subject in global citizenship education theory	Scopus; Eric	Cross-national	Theoretical	Article	Citizenship education; Democratic schooling; Global citizenship education; Intercultural understandings; Philosophy of education
Parmenter, L.	2011	Power and Place in the Discourse of Global Citizenship Education	Eric	Supranational	Theoretical	Article	global citizenship; education; knowledge; power; place; discourse

Eidoo, S., Ingram, L., MacDonald, A., Nabavi, M., Pashby, K., & Stille, S.	2011	Through the Kaleidoscope: Intersections between Theoretical Perspectives and Classroom Implications in Critical Global Citizenship Education	Eric	North America	Theoretical	Article	Citizenship, Citizenship Education, Global Approach, Cultural Pluralism, Teaching Methods, Interdisciplinary Approach, Race, Religion, Educational Practices, Doctoral Degrees, Graduate Students, Justice, Literacy (indexed databases)
de Oliveira Andreotti, V.	2011	(Towards) Decoloniality and Diversality in Global Citizenship Education	Eric	Central and South America	Theoretical	Article	global citizenship; modernity; epistemology; decoloniality
Veugelers, W.	2011	The Moral and the Political in Global Citizenship: Appreciating Differences in Education	Eric	Europe	Practical	Article	global citizenship; moral education; teachers
Peterson, A.	2011	Republican Cosmopolitanism: Democratizing the Global Dimensions of Citizenship Education	Eric	Supranational	Theoretical	Article	Citizenship, Citizenship Education, Political Attitudes, Global Approach, Citizen Participation, Foreign Countries (indexed databases)
Balarin, M.	2011	Global Citizenship and Marginalisation: Contributions towards a Political Economy of Global Citizenship	Eric	Supranational	Theoretical	Article	global citizenship; political economy; marginalisation; youth; slums
Appleyard, N., & McLean, L. R.	2011	Expecting the Exceptional: Pre-Service Professional Development in Global Citizenship Education	Eric	North America	Practical	Article	Case Study, Professional Development, Global Citizenship Education
DeBoer, G. E.	2011	The Globalization of Science Education	Eric	Cross national	Theoretical	Article	globalization; international standards
Dale, R.	2010	Globalization and curriculum	Scopus	Supranational	Theoretical	Book Chapter	Common world education culture; Competences; Curriculum as container; Discourse; Global citizenship education; Global knowledge economy; Globalization; Globally structured agenda for education; Modernity; PISA (program of international student assessment); State; Transnational curriculum inquiry (indexed databases)
Halvorsen, A.L., & Wilson, S. M.	2010	Social studies teacher education	Scopus	Supranational	Theoretical	Book Chapter	Authentic pedagogy; Citizenship; Citizenship education; Content knowledge; Culturally relevant pedagogy; Global citizenship education; Method courses; Multicultural education; Pedagogy/method (indexed databases)

McNaughton, M. J.	2010	Educational drama in education for sustainable development: Ecopedagogy in action	Scopus, Eric	Europe	Practical	Article	Ecopedagogy; Education for sustainable development; Educational drama; Global citizenship education; Pedagogy
Moon, S.	2010	Multicultural and Global Citizenship in the Transnational Age: The Case of South Korea	Eric	East Asia	Theoretical	Article	Foreign Countries, Multicultural Education, Citizenship Education, Global Education (indexed databases)
Huckle, J.	2010	ESD and the Current Crisis of Capitalism: Teaching beyond Green New Deals	Eric	Supranational	Theoretical	Article	Capitalist treadmill, economic crisis, green new deal, ecosocialism, education for sustainable development
Rapoport, A.	2010	We Cannot Teach What We Don't Know: Indiana Teachers Talk about Global Citizenship Education	Eric	North America	Practical	Article	citizenship, global citizenship, qualitative research, teachers

APPENDIX B

Learning areas, subjects and sentences identified by searching “Global citizenship education” for keywords in the Australian Curriculum (grade 8)

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page	
Global citizenship education					No matches were found		
Global education					No matches were found		
Citizenship education					No matches were found		
Global citizenship	1	Languages		Intercultural understanding	The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning.	333	
Global citizen	8	Humanities and Social Sciences	HASS	Glossary	Citizen. A person who holds citizenship of a polity, such as a country, and who is a member of a political community that grants certain rights and privileges to its citizens, and in return expects them to act responsibly such as to obey their country's laws. Also see global citizen .	26	
			Civics and Citizenship			131	
			HASS			Global citizen. A person who understands their rights and responsibilities at a global level; that is, one's identity transcends geography or political borders, and rights and responsibilities are derived from being human. However, these rights and responsibilities do not have legal authority or sanctions that those conferred by a nation have.	35
			Civics and Citizenship			131	
			Geography			Rationale	Geography helps students to be regional and global citizens capable of active and ethical participation.

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
			Economic and Business	How the Subject works	As mass global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges, Australia needs enterprising individuals who can make informed decisions and actively participate in society and the economy as individuals and more broadly as global citizens .	137
		The Arts	Visual Arts	Rationale	Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens .	228
		Technologies	Digital Technologies	Rationale	Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.	307
		Humanities and Social Sciences		How the Learning Area works	The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.	12
					They explore how people, ideas and events are connected over time and increasingly interconnected across local, national, regional and global contexts.	12
			HASS	How the Subject works	The F-6/7 Australian Curriculum for Humanities and Social Sciences aims to ensure that students develop key historical, geographical, civic and economic knowledge of people, places, values and systems, past and present, in local to global contexts.	16
				Concepts of disciplinary thinking	Geography: place, space, environment, interconnection, sustainability and change, applying this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations (View the concepts for developing geographical thinking).	17
			HASS	Glossary	Active citizenship: Involvement and informed participation in the civic and political activities of society at local, state, national, regional and global levels. It contrasts with 'passive citizenship' where citizens participate only minimally to meet their basic individual responsibilities including voting and paying taxes.	23
			Civics and Citizenship			128

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
			HASS		Scale: In geography, there are two uses of the term 'scale': -A way that geographical phenomena and problems can be examined at different spatial levels, such as local scale and global scale (spatial scale) - A relationship between a distance on a ground and a corresponding distance on a map, with the scale coded on the map as a ratio, for example, '1 cm:100 km' (map scale).	41
			History	How the Subject works	The 7–10 curriculum generally takes a world history approach within which the history of Australia is taught. It does this to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander Peoples, their identities and the continuing value of their cultures. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia and Pacific regions, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society and in creating rewarding personal and collective futures.	51
			Geography	Rationale	In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world (1-5 lines/24).	83
				Concepts for developing geographical understanding	In Years 7–10, students build on their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.	84
					The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels: 1 Generalisations made and relationships found at one level of scale may be different at a higher or lower level. For example, in studies of vegetation, climate is the main factor at the global scale but soil and drainage may be the main factors at the local scale. 2 Cause-and-effect relationships cross scales from the local to the global and from the global to the local. For example, local events can have global outcomes, such as the effects of local vegetation removal on global climate.	86
				Glossary	scale: -A way that geographical phenomena and problems can be examined at different spatial levels, such as local scale, and global scale (spatial scale) -A relationship between a distance on the ground and a corresponding distance on a map, with the scale coded on the map as a ratio, for example '1 cm : 1 km' (map scale).	109
			Civics and Citizenship	How the Subject works	The Australian Curriculum: Civics and Citizenship aims to ensure students develop: [...] the capacities and dispositions to participate in the civic life of their nation at a local, regional and global level and as individuals in a globalised world.	117
			Economic and Business	How the Subject works	As mass global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges, Australia needs enterprising individuals who can make informed decisions and actively participate in society and the economy as individuals and more broadly as global citizens.[...] The Australian Curriculum: Economics and Business empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. [...] The Australian Curriculum: Economics and Business aims to ensure students develop: understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the	137

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
					Asia region; understandings that will enable them to actively and ethically participate in the local, national, regional and global economy as economically, financially and business literate citizens.	
						138
				Year 8 Level Description	The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.	141
				Elaborations	Investigating present influences on the ways people work, such as technological change, outsourced labour in the global economy, rapid communication changes, casualisation of the workforce.	144
		The Arts		Aims	The Australian Curriculum: The Arts aims to develop students': understanding of local, regional and global cultures, and their arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.	157
			Dance	Knowledge and skills of dance	Through Dance, students learn to reflect critically on their own aesthetic preferences by considering social, historical and cultural influences, and the effects of local and global cultures on their tastes and decision making.	177
			Media Arts	Rationale	In addition to the overarching aims for the Australian Curriculum: The Arts, media arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop: knowledge and understanding of their active participation in existing and evolving local and global media cultures.	202
				Forms	Students explore stylistic forms from local and global contexts including those from Aboriginal and Torres Strait Islander and Asian cultures.	204
			Music	Rationale	In addition to the overarching aims of the Australian Curriculum: The Arts, music knowledge, understanding and skills ensure that, individually and collaboratively, students develop: the confidence to be creative, innovative, thoughtful, skilful and informed musicians skills to compose, perform, improvise, respond and listen with intent and purpose aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions an understanding of music as an aural art form as they acquire skills to become independent music learners.	215

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
			Visual Arts	Rationale	Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds.	228
			Visual Arts	Years 7 and 8 Level Description	In Visual Arts, students:examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues.	233
		Technologies		Glossary	Augmented reality (AR): A technology that replicates, enhances or overlays extra information about the realworld environment, using computergenerated data such as global positioning systems (GPS), sound, videos and images.	251
			Design and Technologies	Technologies and society	The technologies and society content descriptions focus on how people use and develop technologies taking into account social, economic, environmental, ethical, legal, aesthetic and functional factors and the impact of technologies on individuals; families; local, regional and global communities; the economy; and the environment – now and into the future.	291
				Investigating and defining	Students reflect on how decisions they make may have implications for the individual, society and the local and global environment, now and in the future.	293
			Digital Technologies	Years 7 and 8 Level Description	Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.	314
				Elaborations	Establishing a set of 'rules' about acceptable and unacceptable behaviour when collaborating online, considering how different social contexts affect participation in global virtual spaces, including considering the use of language, acronyms and humour, for example only applying tags to images of other people with their permission or considering social protocols of Aboriginal and Torres Strait Islander Peoples.	321
		Languages		Sustainability	Learning Aboriginal languages and Torres Strait Islander languages contributes to the global effort to exchange knowledge among people with varied practices in caring for the land. It also contributes to the reconciliation process in Australia and goals for language revival.	335
			French	The place of the French language and culture in Australia and in the world.	French culture has contributed to the shaping of global movements and traditions associated with domains such as the arts, cinema, philosophy and cultural theory, as well as fashion, design, food and wine.	737
				Elaborations	Investigate the nature and extent of French language use in both Australian and global contexts [Key concepts: community, arts, fashion, music, cuisine; Key processes: researching, analysing, classifying].	751

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
				Elaborations	Recognise that French is both a local and a global language [Key concepts: first language, global language, dialects, creoles, accents; Key processes: mapping, comparing, distinguishing].	767
			German	The place of the German language and culture in Australia and in the world	In particular, the interplay between culture and language can be seen in the global influence of the past and contemporary achievements of Germanspeaking communities in architecture, the arts, engineering, philosophy, recreational pursuits, and scientific innovations, particularly those related to environmental sustainability.	767
				Elaborations	Recognise that German and English are related languages and that German is an important European and global language [Key concepts: relationships, global; Key processes: recognising, comparing].	801
				Years 7 and 8 Achievement Standards	Students identify German as an important European and global language and that it is related to English.	803
			Hindi	Years 7 and 8 Achievement Standards	They identify the intercultural and multilingual nature of language use across global communities and in social media and popular culture and explain how this influences their own lives. Students explain how language forms and usage reflect cultural ideas, values and perspectives.	823
				Elaborations	Recognising the linguistic diversity of the global community, understanding that many people around the world speak more than one language, comparing with the multilingual character of Australian society, for example, by talking about the different languages represented in the classroom and local community.	839
			Italian	Elaborations	Discussing global and cultural influences on the Italian language and noticing when and how hybrid forms are used, for example, use of numbers, mathematical symbols, single letters and acronyms to replace words in SMS messaging, such as TVTB (ti voglio tanto bene), 6 (sei), x (per).	888
			Korean	Elaborations	Explore the power and influence of language in local and global contexts [Key concepts: social power, context; Key processes: analysing, explaining, recounting, reflecting].	961
				Years 7 and 8 Achievement Standards	Students describe how Korean is used not only in Korea and in the Korean community in Australia but also in the global context.	980
			Modern Greek	Elaborations	Understand that Greek is a language that has influenced many global languages and continues to influence and change through interaction with other languages and cultures [Key concepts: dynamic systems, , relationships; Key processes: recognising, comparing, discussing].	1010

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
				Years 7 and 8 Achievement Standards	They identify ways that Greek language and culture have influenced and continue to influence many global languages.	1012
			Spanish	The place of the Spanish language and the cultures of Spanish speakers in Australia and in the world	Spanish is a global language spoken by approximately 500 million people across the world.	1014
				Elaborations	Investigate the nature and extent of Spanish language use in both Australian and global contexts [Key concepts: community, arts, cuisine; Key processes: researching, analysing, classifying].	1028
				Elaborations	Recognise that Spanish is a global language that is spoken in a variety of forms in different communities around the world, including Australia [Key concepts: diversity, regional variation, accents, global language; Key processes: mapping, comparing, distinguishing].	1044
			Turkish	Elaborations	Present information and personal perspectives on issues of local or global interest, using a range of spoken, written and multimodal forms [Key concepts: action, experience, cultural expression; Key processes: summarising, reporting, comparing, presenting].	1056
			English	Year 8 Level Description	In Years 7 and 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.	1133
				Glossary	Metonymy. A use of the name of one thing or attribute of something to represent something larger or related (for example, using a word 'Crown' to represent a monarch of a country; referring to a place for an event, as in 'Chernobyl' when referring to changed attitudes to nuclear power, or a time for an event, as in '9/11' when referring to changed global relations).	1158
		Science	Science	Rationale	The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.	1247
		Health and Physical Education	Health and Physical Education	Elaborations	Researching how stereotypes and prejudice are challenged in local, national and global contexts.	1292
		Work Studies	Work Studies	Introduction	Australian industries and enterprises face unprecedented global competition and pressure for increased productivity. This, in turn, contributes to an unpredictable work future for young people, where routine job opportunities are limited, and outsourcing, contract work and flexible work arrangements are the norm. School leavers can no longer anticipate a single job or single-track career for a lifetime and will be encountering jobs which currently do not exist. The skills and capabilities needed to prosper in this new,	1316

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
					knowledge-focused world will differ from those of the past. Young people will need a set of personal and interpersonal capacities, wide-ranging global awareness and the flexibility to manage rapid change and transition.	
				Entrepreneurial behaviours	Students are exposed to these behaviours and how they might be developed and enacted in workplaces to drive innovation, productivity, global awareness and appreciation of cultural and social diversity.	1321
				Career and life design	This strand focuses on developing knowledge and understanding of, and experience in, the world of work; skills, knowledge and dispositions to manage careers; and skills and knowledge in managing transitions. The strand encompasses the importance of education, training and lifelong learning, the global context impacting on work and work opportunities and the personal qualities and attributes, such as awareness of opportunity, adaptability and responsiveness to change, needed to thrive in the 21st century work environment.	1321
				Glossary	Entrepreneurial behaviours: behaviours that demonstrate confidence, initiative, innovation and creativity, global competency and empathy, an awareness of opportunity and a willingness to take risks that can all be applied to a range of contexts.	1323
		Humanities and Social Sciences	HASS	How the Subject works	The F-6/7 Australian Curriculum for Humanities and Social Sciences aims to ensure that students develop: dispositions required for effective participation in everyday life, now and in the future, including critical and creative problemsolving, informed decision making, responsible and active citizenship, enterprising financial behaviour and ethical reflection.	16
				Concepts of disciplinary thinking	Civics and citizenship: government and democracy, laws and citizens, and citizenship, diversity and identity.	17
				Glossary	Active citizenship: Involvement and informed participation in the civic and political activities of society at local, state, national, regional and global levels. It contrasts with 'passive citizenship' where citizens participate only minimally to meet their basic individual responsibilities including voting and paying taxes.	23
				Glossary	Citizenship: In the Australian Curriculum: Humanities and Social Sciences, there are two uses of the term: -A legal status granted by birth or naturalisation to citizens involving certain rights (for example, protection, passport, voting) and responsibilities (for example, obey the law, vote, defend country). A modern sense incorporates three components: civil (rights and responsibilities), political (participation and representation), and social (social virtues and community involvement). -An identifiable body of knowledge, understanding and skills relating to the organisation and working of society, including a country's political and social heritage, democratic processes, government, public administration and judicial systems.	24
			HASS	Glossary	Citizen: A person who holds citizenship of a polity, such as a country, and who is a member of a political community that grants certain rights and privileges to its citizens, and in return expects them to act responsibly such as to obey their country's laws. Also see global citizen.	26

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
			Civics and Citizenship	Glossary		131
			HASS	Glossary	Identity: A person's conception and expression of their individuality or association with a group. In this curriculum, identity refers to a person's sense of belonging to a group, culture or to a state or nation, a region or the world. It is a feeling one shares with a group of people, regardless of one's citizenship status.	40
			Civics and Citizenship	Glossary		129
			History	Glossary	Citizenship: An identifiable body of knowledge, understanding and skills relating to the organisation and working of society, including a country's political and social heritage, democratic processes, government, public administration and judicial systems.	77
			Civics and Citizenship	How the Subject works	The Australian Curriculum: Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.	116
					The Australian Curriculum: Civics and Citizenship aims to ensure students develop:skills, including questioning and research; analysis, synthesis and interpretation; problem-solving and decision-making; communication and reflection, to investigate contemporary civics and citizenship issues and foster responsible participation in Australia's democracy.	117
				Civics and citizenship knowledge and understanding strand	The civics and citizenship knowledge and understanding strand comprises three key focus areas or substrands at each year level: government and democracy; laws and citizens; and citizenship, diversity and identity. Government and democracy involves a study of Australian democracy and the key institutions, processes and roles that people play in Australia's system of government. Laws and citizens examines Australia's legal system, the creation of laws and the rights and legal obligations of Australian citizens. Citizenship, diversity and identity explores the shared values of Australian citizenship, Christian traditions, the diversity of Australia as a multicultural and multifaith society, what shapes identity, and obligations as citizens in a globalised world.	117
				Civics and citizenship inquiry and skills strand	In communication and reflection, students present ideas, viewpoints and arguments based on evidence about civics and citizenship topics and issues using subject-specific language, and reflect on their cultural identity, motivations, values and behaviours.	117
				Elaborations	Developing complex and openended questions to explore a civics or citizenship topic such as 'freedoms' (for example, 'What do our freedoms mean in practice?' and 'What do you consider to be the most important freedom?').	124

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
				Analysis, synthesis and interpretation	Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues.	124
				Problem-solving and decision-making	Use democratic processes to reach consensus on a course of action relating to a civic or citizenship issue and plan for that action.	125
				Communication and reflection	Present evidence-based civics and citizenship arguments using subject-specific language.	125
				Year 8 Achievement Standards	When researching, students develop a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civic and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. Students develop and present reasoned arguments on civic and citizenship issues using appropriate texts, subjectspecific language and concepts. They identify ways they can be active and informed citizens in different contexts.	127
				Glossary	Active citizenship: Engagement and informed participation in the civic and political activities of society at local, state, national, regional and global levels. It contrasts with 'passive citizenship' where citizens participate only minimally to meet their basic individual responsibilities including voting and paying taxes.	128
				Glossary	Citizenship: A legal status granted by birth or naturalisation to citizens involving certain rights (for example, protection; passport; voting) and responsibilities (for example, obey the law, vote, defend the country). A modern sense incorporates three components: civil (rights and responsibilities); political (participation and representation); and social (social virtues and community involvement).	132
		The Arts	Media Arts	Skills, techniques and processes	As students' learning progresses, they learn about safe practice in media arts and develop digital citizenship through processes that respect rights, responsibilities and protocols in the creating of their media artworks.	205
		Technologies		Glossary	Digital citizenship: An acceptance and upholding of the norms of appropriate, responsible behaviour with regard to the use of digital technologies. This involves using digital technologies effectively and not misusing them to disadvantage others. Digital citizenship includes appropriate online etiquette, literacy in how digital technologies work and how to use them, an understanding of ethics and related law, knowing how to stay safe online, and advice on related health and safety issues such as predators and the permanence of data.	257
		Framework for Classical Languages		How the Subject works	Key concepts for Classical languages include: language; culture; experience; representation (words, icons, symbols); equivalence; nation (origins, social order, politics, religion); citizenship; relationship (family, community, government); history and historical appreciation; attitude, value and belief; power; aesthetics; time (the past in the present); modernity; tradition; linguistic evolution; interconnection across concepts; intercultural comparisons.	694

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
			Classical Greek	Classical Greek language learning and use	Learners explore the relationship between language and culture by examining particular language use that provides insights into the daily lives, ideas, feelings and attitudes of Greeks in the Classical period. They discuss the ancient origins of modern values, pursuits, citizenship, literature, the arts and architecture, reflecting on the enduring influence of the ancient Greek world on the modern world.	698
				The powerful influence of language and culture	Examine the enduring influence of ancient Greek culture on the modern world, by discussing the ancient origins of modern values, pursuits, citizenship, literature, the arts and architecture [Key concepts: aesthetics, time (the past in the present), modernity; Key processes: connecting, explaining and comparing].	709
				The powerful influence of language and culture	Comparing the concept of citizenship, rights and responsibilities in ancient Greece and the modern world. [...] investigating connections between language and significant cultural attitudes, for example, discussing how the terms ἐκκλησία, βουλή, πρωτάνεις, ψήφισμα and the expressions τισάγορεύειν βούλεται and ἔδοξε τῇ βουλῇ καὶ τῷ δήμῳ relate to the concept of citizenship in ancient Athens.	710
			Years 7 and 8 Achievement Standards		Students give examples of how particular language use reflects the lifestyles, ideas, feelings and attitudes of Greeks in the Classical period, and identify connections between ancient and modern values, pursuits, citizenship, literature, the arts and architecture.	713
				powerful influence of language and culture	Recognising the ancient origins of national values such as citizenship, liberty, equity and justice.	725
		Humanities and Social Sciences	HASS	Glossary	Export industries: Industries that sell a service to customers who come from other places to obtain the service, as in tourism and education of students from overseas. Both industries bring income into a place.	33
					Features of places: In geography, visible elements of a place or landscape, classified as natural, managed and constructed. This term is used in early primary education, but is later replaced by the term 'characteristics', which includes both visible and invisible elements of a place.	35
					Liveability: An assessment of what a place is like to live in, using particular criteria, for example, environmental quality, crime and safety, education and health provision, access to shops and services, recreational facilities and cultural activities.	37
					Prevention, mitigation and preparedness: In geography, prevention and mitigation are actions taken in advance to decrease or eliminate an impact of a hazardous event on people, communities and the environment, by actions including, for example, lessening a hazard and reducing a vulnerability of a community. Preparedness refers to actions taken to create and maintain a capacity of communities to respond to, and recover from, natural disasters, through measures like planning, community education, information management, communications and warning systems.	40

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
					Standard of living: A level of wealth and consumption of a population (such as a nation or socioeconomic group), measured by using factors such as gross domestic product (GDP), inflation, income, employment, poverty rate, housing, access to and standard of health care and education, safety, and environmental quality.	45
					Relative location: A location relative to other places, for example, a distance to a town from other towns. Relative location has a stronger influence on human characteristics of places than absolute location, as demonstrated by advantages of closeness to suppliers, finance, information and markets for businesses, and to education and employment opportunities for individuals. Also see absolute location.	46
			Geography	Glossary	Features of places: Visible elements of a place or landscape, classified as natural, managed and constructed. This term is used in early primary education, but is later replaced by the term 'characteristics', which includes both visible and invisible elements of a place.	105
					Export industries: Industries that sell a service to customers who come from other places to obtain the service, as in tourism and education of students from overseas. Both industries bring income into a place.	106
					Liveability: An assessment of what a place is like to live in, using particular criteria, for example, environmental quality, crime and safety, education and health provision, access to shops and services, recreational facilities and cultural activities.	108
					Prevention, mitigation and preparedness: Actions taken in advance to decrease or eliminate the impact of a hazardous event on people, communities and the environment, by actions including, for example, lessening the hazard and reducing the vulnerability of a community. Preparedness refers to actions taken to create and maintain a capacity of communities to respond to, and recover from, natural disasters, through measures like planning, community education, information management, communications and warning systems.	110
					Relative location: A location relative to other places, for example, the distance to a town from other towns. Relative location has a stronger influence on human characteristics of places than absolute location, as demonstrated by advantages of closeness to suppliers, finance, information and markets for businesses, and to education and employment opportunities for individuals. Also see absolute location.	112
			Economic and Business	Glossary	Standard of living: A level of wealth and consumption of a population (such as a nation or socioeconomic group), measured by factors such as gross domestic product, inflation, income, employment, poverty rate, housing, access to and standard of health care and education, safety, and environmental quality.	154
		The Arts	Visual Arts	Knowledge	Students learn how formative contexts such as personal experience, family, education system, culture, class and society shape visual arts practices of artists and audiences.	230

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
		Languages	How the Learning Area works	Language specificity	Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.	324
				Diversity of language learners	Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages. [...] Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.	325
				Content structure	ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.	329
				Students with disability	The Disability Discrimination Act 1992 and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.	330
				English as an additional language or dialect	Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian education, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation within and outside the school. [...] In contemporary understandings of language acquisition, development and learning all the languages learners experience in their socialisation and education form part of learners' distinctive linguistic and cultural repertoires. [...] While the curriculum for languages primarily addresses the learning of languages, this learning cannot be separated from the development of learners' more general communicative repertoires. It is through such a relational and holistic approach to languages education that learners develop their capabilities in knowing and using multiple languages.	330
				English as an additional language or dialect	Aboriginal and Torres Strait Islander communities support literacy education programs that are founded on establishing literacy in their children's first language.	331
				Glossary	Language specificity: Distinguishing features of a particular language. These include lexicogrammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as: [...] the historical and/or current relationship of a language with education in Australia.	347
				Glossary	Syntax: An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms syntax and grammar are used interchangeably.	355

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
			Arabic	The place of the Arabic culture and language in Australia and in the world	Australia has strong relationships with countries in the Middle East, North Africa, the Gulf and the wider Arabicspeaking world through family ties, trade and education. [...] The Arabic-speaking community has made and continues to make a significant contribution to the development and enrichment of Australian society, in areas such as commerce, agriculture, industry, health, education, journalism, hospitality, tourism and international relations.	359
				The place of the Arabic language in Australian education	The demand for Arabic language education in Australia has increased due to the geopolitical importance of the Arabic-speaking world and greater awareness of business opportunities.	359
				The diversity of learners of Arabic	Other learners may have been born in an Arabicspeaking country, where they may have completed some education.	360
				Elaborations	Researching and reporting on the influence of Arabic language and culture in the local and broader Australian community, for example, the food industry (Lebanese restaurants and bakeries), the entertainment industry and the media (the Arab Film Festival, SBS Arabic radio and television, Arabic films) and education (Arabic bilingual schools).	374
			Auslan	Recognition of Auslan	Educational policies, fuelled by resolutions from a conference on the education of deaf children in Milan, Italy, in 1880, led to the prohibition of signed languages in schools in many countries for a considerable period of time, effectively marginalising Deaf communities and oppressing signed languages.	397
				The place of Auslan in Australian education	The move from segregated school settings for deaf children to mainstream school environments has influenced community and education sector interest in Auslan in recent years due to increased visibility of Auslan in school communities. [...] Official government recognition of Auslan as a community language, and the implementation of relevant education and employment legislation arising from the aforementioned advocacy, have led to changes in society that have empowered deaf people to take up further studies and to enter previously inaccessible occupations. [...] This curriculum provides direction for an integrated, inclusive and meaningful approach to language education in Auslan for both first and second language learners.	397
				Rationale for first language learners	This curriculum provides deaf children, and potentially hearing children of deaf parents, with access to education in and about their first language, playing an important part in the development of a strong sense of self-esteem and identity and contributing in crucial ways to overall learning and achievements.	399
				First Language Learner Pathway (L1): 7–10 sequence	The nature of education of deaf students is such that some learners arrive at high school with a very limited knowledge of English, and little, if any, Auslan.	403
				Years 7 and 8 Level Description	Learners at this level are increasingly aware of the world beyond their own and are engaging with broader issues related to youth and society, land and environment, education and identity, while establishing a balance between increasing personal independence and social responsibilities.	414

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
				Informing	Giving presentations that include different perspectives on a selected issue, for example identifying and evaluating differences in views in relation to Deaf education.	421
				Identity	Considering how accounts by different deaf visitors to the classroom of their lives, work, education, interests and experience reflect a sense of identity and relationship with Auslan and Deaf culture.	426
				Language awareness	Considering the impact of international historical events such as the Milan Congress (1880) and the linguistic recognition and documentation of signed languages (1960s and 1970s) on the use of signed languages in education and deaf people's feelings of ownership and pride in their languages.	432
				Role of language and culture	Understanding how developing sign language literatures which recount significant journeys and events associated with the beginnings of Deaf education and the development of Deaf communities not only map history but also embody values and mores of Deaf cultures, for example, accounts of the Gallaudet and Clerc reciprocal relationship, or the US Civil War deaf soldiers' story as told by Ben Bahan.	435
				Identity	Responding to deaf people from different groups and backgrounds who visit and present about their education, families, social networks and sense of community/identity, for example by discussing similarities and differences between visitors' reported experiences and their own lives.	449
				Years 7 and 8 Level Description	At this level, students are increasingly aware of the world beyond their own and are engaging with broader issues of youth and society, land and environment, education and identity, while establishing a balance between increasing personal independence and social responsibilities.	461
				Language awareness	Considering the impact of international historical events such as the Milan Congress (1880) and the linguistic recognition and documentation of signed languages (1960s and 1970s) on the use of signed languages in education and deaf people's feelings of ownership and pride in their languages.	476
				Glossary	Elder: A person in the Deaf community afforded leadership or mentorship status by the community. Elders are typically deaf people who have been custodians of the Deaf community's traditions, language and cultural values and are widely considered role models and respected mentors by many members of the Deaf community. They include pioneers of advocacy, education and community development, and those who have contributed to the leadership, advancement and achievement of the Deaf community.	514
			Chinese	The nature of Chinese language learning	For the purposes of the Australian Curriculum: Languages, 'Chinese' refers to Modern Standard Chinese, Pinyin Romanisation and simplified characters. Given the ongoing use of both forms of Chinese characters (simplified and full form) in the media, in education and in environmental print (advertisements and shop signs), some knowledge or awareness of both systems is an advantage, for Chinese speakers and Chinese learners alike. Although both writing systems and the range of dialects should be recognised in any Chinese language curriculum, the priority in education is Modern Standard Chinese and simplified characters as the internationally recognised 'official form' of Chinese.	532

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
				Socialising	Sharing personal ideas and opinions on experiences such as home life and routine, school and education, diet and food, travel and leisure, climate and weather, expressing opinions and preferences and stating reasons to elaborate the message [...].	548
						573
					Participate in planning individual and group action to contribute to school and local community, making choices from available options [Key concepts: leisure, education, relationships; Key processes: transacting, exchanging].	574
			Framework for Aboriginal Languages and Torres Strait Islander Languages	How the Subject works	It is also the right of Aboriginal and Torres Strait Islander peoples to have access to education in and about their own languages [...]. Education systems can play a vital role in facilitating access to language learning and supporting community language revival and maintenance.	599
				What is the Framework?	The Framework has been developed from the many individual responses to the experience of teaching Aboriginal languages and Torres Strait Islander languages created by the education systems of each state and territory [...].	601
				Guiding principles	Schools and state and territory education systems and authorities should consult all local community organisations that have interests and responsibilities in local language, school programs or community governance. These organisations will include local language centres, health centres, land councils, native title bodies, professional associations representative bodies, networks of schools, local Aboriginal education consultative groups or equivalent, groups of educators and any other relevant key stakeholders.	604
				Language learning and literacy development	A relational and holistic approach to languages education and to learning and using multiple languages ensures that learners develop their overall language capabilities and knowledge, which impacts on their overall conceptual and communicative development. [...] Aboriginal and Torres Strait Islander communities support literacy education programs that are founded on the principle of establishing literacy in their children's first language, the Aboriginal and Torres Strait Islander languages used in their communities.	619
				Developing language-specific curricula for particular Aboriginal languages and Torres Strait Islander languages	It is intended that the Framework be used by state and territory education jurisdictions, schools and communities to develop languagespecific curricula and programs. [...] A context statement will be developed for each specific language to describe the distinctiveness and nature of that language, including its use in the community, the place of the language in Australian education, the nature of learning the language, and the diversity of students who will be learning the language.	620

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
				The nature of the learner, the pathway and particular language	At this level, students are increasingly aware of the world beyond their own and are engaging with broader issues of youth and society, land and environment, education and identity, while establishing a balance between increasing personal independence and social responsibilities.	624
						649
				Translating	Researching interpreting services in their area, for example, identifying services provided, the role of interpreters, qualifications required, ethical dimensions, and issues around interpreting and translating in specialised contexts, for example, in health, education or tourism. [...] Role-playing interpreting in a range of contexts, for example, healthcare, education, training programs, social services, administrative, Indigenous communications and media.	634
				Role of language building	Investigating programs and initiatives that serve to maintain and strengthen language use, for example, school languages programs, bilingual education, research programs, recording and archiving of material, websites, databases, documentaries, language nests and MasterApprentice programs.	645
					Appreciating the role of languages advocacy, education and research in building languages.	666
					Investigating programs and initiatives that serve to maintain and strengthen language use, for example, school languages programs, bilingual education, research programs, recording and archiving material, websites, databases and documentaries.	667
						687
				Informing	Researching a social or environmental issue from the target language region, synthesising information and presenting findings on topics such as preservation of language, culture and land, health, education, transport, local food production and supplies, land management, feral animals, fish stocks, water supply.	675
			Framework for Classical Languages	Nature and purpose of the Framework	Taken together, the Framework and the languagespecific curricula for Latin and Classical Greek may be used as the basis for state and territory education and school authorities to develop languagespecific curricula, or for schools to develop teaching and learning programs for other Classical languages, including those that are offered in Australian schools (Classical Hebrew and Sanskrit) and others, such as Classical Chinese.	690

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
				Using the Framework to develop languagespecific curricula or programs for Classical languages	In developing languagespecific curricula or programs, the following aspects of the curriculum will need to be modified or developed. A context statement that describes: the place of the language and the heritage of the ancient society; the place of the language in Australian education; the nature of learning the language and the learning pathway and curriculum design.	695
			Classical Greek	Accessing the ancient Greek world through Classical Greek texts	gathering, collating and presenting information about daily routine in the ancient Greek world, such as in posters or digital displays about family life, education, food, hygiene, exercise, with annotations in English or words and simple phrases in Classical Greek.	701
				Role of language and culture	Comparing and contrasting references in texts to family life, social practices and education in Athens and Sparta.	711
			Latin	Accessing the Roman world through Latin texts	Gathering, collating and presenting information about daily routine in the Roman world, such as posters or digital displays about family life, education, food, hygiene, exercise, with annotations in English or words and simple phrases in Latin.	718
			French	Language variation and change	Examining own and others' ways of interacting to detect influences from other people, cultures or media products, for example, friends, relatives, teachers, media personalities; travel, education, music and entertainment.	751
			German	The place of the German language in Australian education	German has been taught in schools, universities and communities in Australia since the mid1800s and by the 1930s was a well-established part of the Australian educational landscape. As well as being a core element of the tradition of a broad humanistic education, German can also be seen as a cultural marker of the waves of immigration from Western Europe.	771
				The diversity of learners of German	There are also several complementary providers for German, including distance education and community schools.	772
			Hindi	Socialising	Using facetoface, written and online forms of communication to compare experiences and offer opinions on concepts such as family, education, friendship, interests and travel, for example, □□☒□□□ □□□□ □□□□ □□□□ □□□?; □□□ □□□ □□ □□□□ □□ □□□□ □□?.	811
				Reflecting	Considering how identity changes over time, taking into account ways of thinking, behaving and communicating, and influences such as education, intercultural experience, digital worlds and popular culture.	817
			Indonesian	The place of the Indonesian language and culture in Australia and in the world	The colonial rulers of the Dutch East Indies used Malay for treaties, administration and, from the late nineteenth century onwards, education of the local people. [...] The ties between Australia and Indonesia continue to develop, with an increasing number of Australians (almost one million in 2012) travelling to Indonesia, for leisure, business and education purposes; numbers of Indonesians visiting Australia are	843

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
					also increasing.	
				The place of the Indonesian language in Australian education	Today Australia is the largest provider outside of Indonesia itself of Indonesian language education for schoolaged children. In fact, Australia is recognised as a world leader in expertise on the Indonesian language and Indonesian language education.	843
				The nature of Indonesian language learning	Indonesian is a standardised language that is the official language of government, education, business and the media.	844
				Informing	Preparing presentations about aspects of daily life and practices in Indonesia, such as school, leisure, entertainment, diet or education.	865
			Japanese	The place of Japanese culture and language in Australia and in the world	Japan has been a close strategic and economic partner of Australia's for more than 50 years, and there is ongoing exchange between the two countries in the areas of education, trade, diplomacy and tourism.	905
				The place of the Japanese language in Australian education	The strong relationship between Australia and Japan has led to many collaborative projects in education and intercultural exchange.	905
				The nature of Japanese language learning	Japanese is the language used by the Japanese for education, business and media communication.	906
			Korean	The place of the Korean culture and language in Australia and the world	With an increasing awareness of the need to expand the partnership to other sectors, awareness of the need to better understand the country and culture, and to learn the language, has also increased as opportunities for exchanges and collaborations are expanding to education, science and technology, culture, media, sports, leisure, tourism and community activities.	943
				The place of the Korean language in Australian education	There have been a number of government policy initiatives that have supported the teaching of Korean in Australian education since it was introduced to Australian schools in the early 1990s. [...] With the support of the Australian Government for learning and teaching Korean in Australian schools and growing interest in Korean culture and opportunities to encounter Koreans and Korean products, there is an increasing demand for Korean language education from the community.	943
			Modern Greek	The place of the Modern Greek language and culture in Australia and the world	Historically, Greeks have made and continue to make a significant contribution to the development and enrichment of Australian society, not only in the areas of commerce, agriculture, industry, trade, education, the arts, medicine, law, politics, government and scientific research, but also in cultural and lifestyle influences.	983

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
				The place of the Modern Greek language in Australian education	From the 1970s, due to government policies supporting multiculturalism, Modern Greek programs were introduced at all levels in the Australian education system, including tertiary level, offering all students regardless of their background the opportunity to study Modern Greek.	983
			Spanish	The place of the Spanish language and the cultures of Spanish speakers in Australia and in the world	Migration from Spanish speaking countries such as Colombia, Venezuela, Mexico and Ecuador continues in the twenty-first century and is currently influenced by interest in tertiary education and employment opportunities presented by trade agreements in sectors such as mining, agriculture, defence, technology and education.	1014
				Informing	Comparing details from a range of texts on topics such as education or cultural occasions and ceremonies across the Spanish-speaking world, identifying culturespecific terms and representations, for example, año 8 or primero de básico.	1021
			Vietnamese	The place of the Vietnamese language and culture in Australia and in the world	Vietnamese people have made and continue to make a significant contribution to the development and enrichment of Australian society in areas such as commerce, agriculture, industry, health, the arts, education, hospitality, tourism and international relations.	1086
				The place of the Vietnamese language in Australian education	Since the 1990s, the place of the Vietnamese language in Australian education has benefited from expanding diplomatic and trade relationships between Australia and its Asian neighbours.	1086
				The diversity of learners of Vietnamese	Other learners may have been born in Vietnam, where they may have completed some education.	1087
				Role of language and culture	Exploring how language and culture influence each other, for example, understanding the differences between Vietnamese and English name order (Nguyễn Trúc Lâm versus Truc Lam Nguyen) and its cultural significanceidentifying gestures, words and phrases with particular cultural significance in Vietnamese, reflecting traditional values such as respect for elderly people, education and social status, for example, folding arms, using both hands to offer something, and saying <i>đạ, thưa</i> to show respect.	1118
			English	How the Subject works	The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace.	1122
				Glossary	Syntax: The ways in which sentences are formed from words, group/phrases and clauses. In some education settings, the terms 'syntax' and 'grammar' are used interchangeably.	1171
		Work Studies	Work Studies	Work exposure	Work exposure opportunities are not intended to be restricted to the traditional practice of blocks of work experience, although work experience may take up part of work exposure. Rather, work exposure can take many forms including: [...] engaging with work-related education programs. [...]These opportunities require schools to develop and/or continue to expand ties with local industry, business and	1318

Keyword	Search results number	Learning areas	Subjects	Paragraph	Sentence	Page
					community agencies, as well as education and training institutions.	
				Career and life design	This strand focuses on developing knowledge and understanding of, and experience in, the world of work; skills, knowledge and dispositions to manage careers; and skills and knowledge in managing transitions. The strand encompasses the importance of education, training and lifelong learning, the global context impacting on work and work opportunities and the personal qualities and attributes, such as awareness of opportunity, adaptability and responsiveness to change, needed to thrive in the 21st century work environment.	1321

APPENDIX C

Document templates for recruiting Australian schools for the study



PRINCIPAL INFORMATION LETTER

PROJECT TITLE: *Global citizenship education in classroom*

SUPERVISORS: Professor Claire Wyatt-Smith, Claire.wyatt-smith@acu.edu.au, Professor Robert Lingard, Robert.lingard@acu.edu.au, and Professor Kathy Mills, kathy.mills@acu.edu.au

STUDENT RESEARCHER: Federica Caccioppola B.A. (Psychology); B.A. (Education), Federica.caccioppola@myacu.edu.au

STUDENT'S DEGREE: PhD (Education)

Dear Principal,

Your school is invited to participate in the PhD research project described below.

What is the research project about?

The research investigates how teachers use their knowledge and skills to communicate and deliver on Global Citizenship Education (GCE). To this end, the project involves classroom observations and a teacher interview. The observations will be in Grade 8 classes.

Who is undertaking the project?

This project is being conducted by Federica Caccioppola and will form the basis for the degree of “Contemporary Humanism” at the Institute for Learning Sciences and Teacher Education, Australian Catholic University, under the supervision of Professor Claire Wyatt-Smith, Professor Robert Lingard and Professor Kathy Mills.

Are there any risks associated with participating in this project?

There are no foreseeable risks involved in participating in this study. However, if the participants feel uncomfortable with classroom observations or the interview, they may ask to interrupt the activities or turn off the audio recording at any time.

What will my teachers and students be asked to do?

The researcher will observe the lessons of up to three Grade 8 teachers during their activities devoted to promoting GCE in three lessons over the semester (depending on class scheduling and the availability of each teacher). At the end of lesson observations, the teachers will be invited to participate in an interview designed to explore effective teaching strategies to promote the acquisition of skills related to global citizenship. The researcher will make an

audio recording and a transcript of classroom talk in each lesson. The interview will be audio-recorded and transcribed.

In summary, the researcher will ask the teacher to:

1. Distribute, remind and collect the Parent / Guardian and Student Consent Forms on behalf of the researcher.
2. Teach the class whilst the researcher undertakes classroom observations with consenting students (3 lessons) (non-consenting students will have pre-arranged alternate activities);
3. Participate in an audio recorded follow up meeting (30 minutes) after each classroom observation and in a structured teachers' interview (30 minutes) at their school at the conclusion of all lessons.

How much additional time will the project take?

Observations will be conducted during the lessons. Participation in the project requires a time commitment of 30 minutes for the interview.

What are the benefits of the research project?

The research will contribute to efforts to build enhanced understanding of how teachers and students interact to promote engagement with global issues. In this way, it will contribute to the education knowledge base related to citizenship and global citizenship.

Can I withdraw from the study?

Participation in this study is completely voluntary. I am not under any obligation to participate. If I agree to participate, I can withdraw from the study at any time without adverse consequences. If I decide not to participate in this study or if I withdraw from participating at any time, I will not be penalised. If I do not agree to participate, then there would be no observational data collected at the school. If data has already been collected, audio and observation files will be deleted, and not form part of the analysis.

Will anyone else know the results of the project?

The results of the project will be included in a thesis and research articles. It cannot and will not be used for any purpose other than those specified above. The privacy of all participants is protected as de-identified data obtained will be maintained in password-protected files and the names of teachers, students and schools will not appear in any report or publication resulting from this study.

Will I be able to find out the results of the project?

The intention is to provide a summary of the findings from the classroom observations to participating schools.

Who do I contact if I have questions about the project?

Further questions about this project are welcome and should be addressed to: Federica Caccioppola, Federica.caccioppola@myacu.edu.au

What if I have a complaint or any concerns?

This project has been reviewed by the Human Research Ethics Committee at Australian Catholic University (2019-59H). If I have any complaints or concerns, I may write to the Manager of Research Ethics within the Office of Deputy Vice Chancellor Research at the Australian Catholic University.

Manager, Research Ethics & Integrity
c/o Office of the Deputy Vice Chancellor (Research)
Australian Catholic University
North Sydney Campus
PO Box 968

NORTH SYDNEY, NSW 2059

Ph.: 02 9739 2519

Fax: 02 9739 2870

Email: resethics.manager@acu.edu.au

Any complaint or concern will be treated in confidence and fully investigated. I will be informed of the outcome.

I want to participate! How do I sign up?

Federica Caccioppola will make direct contact with the school and arrange for the delivery and collection of consent forms. She will be available by email at Federica.caccioppola@myacu.edu.au or through the Institute phone on 07 3623 7858 for further discussion.

I can return a signed copy of the **Principal Consent Form** to Federica Caccioppola by ___/___/2019:

- Scan and email the Teacher Consent Form to: federica.caccioppola@myacu.edu.au.

Thank you for your understanding and cooperation in this educational research project.

Yours sincerely,

Federica Caccioppola
Student Researcher



TEACHER INFORMATION LETTER

PROJECT TITLE: *Global citizenship education in classroom*

PRINCIPAL SUPERVISOR: Professor Claire Wyatt-Smith, Claire.wyatt-smith@acu.edu.au, Professor Robert Lingard, Robert.lingard@acu.edu.au, and Professor Kathy Mills, kathy.mills@acu.edu.au

STUDENT RESEARCHER: Federica Caccioppola B.A. (Psychology); B.A. (Education), Federica.caccioppola@myacu.edu.au

STUDENT'S DEGREE: PhD (Education)

Dear Teacher,

You are invited to participate in the PhD research project described below.

What is the research project about?

The research investigates how teachers use their knowledge and skills, to communicate and deliver on Global Citizenship Education (GCE). To this end, the project involves classroom observations and a teacher interview. The observations will be in Grade 8 classes.

Who is undertaking the project?

This project is being conducted by Federica Caccioppola and will form the basis for the degree of “Contemporary Humanism” at the Institute for Learning Sciences and Teacher Education, Australian Catholic University, under the supervision of Professor Claire Wyatt-Smith, Professor Robert Lingard and Professor Kathy Mills.

Are there any risks associated with participating in this project?

There are no foreseeable risks involved in participating in this study. However, if I feel uncomfortable during classroom observations or the interview, I may ask to interrupt the activities or turn off the audio recording at any time.

What will I be asked to do?

The researcher will observe three of my Grade 8 lessons devoted to promoting GCE lessons over the semester (depending on class scheduling and my availability). At the end of observations of all lessons, I will participate in an interview designed to explore effective teaching strategies to promote the acquisition of skills related to global citizenship. The researcher will make an audio recording and transcripts of the classroom talk and de-identify any direct quotes that may be used in research outputs (if the teacher consents). The interview will also be audio-recorded and transcribed.

In summary, the researcher will ask the teacher to:

1. Distribute, remind and collect the Parent / Guardian and Student Consent Forms on behalf of the researcher.
2. Teach the class whilst the researcher undertakes classroom observations with consenting students (3 lessons) (non-consenting students will have pre-arranged alternate activities);

3. Participate in an audio recorded follow up meeting (30 minutes) after each classroom observation and in a structured teachers' interview (30 minutes) at their school at the conclusion of all lessons.

How much additional time will the project take?

Observations will be conducted during the lessons. Participation in the project requires a time commitment of 30 minutes for the interview.

What are the benefits of the research project?

The research will contribute to efforts to build enhanced understanding of how teachers and students interact to promote engagement with global issues. In this way, it will contribute to the education knowledge base related to citizenship and global citizenship.

Can I withdraw from the study?

Participation in this study is completely voluntary and there is no obligation to participate. If I agree to participate, I can withdraw from the study at any time without adverse consequences. If I decide not to participate in this study or if I withdraw from participating at any time, I will not be penalised. If I do not agree to participate then there will be no lesson observations or interview undertaken in my classroom. If data has already been collected, audio and observation files will be deleted, and not form part of the analysis.

Will anyone else know the results of the project?

The results of the project will be included in a thesis and research articles. It cannot and will not be used for any purpose other than those specified above. The privacy of all participants is protected as de-identified data obtained will be maintained in password-protected files and the names of teachers, students and schools will not appear in any report or publication resulting from this study.

Will I be able to find out the results of the project?

The intention is to provide a summary of the findings from the classroom observations to participating schools.

Who do I contact if I have questions about the project?

Further questions about this project are welcome and should be addressed to: Federica Caccioppola, Federica.caccioppola@myacu.edu.au

What if I have a complaint or any concerns?

This project has been reviewed by the Human Research Ethics Committee at Australian Catholic University (2019-59H). If I have any complaints or concerns, I may write to the Manager of Research Ethics within the Office of Deputy Vice Chancellor Research at the Australian Catholic University.

Manager, Research Ethics & Integrity
c/o Office of the Deputy Vice Chancellor (Research)
Australian Catholic University
North Sydney Campus
PO Box 968
NORTH SYDNEY, NSW 2059
Ph.: 02 9739 2519
Fax: 02 9739 2870
Email: resethics.manager@acu.edu.au

Any complaint or concern will be treated in confidence and fully investigated. I will be informed of the outcome.

I want to participate! How do I sign up?

I can return a signed copy of the **Teacher Consent Form** to Federica Caccioppola by ___/___/2019:

- Scan and email the Teacher Consent Form to: federica.caccioppola@myacu.edu.au.

Thank you for your understanding and cooperation in this educational research project.

Yours sincerely,

Federica Caccioppola
Student Researcher



PARENT/GUARDIAN INFORMATION LETTER

PROJECT TITLE: *Global citizenship education in classroom*

PRINCIPAL SUPERVISOR: Professor Claire Wyatt-Smith, Claire.wyatt-smith@acu.edu.au, Professor Robert Lingard, Robert.lingard@acu.edu.au, and Professor Kathy Mills, kathy.mills@acu.edu.au

STUDENT RESEARCHER: Federica Caccioppola B.A. (Psychology); B.A. (Education), Federica.caccioppola@myacu.edu.au

STUDENT'S DEGREE: PhD (Education)

Dear Parent,

Your child is invited to participate in the research project described below.

What is the research project about?

The research investigates how teachers use their knowledge and skills, to communicate and deliver on Global Citizenship Education (GCE). To this end, the project involves classroom observations and a teacher interview. The observations will be in Grade 8 classes.

Who is undertaking the project?

This project is being conducted by Federica Caccioppola and will form the basis for the degree of “Contemporary Humanism” at the Institute for Learning Sciences and Teacher Education, Australian Catholic University, under the supervision of Professor Claire Wyatt-Smith, Professor Robert Lingard and Professor Kathy Mills.

Are there any risks associated with participating in this project?

There are no foreseeable risks involved in participating in this study. However, if the participants feel uncomfortable during classroom observations, they may ask to interrupt the activities or turn off the audio recording at any time.

What will my son/daughter be asked to do?

The researcher will observe in my Grade 8 child’s classroom during the activities devoted to promoting GCE (that is 3 lessons over the semester - depending on class scheduling and the teacher’s availability). The researcher will make an audio recording and transcripts of classroom talk. My child will not be participating in an individual interview or focus groups.

How much additional time will the project take?

Observations will be conducted during the lessons.

What are the benefits of the research project?

The research will contribute to efforts to build enhanced understanding of how teachers and students interact to promote engagement with global issues. In this way, it will contribute to the education knowledge base related to citizenship and global citizenship.

Can I withdraw from the study?

Participation in this study is completely voluntary. I am not under any obligation for me to agree for my child to participate. If I agree for my child to participate, they can withdraw from the study at any time without adverse consequences. If I decide for my child not to participate in this study or if they withdraw from participating at any time, neither of us will be penalised. If my child does not agree to participate, they will partake in prearranged alternate activities. If data has already been collected, audio and observation files will be deleted, and not form part of the analysis.

Will anyone else know the results of the project?

The results of the project will be included in a thesis and research articles. It cannot and will not be used for any purpose other than those specified above. The privacy of all participants is protected as de-identified data obtained will be maintained in password-protected files and the names of teachers, students and schools will not appear in any report or publication resulting from this study.

Will I be able to find out the results of the project?

The intention is to provide a summary of the findings from the classroom observations to participating schools.

Who do I contact if I have questions about the project?

Further questions about this project are welcome and should be addressed to: Federica Caccioppola, Federica.caccioppola@myacu.edu.au

What if I have a complaint or any concerns?

This project has been reviewed by the Human Research Ethics Committee at Australian Catholic University (2019-59H). If I have any complaints or concerns about the conduct of the project, I may write to the Manager of Research Ethics and Integrity within the Office of the Deputy Vice Chancellor (Research).

Manager, Research Ethics & Integrity
c/o Office of the Deputy Vice Chancellor (Research)
Australian Catholic University
North Sydney Campus
PO Box 968
NORTH SYDNEY, NSW 2059
Ph.: 02 9739 2519
Fax: 02 9739 2870
Email: resethics.manager@acu.edu.au

Any complaint or concern will be treated in confidence and fully investigated. I will be informed of the outcome.

I want to participate! How do I sign up?

I can return a signed copy of the **Parent/Guardian and Student Consent Form** by hand to my child's teacher, _____ [Teacher Name] by ___/___/2019.

Thank you for your understanding and cooperation in this educational research project.

Yours sincerely,

Federica Caccioppola
Student Researcher



STUDENT INFORMATION LETTER

PROJECT TITLE: *Global citizenship education in classroom*

PRINCIPAL SUPERVISOR: Professor Claire Wyatt-Smith, Claire.wyatt-smith@acu.edu.au, Professor Robert Lingard, Robert.lingard@acu.edu.au, and Professor Kathy Mills, kathy.mills@acu.edu.au

STUDENT RESEARCHER: Federica Caccioppola B.A. (Psychology); B.A. (Education), Federica.caccioppola@myacu.edu.au

STUDENT'S DEGREE: PhD (Education)

Dear Student,

You are invited to participate in the research project described below.

The research describes classroom interactions that promote global citizenship. It is being conducted by Federica Caccioppola, who will be visiting my classroom during three lessons over the semester. During the observation, the researcher, Ms Caccioppola, make an audio recording of three classroom lessons. I will not be participating in an individual interview or focus groups.

As a participant in this research, I can support a research project about global citizenship education and how this is learnt in classrooms.

Participation in this study is completely voluntary. If I agree to participate, I can withdraw from the study at any time without adverse consequences. If I do not agree to participate, I will have alternate pre-arranged activities. There are no foreseeable risks for you as a participant in the study. If data has already been collected, audio and observation files will be deleted, and not form part of the analysis.

In the record of classroom observations, my identity will be protected, and my name will not appear in any report or publication resulting from this study.

If I have any complaints or concerns about the conduct of the project, I may communicate this to my teacher and my parents or guardian.

If I want to participate, I can sign the student section of the Parent/Guardian and Student Consent Form, and return the form, once completed by my parent, to my teacher, [Teacher Name].

Thank you for your understanding and cooperation in this educational research project.

Yours sincerely,

Federica Caccioppola
Student Researcher

PRINCIPAL CONSENT FORM

TITLE OF PROJECT: *Global citizenship education in classroom*

APPLICATION NUMBER: 2019-59H

PRINCIPAL SUPERVISOR: Professor Claire Wyatt-Smith, Claire.wyatt-smith@acu.edu.au

STUDENT RESEARCHER: Federica Caccioppola, Federica.caccioppola@myacu.edu.au

I (*the participant*) have read and understood the information provided in the Principal Information Letter. I agree to participate in the research project and the following has been explained to me:

- my participation is completely voluntary;
- my right to withdraw from the study at any time without any implications to me;
- what I am expected and required to do;
- whom I should contact for any complaints with the research or the conduct of the research;
- security and confidentiality of my personal information.

If you wish to receive a photocopy of this consent form for your own records, please contact Federica using the above email address.

NAME OF PARTICIPANT (UPPERCASE):

NAME OF SCHOOL: _____

SIGNATURE: _____

DATE: ____ / ____ / 20____

SIGNATURE OF PRINCIPAL SUPERVISOR:

DATE: ____ / ____ / 20____

SIGNATURE OF STUDENT RESEARCHER:

DATE: ____ / ____ / 20____

TEACHER CONSENT FORM

TITLE OF PROJECT: *Global citizenship education in classroom*

APPLICATION NUMBER: 2019-59H

PRINCIPAL SUPERVISOR: Professor Claire Wyatt-Smith, Claire.wyatt-smith@acu.edu.au

STUDENT RESEARCHER: Federica Caccioppola, Federica.caccioppola@myacu.edu.au

I (*the participant*) have read and understood the information provided in the Teacher Information Letter. I agree to participate in the research project and the following has been explained to me:

- my participation is completely voluntary;
- my right to withdraw from the study at any time without any implications to me;
- the risks including any possible inconvenience;
- what I am expected and required to do;
- whom I should contact for any complaints with the research or the conduct of the research;
- security and confidentiality of my personal information

If you wish to receive a photocopy of this consent form for your own records, please contact Federica using the above email address.

I do hereby consent to be observed in three lessons according to my availability.	YES	NO
I do hereby consent to be interviewed.	YES	NO
I do hereby consent to participate in a follow up meeting after each classroom observation.	YES	NO
I do hereby consent to be audio recorded during the classroom observations, the follow up meeting and the interview, and for this audio recording to be transcribed.	YES	NO
I do hereby consent to the use of my voice in the aims described above.	YES	NO
I do hereby consent to be quoted directly through my words and not my name.	YES	NO

NAME OF PARTICIPANT (UPPERCASE): _____

NAME OF SCHOOL: _____

SIGNATURE: _____

DATE: ____ / ____ / 20____

SIGNATURE OF PRINCIPAL SUPERVISOR: _____

DATE: ____ / ____ / 20____

SIGNATURE OF STUDENT RESEARCHER: _____

DATE: ____ / ____ / 20____

PARENT/GUARDIAN AND STUDENT CONSENT FORM

TITLE OF PROJECT: *Global citizenship education in classroom*

APPLICATION NUMBER: 2019-59H

PRINCIPAL SUPERVISOR: Professor Claire Wyatt-Smith, Claire.wyatt-smith@acu.edu.au

STUDENT RESEARCHER: Federica Caccioppola, Federica.caccioppola@myacu.edu.au

Part for the Parent/Guardian

I (*the parent/guardian*) have read and understood the information provided in the Parent/Guardian Information Letter and Student Information Letter for Participants. I agree that my son/daughter may participate in this research, in which the researcher will be visiting my son/daughter’s classroom, during three lessons over the semester, devoted to promoting global citizenship. I agree that the researcher will observe and audio record the lesson related to Global Citizenship Education. I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify my son/daughter in any way. If I don’t agree, my child will undertake alternate prearranged activities at the school.

If you wish to receive a photocopy of this consent form for your own records, please contact Federica using the above email address.

NAME OF PARENT/GUARDIAN (UPPERCASE):

SIGNATURE: DATE:

NAME OF SON/DAUGHTER (UPPERCASE):

TEACHER’S NAME:

SIGNATURE OF PRINCIPAL SUPERVISOR: DATE:

SIGNATURE OF STUDENT RESEARCHER: DATE:

Part for the Student

STUDENT AGED UNDER 18 YEARS CONSENT FORM

I (*the participant aged under 18 years*) understand that this research project is designed to explore how my teacher communicates and uses their knowledge and skills about global citizenship education (GCE). What I will be asked to do has been explained to me. I agree to take part in a lesson where a researcher observes activities in my classroom devoted to teaching citizenship in a global perspective over three lessons during the semester. During the observation, the researcher will observe and audio record the lesson related to GCE. I realise that I can withdraw at any time without having to give a reason for my decision.

NAME OF PARTICIPANT AGED UNDER 18 (UPPERCASE):
.....

TEACHER’S NAME:

SIGNATURE: DATE:

APPENDIX D

Australian lesson transcripts

T1 L1

Line	Speaker	Transcript
1	T	Yeah. So when people think of rural areas, what's the first thing you think of?
2	S	<i>[inaudible]</i>
3	T	Yeah. So unless you're working in the agricultural industry, what else are you going to do up there?
4	O	<i>[noise]</i>
5	T	<i>[speaking with the observer] [laughing]</i> Right! What else are you going to do up there?
6	S	Like tourism?
7	T	Maybe but is there a lot to see on the farm? <i>[laughing]</i> Maybe there's like a <i>[ahem]</i> petting zoo.
8	S	<i>[inaudible]</i> stuff like that. Like they've got <i>[inaudible]</i> , but that's agriculture.
9	T	Yeah. There's probably usually in conjunction with their daytime job. Right. / What else?
10	S	Well my grandparents live in Toolamba [suburb in Brisbane] and when you go up, there's this university of Queensland in Brisbane, but they've got like university of Queensland and they have this big, like agriculture plant where they teach people becoming like this.
11	T	Yeah. They have many campuses around in those rural parts. So, that's would be probably another one. There might be a local doctor or dentist in the small town, <i>[ahem]</i> but really rural parts are going to have minimal opportunities because if you're the doctor in that town and there's like a few hundred people, chances are, <i>[laughing]</i> there's not going to be another doctor. <i>[ahem]</i> So it's like, things like that, <i>[ahem]</i> as well as most people would move away to go for university or things like that. So unless you're working in the agricultural industry and it's like a family trade that's been passed on to you <i>[ahem]</i> because it's really difficult thing to do. Farmers don't get enough credit. They grow all our food, collect it, distribute it. They do all these things that have all these skills. <i>[ahem]</i> I've tried to work on a farm on a small-scale farm. And it was very challenging <i>[ahem]</i> coming from my parents who are actually farmers. <i>[ahem]</i> They have so many skills that they can't even describe them to me. But without that knowledge, without that background information, it's going to be really, really hard to actually get a job in that industry. And there's not really much else

- out there. Does that make sense?
- 12 C *[silence]*
- 13 T All right. So *[reading]* “why do you think many people in poorer countries move from rural to urban areas?” So this isn’t just here, North America, Europe it’s in poorer countries. They still move to the city. Why would they move to the city?
- 14 S Well, to find a better paying job so they can support their families and have easy access to shelter, food, and other necessities like health care services?
- 15 T Same reasons as us. What else?
- 16 S Oh, I was just going more into the health care thing. They have less sanitary situations out there so it would be, even if a little bit, it would probably be easier access when you get injured and sick.
- 17 T Yeah, for sure. For sure.
- 18 S So they can move to a more economically stable community with more job opportunities, better sanitary, and industrial development.
- 19 T Yeah. So it’s about if you’re living in a small town again or a small village, let’s say in a rural part of Eastern Africa or something like that, you’re going to encounter some challenging things. Because again, they might have the one doctor in the village if there is one, *[ahem]* but will they have all the same treatment plans and the same types of things that they would have in those cities hospital?
- 20 S No.
- 21 T OK. So it becomes more advantageous to live in a city, regardless of if you’re in a poor or *[ahem]* a rich country like us, so compare the photos of New York, Tokyo and New Delhi. *[reading]* “What are some of the features common to all three cities? And in what ways has having large cities changed between 1950 and today?” So let’s look at the three photos. What’s the biggest thing that we notice?
- 22 S High rises and buildings.
- 23 T High rises and buildings. What else?
- 24 S High population of people.
- 25 T A high population of people. It’s pretty crowded. I’d say, yeah. Anything else?
- 26 C *[silence]*
- 27 T So it’s crowded, they’re building up as an, as opposed to out. OK. *[ahem]* So anyone been to Paris? Raise your hand. Yeah. A few people. Would you see Paris’ skyline look like that?

- 28 C *[together]* Mm... no.
- 29 T No, they actually ban skyscrapers in Paris. *[ahem]* So there's only a couple in there. And then they said, no, you're ruining our beautiful French landscape go away *[laughter]*. And so they stopped it. So rent is ridiculously expensive because they don't have high rises there. *[ahem]* Beautiful city, amazing, but it's not going to look like New York, not anytime soon, but this is New York in 1950. It was the world's largest city at that time. And it just had 12 million people. Then if you look at Tokyo in 1990, it reached 25 million and in 2030, based on current trends, new Delhi is expected to be the world's largest city [*slowly*] with 40 million people. How many people live in Australia?
- 30 SS *[together]* *[indistinct talking]*
- 31 T Twenty... 26, 27 million. So almost double, almost of what we've got in our whole country, in one city. Kind of crazy. Right? So they're just getting bigger and bigger.
- 32 S So basically we've got lots and lots of cities and like all around the coast, mostly inside. So they basically squish them all together and it's like one place, but that would mean that they've got really high buildings.
- 33 T They have really high buildings. And there's another element of Delhi, which I will show you a video of just not today, but it's basically describing the living conditions of some of the parts of the city, and there's a lot of slums. Can anyone tell me what a slum is?
- 34 S It's like makeshift houses where people who don't have enough money to buy houses, kind of like make things out of cardboard or pieces of scraps.
- 35 T Exactly. It's not really a home because it's just whatever they could find and they kind of mashed it together. It is a home. It's just not really technically what we would consider a house. So it's these really interesting spaces. And when you get to see inside one where, you know, six or seven people in a family live in this one room place, they all sleep on the floor. They share the same bed and that's just the way their life is. And they still go to school. They still go to work. And that's the only thing that they can do and afford. It's still a functioning society, but the quality of life and the sanitation is very, very low. OK. *[ahem]* And it creates its own challenges, but you'll see that in another *[ahem]* lesson. So we all know, I just really, really want to know what the difference between those three or four areas well four areas, but we're not going to count CBD. Cause we went through that. So what's a residential area?
- 36 S Where all the houses are and majority of the population lives.
- 37 T Yeah. It's the dwelling. It's where people live *[ahem]*. A term that we don't actually use very often

here but if we go back to that photo of New York, and we look at the Manhattan skyline, there's people who work here that don't live here. And they started calling those communities where they live just bedroom communities, because people didn't really use them other than just to sleep. So they worked there, they lived in the city; they went to dinner in the city. They went out in the city, but they had to live outside of it because it's so expensive to live in it. And they started calling them bedroom communities. So those are those residential areas around it. You can live there, but it's super expensive. What about commercial? What a commercial area is?

38 C [silence]

39 T Someone read it. Yeah.

40 S Areas, shops and places where you go to buy things?

41 T Yeah, it's essentially where we spend our money. Shopping centres, things like that. [ahem] It has a different, there's different permits in different places. So in Brisbane specifically, I don't know if you've noticed, but any of the high rises that they're building, where there are going to be apartments, the first floor is always commercial. Has anyone noticed that? [ahem] Unless they have a lobby because they're a hotel as well or something like that. But if you go to any new building, they're renting out that space for any kind of market, convenience store shops, café or whatever.

42 S I remember in Year Six at my school, we had to design like a building with like [ahem] multiple uses and I think [ahem] what the ideal thing was [pause] is a living space, but also other uses [ahem] maybe like a cinema or a shop or something as well as living space because there's not much room to build off.

43 T Yeah. That's exactly what they're trying to focus on now. Especially in [ahem] certain cities that are lacking space. So in China and parts of China, they're building cities up and they're actually creating self-sufficient little villages or towns or cities within that building. So if you need to go to the grocery store, you just go downstairs. How convenient would that be? Just go downstairs. You don't need to go in the car. You don't need to get on your bike. You don't need to walk anywhere. You don't need to take the bus. You just take your elevator down, do your shopping, and take it back up. [laughter] So they have experimented with these amazing ideas because it really prevents people from having to travel and that's where a lot of our emissions and the issues that we're dealing with the environment come from. So convenience is a big deal. That's part of living in the city. Whereas if you lived out in rural parts, chances are you're going to need a car because you're

not going to really have reliable public transport or any other means to get around.

[*ahem*] Finally, or not finally, sorry. Industrial areas: so what are those plus fives?

44 S Factories, mainly like warehouses.

45 T Yeah. Alanah [student name], you want to add to it?

46 Alanah I was going to say that.

47 T Same thing? [*laughter*] And then that's pretty self-sufficient. Yeah. Anything that's literally being made. So manufacturing areas, [*ahem*] plants, things like that, that you wouldn't buy anything directly from. There are people that work there, but you wouldn't really live there. [*ahem*] So who knows Tenerife [suburb in Brisbane] area pretty well is? How would you describe the areas now that they had those old factory buildings like the wool store and the cannery and all those buildings? / What are they now?

48 S Apartments.

49 T Yeah, they've literally taken this cute real estate, that's so expensive, transformed these buildings that used to manufacture wool and can things into loft spaces for people to live in here. Yeah?

50 S That's where my mom and dad used to live in, in those buildings.

51 T Yeah. Like they're really, really nice apartments there, [*ahem*] but that's what they did. They took this really expensive real estate. They said all we're not going to tear down this heritage-listed building. That's been there for hundreds of years. Let's make it into something we can use. We're no longer manufacturing wool, right in the middle of the city. It's not really efficient to do this anymore. So now they've changed them to apartments. [*ahem*] And that's the good thing about [*pause*] refurbishing and restoring areas. So this poor area will always, probably be a poor area, but there's parts of the city that were industrial that are now being repurposed to something else. OK? Something to think about when we talk about planning and cities. [*ahem*] And then park land and nature areas, pretty obvious. I'm not even going to ask. [*ahem*] Pretty much anywhere you can do something fun, sporting, recreation, dog parks, green spaces, all of that. OK? [*ahem*] Everyone understands those things. Very clear. All right. So now we're going to have a look at world migration. It's going to be a little activity. I'm just going to describe it to you quickly. And then you guys are going to have a play around with this website. If you go to that website, "Immigration data", you get the "World map". You can pick any country. I'm actually going to ask you to do [*ahem*] one, sorry, to do three, one from each continent, like popular continent. Obviously don't

pick Antarctica. No one really lives there, technically [*laughter*]. And once you're there, if you just make sure it's on "Immigration and emigration", you can click on the country so I picked United States and it'll tell you total number of international migrants and [*ahem*] all that information that it's asking you. [*ahem*] It should also tell you where they're from and that sort of thing but I will come around and help, but you can see the trend is going up. So more people are immigrating there, despite maybe what's being said in the news and stuff like that. They're still accepting immigrants, even though they're building walls and things like that [*laughter*]. [*ahem*] And it's, it's kind of interesting. So there's a bit of statistics. There was a few questions, have a play around with it, but I will come around. [*ahem*] So, it says repeat the steps for five different countries. Do it for at least three. OK? So just copy it into your homework or your class notes section doesn't matter, [*ahem*] fill in your chosen country. How many people are there and then where are they from? OK? So it should be on there, but I might have to play around with this for a moment to really say, so make sure you just click on the country. You can pick any country in the world. OK? [*ahem*] So if you picked Australia, you can see 5.7 or 7.5 million international immigrants mid year for 2019. OK? Play around with it. See what it's like. And I will around.

52 SS [*buzz*]

53 T [*moving around the class*] I did it last year. And I'm going to look for it again really quickly. Cause I know I have to click on something. There is a thing you have to click on. Oh, where is it? Number. "Immigrants". "Young immigrants". "Working age". [*pause*] Oh, there it is. So [*pause*] So [*pause*] [*mm*] Let's go back and zoom out. [*pause*] [*loudly*] [*speaking with the class*] So just so you can see, to find out the three [*ahem*] largest immigrant groups for that country. If we look at Australia, you just kind of have to scroll down. I don't want to explain again. [*tz*] [*ahem*] If you click on, if you click on "Immigration and emigration" up here and you click on "The three largest immigrant groups", it'll pop up. When you go to that country, it'll actually draw lines to those countries. There were the most immigrants are [*pause*] not surprisingly the UK. And it tells you 1.3 million come from the UK. Not shocking because that's where most of you guys are probably from, or your ancestors are. [*ahem*] The other bit is from China, which has booked 641,000. And then New Zealand has about 600,000. That's not to say that people don't come from other places, obviously. It's just, these are the top-three. Does that make sense? So it's really interesting when you click on other places. So if you go to the United States of America, most of them come from Mexico or, you have to zoom-out a little bit to actually see, China or India. OK? Click on Canada,

might be quite similar. And that's how you find out. OK? Surprisingly Portugal for some reason [laughing], India and China. So you'll see that a lot, but just pick a few countries, answer the questions and see how you go and to find that you got to click on it and then click on the country.

54 SS [buzz]

55 T [moving around the class] Click on [inaudible] Look at China, it's quite interesting, people from Brazil, Hong Kong and China [inaudible] I'm surprised [laughter]

56 SS [buzz] [laughter]

57 T [some minutes later] [↑loudly] Just something to point out, some of you have done some really interesting stuff with your selected year. You can play around with that too. [ahem] So if you move it to, let's say maybe year 2000, so almost 20 years ago, and you click on the same place, it may have changed. So let's see Canada, maybe a little bit different. Yeah. A little bit. Australia, Australia changed as well. Used to be more people came from Italy.

58 S [laughing] Italia!

59 T Yeah, 20 years ago.

60 C [indistinct talking]

61 T Politically is my main reason. So there has been a push factor to not move there, right? [ahem] political is very different in Canada [inaudible], it's expensive [inaudible] teaching is not paid very well... there is a large number of reasons. To choose my place to live I personally -

62 S Australia is better?

63 T Yeah. I would not to live there [inaudible] in my personal experience. This is my perspective view. It doesn't mean like everyone does [inaudible], I don't like about that. But there are some [←slowly] amazing part in the States [inaudible].

64 C [indistinct talking] [laughter]

65 T [some minutes later] [↑loudly] Did we find anything really interesting, any weird countries that you weren't expecting? Some strange kinds of immigration? [ahem] 'Cause usually you would immigrate to somewhere that's fairly close by. I'm actually kind of shocked that Canada doesn't have more immigrants from the United States and vice versa. I'm actually surprised at that. But I think because work visas and things like that, for people who work along the border, they still maintain their citizenship. So they don't actually officially immigrate to the other country. I'm guessing. Yeah?

66 S In Canada and [ahem] America lots of [pause] immigrants came from India and China and not

anywhere else really *[pause]* kind of India, China sort of regions *[pause]* hat's what makes me wonder, like why they emigrate?

67 T Yeah. So in same thing, Australia. China's one of the big ones. If you go to New Zealand, China's one of the big ones. India is another big one for New Zealand. Why is there this trend of China and India? Does anyone know why?

68 Mila I think China is kind of like tourism. I know that like in Great Barrier Reefs they have lots of tourists.

69 T *[ahem]* So they like to come for tourism but why would they want to live in these other parts? Mila *[student name]*? Did you want to add to it?

70 Mila No

71 C *[buzz]*

72 T Yeah. So their population is so huge. So even if you know the same percentage of people moved from the UK to New Zealand, it would be a fraction because they're so heavily populated. They were at a billion people each. So that's the main reason why they kind of *[ahem]* take over so many countries *[mm]* takeover. They kind of just immigrate to all these countries and they tend to be in the top because they actually just so many. There's just so many of them. *[mm]* Anyone get any interesting countries that they want to share or as like some interesting facts? Yeah.

73 S Chad or Cad?

74 T Chad. Yeah. Want to find it?

75 S *[inaudible]* African Republic is like one of them, Cameroon, and Sudan.

76 T So those would be all the neighbouring countries in those areas. Right? *[ahem]* You'll find that a lot in Africa, they actually move from neighbouring countries. So the only exception, if you go to Morocco, that's where I used to live, most of them will move either or most of the immigrants into Morocco are actually from France and Spain, *[ahem]* because they want to live there. They actually have regions of Morocco where they speak Spanish and French is their second language and Algeria is their neighbouring country. *[ahem]* But if you go to France, you'll see vice versa. They get a lot of Moroccans as well because they can speak French so *[ahem]*. Kind of interesting if you look at these different aspects of why people would move everywhere. So I'm a little bit surprised by like Brazil, Brazilians moving to China and that sort of thing. But they've got, or, and Chinese moving to Brazil kind of interesting. *[ahem]* But, yeah, there's a number of places that I think are kind of interesting. Anybody else get anything different? Look at

all the Americans moving to Iceland. *[laughter]* That's cool. 2,500. Not a lot. But do you see the difference between the amounts of people 2,500, 15,000 from Poland versus like millions 700,000/800,000 two different places? Yeah?

77 S I found this weird. I don't know why that a lot of people from Iraq and Syria go to Sweden?

78 T Yeah.

79 S It's just weird to me. Cause it's like so far away.

80 T Well, so you'll find a lot of immigrants from the middle East moving to Europe because it is closer than let's say North America or Australia, if they're trying to escape *[ahem]* certain hardships, especially ones from Syria, there tends to be a lot of refugees from there. So they'll move to places. Why Sweden in particular, I'm not a hundred percent sure, but there they are moving towards Europe. They may know people there, that sort of thing. So, yeah. It's just some interesting little tidbits⁷² that you'll find around. Look at the UK. They've got Pakistan, India and Poland, random *[pause]* everyone's from Poland *[laughing]* just wants to go there. *[ahem]* Yeah. Pretty interesting stuff. I think. So if we go onto the next activity *[ahem]* this one's a bit more *[pause]* it's a skill, but it's also to do with our topic, but it's a little more fun, I think. *[ahem]* What you're going to be doing is creating an annotated visual display. This is what an annotative visual display looks like. It's a picture *[ahem]* of many things. So it's going to have a title. You're going to have maps, graphs. And it's a data almost like if you remember, or you did like a science fair, you had the big poster board and you had like pictures and visuals. And then you had little bits of information around it. That's what this is going to be. What's an annotation? Anyone know what an annotation is?

81 S Like describing something, annotating it.

82 T Yeah. Describing something. Anyone want to add?

83 S You write notes about it.

84 T You write notes about it. So if I have a map of Canada or Australia or wherever, there's the country, don't make fun of my writing *[laughter]*. I would have like an arrow or a line pointing to a text box and I could say: "Bla bla bla bla bla bla Australia *[ahem]* has the nicest beaches in the world. I'm pointing out some facts that I want to make clear using that source. OK? *[ahem]* It

⁷² The "tidbit" is a small piece of interesting information (<https://dictionary.cambridge.org/dictionary/english/tidbit>).

includes photos, graphs, maps. OK. So what I want you to do is have a bit of a read for the rest of the lesson and you'll get a bit of time next class as well to finish it. But this is going to be an example of what you could do for your assessment. You could show me visuals, annotate them and explain why they're relevant, why they're important. *[ahem]* There's a number of resources here. Explain what Irish immigrants did in Australia, why it's important for S1 [school name], why are they still immigrating here? That sort of thing. And you may have done a little bit about this maybe in religion. I feel like: "Maybe, yes, no". Not really?

85 C *[silence]*

86 T OK. I didn't want to go over it too much because I thought maybe you had, *[ahem]* but essentially you'll learn a little bit about Catherine McAuley story, *[laughing]* which you would have heard a little bit about this story, and why the Irish immigrants settled here. And so you can just read through it. What I'd like you to do, and you can do this in pairs as well, is to come up with one of these awesome visual displays and annotate it and explain you answering these questions. OK? So in pairs, you're going to answer these questions, using a visual display. Does that make sense? So instead of just writing paragraphs, I want to see some visual and you can do this in the collaboration space, which I will set up a section for you guys, "Irish immigrants". OK? And you can add your page here. OK? And do it in pairs two people, maybe three, if you're really desperate and work on it together. OK? So have a read through, maybe divvy up the questions so you have something to work on and that's pretty much what we're doing for the last little bit. / Any questions about it?

87 C *[silence]*

88 T No? It's going to be really good. Cause we're going to do the same thing with Chinese immigrants *[ahem]* and you're going to have a really good understanding of about the Chinese immigration policies and why people came over and all of that, and that's going to be really, really good information for your assessment, OK? We'll talk a little bit about the field trip in the next week or so. And you will get your tests back I promise *[laughter]*. OK? Include graphs and maps. So even if it's just these sorts of visual aids, so this is one I found; just start googling "Irish immigrants to Australia", "Irish immigration", that sort of thing. And you get this beautiful visual data and that's kind of how it should look, make sense? OK. Hop to it. Got a good 35 minutes. OK. Let me know if I don't have a partner.

89 C *[together] [indistinct talking]*

- 90 T *[some minutes later]* If I were you I would start reading a little bit because, chances if you haven't done this in religion, you probably don't know a lot about Irish immigrants other than maybe Catherine McAuley story. OK? So click on a few of the links. There's a lot there. I'm not expecting to read everything. *[ahem]* This word document also is really helpful. And just start reading a little bit. You will stumble upon the answers as you go but split the question so you're not doing them all. There's graphs on there I'd like you to use as well.
- 91 C *[together] [indistinct talking]*
- 92 T *[some minutes later]* I'll give you some time on Wednesday to finish but it is something I'm going to look at *[pause]* no, you're not graded on it, but it's part of your homework participation, task completion, all of that, so. Yes?
- 93 S *[inaudible]*
- 94 T You can do it in "PowerPoint". You can do it just in the "One note". *[ahem]* You can frame it so I know the edges of it, but it's up to you. You can do it in "Scribble maps". You can do it in *[→ quickly]* "Scrum Master" would be weird), but you can do it in *[ahem]* "Pic collage" or something like that. I'm happy for you to use those programs.
- 95 C *[together] [indistinct talking]*
- 96 T *[moving around the class] [inaudible]* Be nice to each other!
- 97 C *[together] [indistinct talking]*
- 98 T *[tz] [tz] [tz]* Just remember that a lot of people are reading.
- 99 C *[↓whispering] [together] [indistinct talking]*
- 100 T So remember a couple of things. If you're going to include a map make sure it has *[inaudible]* on it. OK? Especially if you're adding something to it, don't forget that you're the author. *[ahem]* If you're adding a graph, make sure it has "SALTSA" stuff on it.
- 101 C *(unison)* SALTSA?
- 102 T Yeah. Everyone's like: "What's 'SALTSA'?" *[laughter]*. So that's: Scale, Axes, Labels, Title, Source, and Author again. Typically, unless you made the graph, there's not really an author. OK? So I want to see at least one map and at least one graph. And if you girls are working in the collaboration space, please make sure you copy your stuff over into your own one note. In case people make mistakes.
- 103 C *[together] [indistinct talking]*
- 104 T *[moving around the class]* What's up? Question on the side? Question?

105 S *[inaudible]*

106 S That's different.

107 T What did you guys call it?

108 S *[inaudible]*

109 T The whole tab, you had your own tab?

110 S Yes.

111 T Not a page?

112 S Yes.

113 T I don't have that.

114 C *[together] [indistinct talking]*

115 T I can only do page versions. Do you have it somewhere else? *[pause]* No, I can't do anything about a tab.

116 S That's OK.

117 T You guys have it somewhere? Some of it? Something?

118 S Yes.

119 T OK. Make sure you copy it over into your own one note as well, because accidents do happen. OK?

120 C *[together] [indistinct talking]*

121 T OK, so *[tz] [ahem]* on Wednesday, we'll continue with this. We'll go through them as a class. We'll make sure everybody's on the right page. *[ahem]* I don't know if you'll get your tests back on Wednesday or Friday. I have to see. *[ahem]* Again, we'll just see what happens. *[ahem]* And - Yeah, that's pretty much it. So you don't have homework, but if you haven't done a lot in this class and you don't think you were very productive and you don't think you'll finish it next class, work on it a little at home. I'll probably give you about 20, 25 minutes. Like almost half the lesson. So you'll be all right. You've got a couple of minutes you can pack up, but please stay in your seats. OK?

122 C *[buzz]*

T2 L1

Line	Speaker	Transcript
1	T	<i>[a couple of minutes later]</i> ⁷³ Ok <i>[tz]</i> thank you. Can you take your laptops for me, and your diaries so I get your results? A couple of things about getting your results back. One, they're your results and not anybody else's. Two, <i>[noise]</i> they concern the Geography requirements, OK? That is OK and you understand that, do you understand that they're yours and not anybody else's results? You don't need to ask nobody: "Hey, how did you go? What you get? What you get?" You don't need to have wondering about that if you have your paper here and you're looking at the results not necessarily. Someone worked very hard in preparation for your exam; others of you may have done the minimum requirement, OK? Everyone is different; some people would proud of their results, some people would be disappointed. If you want to discuss with me further, I will be more than happy too; come and seat in my office. Does that make sense?
2	C	<i>[buzz]</i> ⁷⁴
3	T	I'm in in a couple of minutes to collect your paper so once you've done you'll take your diary; the results will be appearing in your account, so your parents can see them. <i>[Ten minutes later]</i> OK, building on what we did on Tuesday we are looking and finishing up urbanisation. So, what we are going to look in period 1 today is we are going to look at living and urbanisation before we specifically move on to Chinese migration; so, we're looking at the urban effects on living. / What is urban living?
4	C	<i>[silence]</i>
5	T	Yes?
6	S	<i>[noise]</i> in a city living?
7	T	Yes, in a city living. So, we need to look what those effects might be on people. So, can you jump on "Urban effects of living"? I will copy this into your one note; there are some questions for you to do at the bottom of this section. <i>[moving around the class]</i> I would have a stylus in your hands unlined or underline the keywords ⁷⁵ .
8	SS	<i>[buzz]</i>
9	T	OK, any volunteer to read this or you have to hear just my voice?

⁷³ The teacher invited me to come to class and to prepare the classroom audio recording while she talked with the students outside. The teacher greeted students at the beginning of class while they came to class.

⁷⁴ The teacher called each student to the desk to deliver the paper with the results.

⁷⁵ The teacher moved around the class while students worked individually on their tablet for some minutes.

- 10 C *[silence]*
- 11 T Any volunteers?
- 12 C *[silence]*
- 13 T Class, you usually volunteers, what's happen?
- 14 C *[silence]*
- 15 T No? All right, start to listen to my voice... to yourself. OK, have you finish to highlight? Couple of you don't. OK, referring to large urban areas, can they provide people with both positive and negative experience? You all live in a large urban area of the Brisbane city, there are positive and certainly negative effects of living here, and we have a look at that. First of all, cities attract people to them with *[reading]* "the opportunity of work and the possibility of better housing, education and health services". All of these are key words, are they? Opportunity of work, possibility of better housing, education and health. Education does include professional and for adults' education, it's not necessarily just for one of them. *[reading]* "There is a strong interconnection between the wealth of a country and how urbanise it is" Let's have a think about that for a second. *[reading]* "How wealthy a country is shows usually how urbanise it is". / Can anyone think another country that would be very wealthy and urbanised like our? Yes?
- 16 S *[ahem]* Dubai?
- 17 T Dubai, yes, very wealthy as well very urbanised. Yes?
- 18 S Singapore?
- 19 T Singapore, yes. Any others? Dubai, Singapore who are wealthy and urbanised.
- 20 SS *[silence]* | *[indistinct chattering]* | Europe?
- 21 T Europe, yep, lot of European cities certainly. So, considering the wealth of the country (*pause*) and how urbanised it is, what the wealth have to do with the urbanisation? Yes.
- 22 S Because they can afford to build their apartment and stuff like that?
- 23 T Yes. I would write this down to stylus on the side there's the how this to relate "The wealth of the country". If you do not have money to build the road, to build more buildings and infrastructure, if you don't have money to make schools, to develop hospitals, you're not going to have that urbanisation. So, the world of a country released how urbanised it is because you can afford the infrastructure. We can afford the "Story Bridge", we can afford to have the "Royal Hospital" down the road, we can afford to build schools like "All Hallows", like "Terrace", like "St James", all the schools around us here in the CBD, if you don't have the money you can't build this roads and

buildings that just appear out of the ground. Do you have any question about this?

- 24 C *[silence]*
- 25 T Do you have any question?
- 26 S No.
- 27 T No? OK. All right. Generally, countries with the high per capita income tend to be more urbanised while low-income countries tend to be least urbanised. Does anyone know what “per capita income” means? Yes?
- 28 S Per capita is like per head or per person?
- 29 T Yes. How much money do you make, sure; we all live together, that would be fun, all 30 adults and a house - probably fun all the time *[ahem]* what happen in this case? You, so if you would earn some money, and avail would earn some money. So, per capita means per person of that country and the amount of income you have. So, looking the exercise in the book, Jim [generic name] goes right in the business deal that sells t-shirts and Jill [generic name]’s done some studies, she works in business; so, what you’ve done? Bonnie [generic name] has completed her studies as well, she works in the health system, but these three over here, they do not earn any money and they just live around with their family and friends and they have a great time. Do you think they’re part of the per capita and they will be on the high side?
- 30 C *[together]* No... | No.
- 31 T Would these three girls doing nothing sitting on their couch and living like at home watching Netflix, do you think they go to help our economy growth?
- 32 SS *[unison]* No...
- 33 T Why not?
- 34 SS *[together]* *[indistinct talking]*
- 35 T They’re not contributing, they disown the way to earn money to help the economy because they are fully capable but they decided to seat on their couch. So, high income per capita means how many people and how much each persons earning. Do you think Australia has a high per capita income?
- 36 SS *[unison]* Yes.
- 37 T Yes. We have a lot of hard-working Australians in their trade or their study or their career or their job will do the work and get paid well. If everyone in Queensland decide to seat on the couch do nothing, *(pause)* do you think we would have the opportunity to have these things?

- 38 SS No... | *[silence]*
- 39 T *[ahem]* This happens because people get group together create many chances to move out of poverty generally because of increased work opportunities. If there is no work for you, you cannot earn money, you're going to start to get into that low financial cycle which can down the track lead to the chances of poverty hunting that run out. There are often better support network from government and local councils also cheap and provide facilities such as housing, roads, public transport possible to school to a population concentrated into a small area. Can you highlight that fact? Houses, road, public transport, possible schools, population concentrated into a small area. Is Brisbane relatively small?
- 40 S *[mm]* Yes.
- 41 T Yes, a lot of building is really small. Do you think the middle of Australia and west of Queensland is hold?
- 42 S No.
- 43 T Is there a lot of space?
- 44 S Yes.
- 45 T A real lot! It could be it can be up to three hours for a hospital; / can we build one every ten kilometres?
- 46 S No.
- 47 T Why not? Yes?
- 48 S Because of lot of money?
- 49 T Because of lot of money. Why else? *[speaking with one student]* Yes?
- 50 S *[ahem]* 'cause lot of money *[inaudible]* wouldn't like earn money back 'cause *[inaudible]*.
- 51 T Yes, wouldn't device many people. Do you think is may people work *[inaudible]* in Brisbane?
- 52 SS *[mm]* | No...
- 53 T No, it does no have to supply to month. Just hold the schools out that they can't have a school every twenty kilometres because there's not going to be enough students to fill their classrooms and fill their seats. So, we're very heavily concentrated here in Brisbane. What's another heavily concentrated cities and *[ahem]* suburbs in Australia?
- 54 S Melbourne?
- 55 T Melbourne, good. *[pause]* Oh, come on, class!
- 56 S Sydney?

- 57 T Sydney.
- 58 S Perth?
- 59 T Perth.
- 60 S Canberra?
- 61 T Canberra *[silence]*. Wow! We are really hard to sleep spoiling; let's start functioning!
- 62 S Hobart?
- 63 T Hobart.
- 64 S Adelaide?
- 65 T Adelaide. Very good. Yes? Is it a finger? Ah no! OK! *[reading]* "Urban challenging. Rapid population growth in urban areas causes different problems such as poverty, unemployment, inadequate shelter, poor sanitation, dirty and incomplete water supplies, air pollution, road congestion, overcrowded public transport". Have you ever noticed one of those living here in Brisbane?
- 66 C *[silence]*
- 67 T Anyone of those?
- 68 C *[silence]*
- 69 T Have you noticed road congestion with your family, when you're stuck in traffic?
- 70 SS *[together]* Ah... | Yes... | *[indistinct talking]*
- 71 T Yes. OK, public transport concerns all of you because you're students.
- 72 SS *[together]* Yes... | *[indistinct talking]*
- 73 T *[mm]* Excellent... OK. So, girls, what she is saying, maybe, is *(pause)* when the population keeps on growing, so for rapid population growth, what does the government have to do to support that urbanization? If the people keep growing more and more?
- 74 S *[silence]* *[ahem]* There's too many.
- 75 T Not necessarily. What else we have to do?
- 76 S Make more places to live?
- 77 T Yeah, we need more infrastructures, we need more houses being built, we need more hospitals, we need more schools, and if the population keeps growing we need more things. So that, to don't have road congestion we need more public transport to get people off those trains, off those buses,

off those CityCats⁷⁶, so there's more. Building shelter usually hasn't really been too much for problem here in Brisbane, but can anyone tell me: What shelter options have improving recently and they're not selling fast and they've never really tall building and they have what's in?

78 S Apartments?

79 T Apartments. They're going up very quickly, they're actually normal selling. A lot of accommodations mean built at the moment you might have seen or somewhere in your accommodation buildings and it always for rent and sale they're not selling. So, the government has put a lot of money into building, but unfortunately people don't buy it. Very interesting is to know what happen to them in the future. OK, before dong an activity, *[reading]* The slums. Ahem... "slum" is a term used for very low poverty in quality in countries. Where would be a slum? What countries have very high levels of poverty? We looked at this last lesson, who where in the world?

80 S Asia?

81 T Asia.

82 S India?

81 T India.

81 S Africa?

82 T Africa, good. OK. *[reading]* "In many developing countries urban growth has resulted in unplanned settlement", it's not planned... (tz) Thanks girls. Unplanned settlement called slums, ghettos, shantytowns as well. One billion people live in slums worldwide. Is there a lot?

83 SS *[unison]* Yes.

84 T How many people in the world?

85 SS *[together]* Seven.... | Seven.... | Seven... billion.

86 T So, how many lives in slums?

87 SS 1:7 [one of seven].

88 T One every seven people *[pause]* 30 are in this class and none of us live in slums and poverty *[pause]* so, a lot of people in the world in poverty *[pause]* OK. Do you know the nations to find slum as one or a group of individual's living under the same roof in an urban area lacking one or more of the following five amenities? I will just put an extra next to this definition if you don't

⁷⁶ CityCats are catamarans to get around the riverside areas of the Brisbane city.

want to highlight the whole thing: *[reading]* 1. Durable housing – it means a permanent structure how many structure that won't blow away or will damaged with the rain that we had last night. 2. Sufficient living area – there's no more than three people sharing in a room. 3. Access to improved water - so water have to be efficient, affordable and can be obtained from extreme effort. Anyone here walks five to ten kilometres a day to get water?

89 SS *[together] [indistinct talking]*

90 T No, you are not living in poverty...

91 SS *(laughter)*

92 T ... but someone who is, that is an everyday *[ahem]* reality. *[reading]* 4. Sufficient water – you have enough to drink, you have enough to cook, you have enough sanitation and laundry as well. 5. Access to improved sanitation facilities - only those give a private toilet or share a public toilet with a reasonable amount of people, maybe three, four, five, six, seven family members *[pause]* not one per community *[pause]* or you're waiting and have a line-up for a while to get in. 6. Secure tenure and protection against forced eviction. OK, we talked a lot this morning, just to show you that what height of the slums... *ahem*... can look like people live inversely on top of each other *[pause]* in a close new area. OK, I want you to have a look at that data for me, having a look at the water premises and flushing toilets and then you've got questions to do. That's enough for me talking.

93 C *[silence]*⁷⁷

94 T Here the question that requires you to refer to the data⁷⁸. So, the question is to describe the relationship between the poor and non-poor people in urban areas and their access to clean water and toilets. You are looking for eight pass in this data; describe the relationship *[pause]* so I would say something *[ahem]* what would you do when you write the relationship or you're looking for a passage? *[noise]* Something that is?

95 S The same?

96 T The same, something that is common, between poor and non-poor people, poor and non-poor areas; so, you're looking for something that is the same and then something that is different. You would have done this last year in your "Water and liveability" unit; so, you're looking for a relationship.

⁷⁷ The students worked individually typing on their tablet.

⁷⁸ The teacher writes on the blackboard: "Question. Describe the relationship between poor and non-poor people in urban areas and their access to clean water and toilets".

Can you see the same if you compare poor and non-poor people? So, poor and non-poor about water, as well as poor and non-poor about flushing toilets.

97 C *[silence]*⁷⁹

98 T We talk about poor, the relationship between clean water and toilets for poor and non-poor; so this would take a couple of sentences, you will need to include data. When I say “data”, what do I want to see?

99 SS *[together]* A number... | Numbers...

100 T A number and?

101 SS *[together]* Places... | Unit...

102 T *[ahem]* Yes... you can add that as well and include the unit, which is a percentage. Is Brisbane? Is Africa?

103 C *[silence]*

104 T You’ve done or want a couple of minutes? *[one second later]* You might like look to have a look at the difference you can see here: water on premises urban poor versus the urban non-poor or these here results in terms of percentage of people who have access. So, the urban poor versus urban non-poor is gone up to 50%, that is quite interesting. Give me a look at that really big difference between the water and the toilets. Some groups have more access; if you can have a look here, urban poor, water on premises, available water than they do toilet on a lot of other groups, which is the opposite here, they have more water than they have in terms of toilet; so depends, they’re a little be different: 36 versus 67 percent; whereas here 15 percent of water and 44 flushing toilets. Some other people have more access to water running taps for showering, washing, cooking. Have a look before finishing, make sure you go back and have a look at your answer: have you included numbers? Have you got the statistics in there and also have you referred to be continents that come from? Latin America or South America; Sub-Saharan Africa; South, Central and East Asia; South Central of West; we’re talking *[ahem]* around India; possibly down to Thailand and Cambodia, for look at the South, Central, possibly part of China and then we’re looking at India, part of Iran and nor Iraq and nor today west inside *[pause]* and then you’ve got Southeast Asia, which is a load of Thailand, Cambodia, Vietnam, general area, possibly part of Japan.

⁷⁹ The students resumed working individually.

105 C *[silence]*

106 T *[Twenty minutes later]* OK, in about thirty seconds we're going to have read of these answers, can you just stop and check for me again the countries and have a look your answer. Point with your finger and find where you've written the continent – Latin America, Sub-Saharan Africa; Central...ahem...or South-East Asia; and then you've got data in there as well you've got some numbers, you need to support your answer. OK, staring at the screen of the person next to you; if you're in the brain, you're intelligent after work this out, swop with someone else or read someone else's device and someone else answer. Swop devices.

107 SS *[buzz]*

108 T *[Tz] [Tz]* Read!

109 SS *[buzz]*

110 T Please, give a feedback! Give a comment!

111 SS *[together] [indistinct talking]*

112 T *[a couple of minutes later]* OK, thanks girls. Can you have back your device, have done already work your own with your device in your hands; we're going to move on now. New activity: transport and pollution. Answer: whose have been to a country where they can visibly see the pollution? Anyone has been? And where is it?

113 S Hong Kong.

114 T What have you seen?

115 S *[ahem]* it's like misty...

116 T OK, Hong Kong.

117 S New York?

118 T New York, yes.

119 S Japan?

120 T Japan, yes. Anybody else? And somewhere?

121 S Korea?

122 T Yes, there's a lot there.

123 S *[ahem]* who is in..

124 T In the sky, are you saying?

125 S Yeah.

126 T Yeah? OK. Transport pollution in cities that can keep on rapid population growth, traffic

congestion and overcrowded public transport; many people must travel for hours to get to and from work. Pollution is also a problem that affects the health of people living in cities. Most cities have high levels of air pollution and then some, like Mexico, Beijing and LI are famous being so polluted. *[ahem]* According to the World Bank, 16 of the 20 worst cities in the world are all in China. The burning of coal is the main source of air pollution in China. So, they cannot gives the answer to why is mainly in China. Can I have an else reason? What do we... what does China ahem trade and export? So, what they... what we all buy from China that we like?

127 S Everything!

128 SS *[laughter]*

129 T *[laughing]* Yes.

130 S ...because everything is just like “Made in China”.

131 T What kind of stuff? Give me like a category.

132 S Plastic toys?

133 T Plastic toys, yes!

134 S Cookware, like cups and stuff?

135 T Yes. What else to be get a lot from China?

136 S Clothes.

137 T Clothes, and also a lot of... really modern... *(silence)*

138 SS *[together]* Technology... | *(laughter)*.

139 T Here we go! A lot of technology is made in China; Apple products are made in China, the design is created in California by have more people to work to create them in China. So, I haven't been to China on myself, there are a lot of pictures. *[ahem]* sometimes you can see some tourists from the Asian countries tend to wear a mask even here because they have grown up knowing that that is the normal skies to them. Today it's not so normal because of the rain but we have a bright blue skies everyday here, OK? That sounds normal in Australia; we do not have a lot of air pollution here. OK, there's a question for you. *(reading)* “Why are transport and pollution often problematic in large urban areas?” So transport, have a think of lot of transport here, public transport. Why is it going to be a problem in a large urban area and pollution?

140 C *[silence]*⁸⁰

⁸⁰ The students worked individually typing on their tablet.

141 T So, you've got two parts of the question there to address transport, that's one, and pollution; two parts of the question there. We need to practice making sure that we read the question and the answer so you actually have to address both. Have thinking one or two sentences for each (*pause*) why is transport a problem in the life of urban area? Have a think about yourself: do you all have access to a CityCat where you live? Do you all have access to a train? Do you have access to buses? Can they get everywhere? We are certainly in urban area... large, small or media? We are not like Singapore or New York. Can you just add in public transport down the track and more transport once you build building and infrastructure? Or are you going to have a problem with infrastructure and roads? To get a bus from A to B? Air pollution a problem. We talked a lot about air pollution; is other pollution you saying here? Have in your mind the very special river; sometimes it the browns snake, it is brown. At the bottom you've got have two sentences on transport and two on pollution.

142 C [*silence*]⁸¹

⁸¹ The teacher invited me to leave the class while the students were continued to work on their tablet because the time for the classroom observation was ended.

T2 L2 L3

Line	Speaker	Transcript
1	T	Let's grab out our laptops for me, please. Oh, you're still getting bits and things organized. OK. Good morning, girls. [<i>←slowly</i>] So, <u>your assignment is due today</u> . You do have time to work on it and finish off a few things. I'm going to put a few hints of things that I would think [<i>pause</i>] need to be done. There are some girls who have already gone ahead and submitted it, which is OK, but if you do want to delete that, edit it again, and resubmit that, you can still do that throughout this lesson. And then, the portal will close. Does that make sense?
2	C	[<i>silence</i>]
3	T	So, there's a few people I've noticed already submitting it last night and on Sunday, you may want to spend a bit of time deftly going through it and editing it now because you have the time and we want to make sure that this is your very best efforts, that you've given me for this task. Does that make sense?
4	C	[<i>silence</i>]
5	T	OK, I'm going to show you on the board where you are submitting it to. [<i>moving around the class</i>] Don't need to include a time sheet, don't need to include anything else, put that away. Yeah, that'd be great. So, jump on Moodle, go to "Year Eight Geography", it'll be down here on your left hand side of subject.
6	C	[<i>silence</i>]
7	T	"Year Eight Geography", click on "Assessment", and then the portal is there for you for your "Assessment submission". You click "Add submission", "Add the file", "Upload" this file, and then you click "Save changes", it already has your name next to it. So, if your assignment file name is "Geography term two", or "Geography assignment", or just "Assignment", that's fine. I see your names next to it anyway, and your name is on the task sheet. So, no need to worry about changing your file name or anything like that. Does that make sense? Does everyone know where to find it?
8	C	[<i>silence</i>]
9	T	OK, I am going to give you a bit of time now and I'm going to come round and answer people's personal questions, but it'll give you a bit more time to make sure this is all done. Make sure you've got page numbers and your contents page is done, as well, and properly matches the actual task. Go through and check page five is page five, page three is page three, your headings are all

- done, and your graphs are labelled. *[moving around the class]* [*↓whispering*] Are you about to jump on this?
- 10 S I submitted yesterday.
- 11 T Yeah, you're on the wrong, you're not even on the wrong... Are you sure you don't want to double-check it?
- 12 S Yeah, I double-checked it.
- 13 T That makes me nervous that you've already submitted it.
- 14 C *[buzz]*
- 15 T *[moving around the class]* [*↓whispering*] [*inaudible*]
- 16 S *[inaudible]*
- 17 S *[inaudible]*
- 18 S *[inaudible]*
- 19 C *[buzz]*
- 20 T *[five minutes later]* [*↑loudly*] A few too many people have asked me how to insert a page number; I'll show you in your word document.
- 21 S Do we have to do page numbers?
- 22 T Yes, because why would you have a contents page then, that tells me what pages they're on, if you haven't put a page number on it? You know in a textbook when it says like: "This chapter is page 200", and there's no page numbers? Do you know how annoying that is to count?
- 23 S *[laughter]*
- 24 T Yeah, OK. Insert. If you already know how to do this, don't worry about watching. "Page number", excellent. You can pick the top of the page, bottom of the page, page margins, I wouldn't recommend that, current position, I wouldn't recommend that, and pick the top or the bottom. I don't mind, as long as I can find it. On the left, centre, or on the right, I'm not worried, as long as there is a page number. If you don't have page numbers, that doesn't match your contents page, they cancel each other out. It doesn't make sense. Why would you have a contents page when you're not going to actually provide me with page numbers to where to find your graph and where to find certain paragraphs, in certain places? Can you take them out for me?
- 25 S Oh, I'm just listening to you.
- 26 T Oh, you're reading it together, OK. Mia *[student name]*?
- 27 Mia Does the table of contents count as page one?

- 28 T Yes, don't need to count your title page. You're not going to get marks for that. So, your introduction would be page two. If you've put it as page three and you've numbered your title page, that's OK, don't stress.
- 29 Mia Oh, OK.
- 30 T It will be analogical; it's quite OK *[noise]*. Make sure you've got your reference list of the sources you've used, you've got page numbers, you've indented the sub-headings: "2.1", "3.1", "3.2"... you need to have them indented.
- 31 SS *[buzz]*
- 32 T Oh, girls. Just to explain, a few people have asked me: "What does 'indentation' mean?" You'd have your "3.0" here, your sub-headings start across to the side because they're not a whole number. So, when you've got "3.1", "3.2", all you have to do is hit tab. So, your cursor would start here, you hit tab, and then you start from there. You don't have to press a million space bars, that's not the most logical way to do it. So, hit tab and put it across. So, they're not all perfectly lined up because "3.1", "3.2", "3.3" are a sub-category.
- 33 SS *[buzz]*
- 34 T *[some minutes later]* Double check your "3.3", your population, Chinese migration population you actually talk about... your graphs and tables, don't just leave them there.
- 35 SS *[buzz]*
- 36 T *[moving around the class] [↓whispering]* Ella [student name], do you want to go and delete the one you've already submitted, then?
- 37 Ella Sure.
- 38 T *[moving around the class] [↓whispering]* Eva [student name], do you want to withdraw the one you've already submitted?
- 39 Eva *[inaudible]*
- 40 T *[moving around the class] [↓whispering]* Ruby [student name], are you editing yours? Withdraw the one you've already submitted.
- 41 Ruby *[inaudible]*
- 42 T *[moving around the class] [↓whispering]* Alison [student name], are you editing yours?
- 43 Alison I'm reading over it in my *[inaudible]* and then I'll-
- 44 T *[moving around the class] [↓whispering]* Aisha [student name], are you still editing yours?
- 45 Aisha No, I just submitted it.

46 T *[moving around the class] [↓whispering]* OK. Alexis [student name], are you editing yours?

47 Alexis No.

48 T *[moving around the class] [↓whispering]* OK, I worry. Anzac [student name]?

49 Anzac I've submitted it.

50 T OK, the new version? I can only read what I get and I'm closing the portal later today. So, you can't then turn around and say: "I wanted a more update version. I should've done this". I'll be worried if you haven't edited it. *[noise]* Just make sure that you have your reference correctly.

51 S I'm reading over mine.

52 T Show me the work *[inaudible]*. *[twenty minutes later] [moving to the desk]* Ayla [student name], do you definitely want to re-submit?

53 Ayla Yeah.

54 SS *[buzz]*

55 T OK, let me see. I'm pressing a button to see if... So, hop out of the little submission page because I've got almighty control over here and I think I can do this. OK, go back in now, Ayla [student name]. See if you can delete it because I changed it to draft rather than submission.

56 SS *[buzz]*

57 Ayla Ms. Daisy [teacher name], I still can't delete it.

58 T That's why I'm checking on Ayla [student name]'s. OK, right. Alison [student name], you want me to change yours?

59 Alison Yeah.

60 SS *[buzz]*

61 T *[some minutes later] [↑loudly]* OK, *[tz]*. Thanks, girls. Just to give you a bit of an update, if you have submitted your assignment and you want to change it, you need to come and speak to me. I have the power to change it from your final submission for a resubmission, if you want to edit it. So if you want that done, I've just done it for two students so they can resend it because they've submitted the last 24 hours and now they've found some editing mistakes they wanted to submit. So, that's why I highly recommend it. You still have one more period to submit this but until you let me know, I can't reverse the controls that allows you to resubmit. So, at the moment, Lenor [student name], yours has gone through and you can't change it, at the moment. Emily [student name]'s has gone through. Georgia [student name], I've got yours. Ruby [student name], I've got yours. Grace [student name], Imogen [student name], Aisha [student name], Alexis [student name],

Indiana [student name], Jasmine [student name], Auzac [student name], and the other Jasmine [student name]. So, if any of those girls want to resubmit, because you've now read your drafts again and want something changed, you need to come speak to me because I can do that for you. But, yeah, highly recommend doing some final editing this period and then from ten o'clock I'll start coming around, checking that these are coming through. But this is your whole semester done, of Geography. Finished. For some of you, this will be your last ever Geography, if you are going to cycle or *[noise]*. All right. OK, no one's gotten here. Any of you guys want to change or you're happy with it?

62 S Pretty happy with it.

63 T OK.

64 S Yeah.

65 T Right, did you delete it with permission?

66 S Yes.

67 T *[some minutes later]* *[↑loudly]* Right. Make sure your bibliography page has a capital, "B" at the top not on the... page numbers. Make sure in your "3.3" you've discussed your table and graph. Otherwise, they have been *[inaudible]* there for no reason. Oh, and then you don't actually talk about them. *[slowly]* "See graph one" or "As seen in the table, the highest population" whatever.

68 SS *[buzz]* *[noise]*

69 T *[some minutes later]* *[moving around the class]* *[↓whispering]* We need to do the morning tea *[inaudible]* *[↑loudly]* Who's yelling at me saying: "I submitted", as I walk past? Not: "Excuse me, Ms. Daisy [teacher name]?" Just letting you know, just shouting at me. I'm about to finish up. So, not surprised you haven't been doing it. Alison [student name], no need to ask Eden [student name], you just go.

70 Alison *[inaudible]* Italian.

71 T But you don't do Italian.

72 Alison But I've done Italian.

73 T Nope. *[inaudible]*, don't change your *[inaudible]*. *[ten minutes later]* *[↑loudly]* Please pack up; I've got to go. OK, all right. OK, thank you. Right [tz] Thank you very much. For the term, it's all very well done to you. Who is going to Geography cycle next year, going Geography full year?

74 SS *[unison]* Full year.

75 T Who is going full year? What's going to happen for the rest of the week is we're going to have a

few other alternative Geography activities. We won't be sitting on there doing nothing for Tuesday, Wednesday. Next Thursday is the swimming carnival. Next Friday I will briefly see you for 20 minutes, you will see all your teachers when we have the... Remember that last year?

76 S What time?

77 T Oh, I can't tell you off the top of my head. It's about 1:30 or 2:00. 1:00? 1:30? All good. OK. So, [tz] *[speaking with one student]* don't need to... People look like when you do want. So, can you all just stop? Because I'm speaking and you think it's appropriate to be going through your bags and handing over food. *[speaking with the class]* In that last week of term, all the final few things you would like to do but I have a few things in mind that you probably would enjoy. How does that sound? Has anyone seen the movie "The Good Lie"? Have you seen it?

78 Lexi Macie's my sister.

79 T Possibly, did she tell you to watch it?

80 Lexi Yeah.

81 T OK, don't tell people. It won awards, it's got some incredible actresses in it that you will recognize, and it is a movie about migration, fleeing a very dangerous country, and experience America when you don't understand it. It's actually a very good... Is it a good movie?

82 Lexi Yeah.

83 T OK, there you go. Lexi [student name] come back me up, she has seen it. Don't tell everyone what it's about. Enjoy it. So, we'll start that for you tomorrow. That sounds good?

84 Lexi Yes.

85 T All right. Pack your chairs and stand up. You can go.

T6 L1

Line	Speaker	Transcript
1	C	<i>[silence]</i> ⁸²
2	T	OK, one, two minutes [before stopping to read] <i>[seven minutes later]</i> OK, so, couple of things on board I've just directed your eyes to. <i>[moving to the blackboard]</i> One task sheet first. This plank on the left, turn right is everything that was on the board yesterday. This is the process that you need to have gone through to get your short story and marks; I'll come back to then. <i>[reading]</i> "Name". Obviously, your name and my name on the front. <i>[reading]</i> "Date handed out" is 29/10.
3	SS	<i>[buzz]</i>
4	T	Just pose what're you doing with the short story and stuff for a second. My name and your name on the front.
5	SS	<i>[buzz]</i>
6	T	So, we discussed over this. Go to take this in thirty seconds <i>[pause]</i> if not in a minute. It is exactly a double check did again this morning after I saw you informed and it's exactly what I have shown you already, ok? So, you have <i>[reading]</i> "three weeks' notice of task", which means it's due it week what?
7	SS	<i>[together]</i> Nine... Eight... Seven...
8	T	Seven.
9	SS	<i>[laughter]</i>
10	T	<i>[laughing]</i> Good mess!
11	SS	<i>[buzz]</i>
12	T	The only thing I'm changing with you writing the short stories I have seen now, / what's the main difference you can see on the board compared to what of the task sheet?
13	S	Structure narrative first, I guess.
14	T	<i>[Mm]</i> No.
15	SS	<i>[together]</i> <i>[indistinct talking]</i>
16	T	It's a little bit... little bit less. Just say how do you feel so pressure because I know that when you see forty-five hundred words you say: "Oh no! So many words miss!"
17	SS	<i>[buzz]</i>

⁸² The teacher and the students are seated in the classroom when I arrived. The teacher writes on blackboard while the students are reading individually the book "Wonder".

- 18 T So, register a little bit if you need of practice.
- 19 S All right.
- 20 T If you say you need of practice then you don't feel so annoyed but just know that your short task to get to doing that is 100 words more, but forty-five hundred *[pause]* which is I think it's better thing because it allows you to be more descriptive. You can show me more this stuff, which that means that you max can go⁸³-
- 21 S *[whistle]*
- 22 T ... here to there, OK? It's exactly the same; we don't need to go through again to do it. Can I just over rather? *[moving around the class]*⁸⁴ No? No? You haven't seen it, two four, so you need to read everything you did, but consider the criteria sheet to complete this task, please. *[↑loudly]*
Again, what's made in this between ...
- 23 S *[inaudible]*
- 24 T Exactly, one of criteria. Is that a good thing or a bad thing?
- 25 SS *(together)* Good... | Good... | Good... | Good... | Good... | Good... | Depends...
- 26 T Depends, exactly!
- 27 S Yes... depends.
- 28 T What is depends on?
- 29 SS *[together] [indistinct talking]*
- 30 T How well you understand the criteria, but then also *[pause]* how well you?
- 31 SS *[together] [indistinct talking]*
- 32 T Apply the criteria in your assessment, yes. Because you've only got one chance to get a mark. It's not like you've got three criteria where it's like: "Oh, I stuffed that one up, but these two are OK, so that bumped my mark up. It's you've got one and that's it. You either nail it or you flunk, all right? Now, what are you getting marked on? Is it on the board?
- 33 SS *[unison]* Yes.
- 34 T What is it?
- 35 S *[inaudible]*
- 36 T Things in blue, yes. And so we're practicing them. Now, there are other elements within there that are a little bit more specific within that "A" standard criteria. So specifically, for an "A", talks

⁸³ The teacher shows to the class two entire white pages.

⁸⁴ The teacher moves around the class while the students are working individually on their notebook.

about *[reading]* “deliberate language choices to engage the reader and evoke an emotional response”. So the one I always use is you’re not saying so e-em-emotional response or *[ahem]* language choices would be not using “sad”, we’re using “devastated”.

37 S But what if you’re *[noise]*.

38 T No, if you know, and know you act like it at the time.

39 S No, like *[noise]*.

40 T You’ve got to write from a narrative perspective, or maybe you need to write a little bit smarter, as in how you’re writing. Yeah?

41 C *[silence]*

42 T I need to understand [*↑loudly*] exactly what this person is feeling, thinking, doing, all that. *[pause]* Yeah? Don’t waffle, because that gets boring and people get lost. OK? *[ahem]* That’s where you bring in your variety of sentence types. Sentence types will help you to not waffle. It will help you be more creative and use that better language. OK? If you can be descriptive, like explaining things. Olivia *[student name]* did it really well when I read her short story. OK? Don’t just say: “There was a tree outside”. Holy Dooley⁸⁵, amazing! I’ve never seen a tree in my life! All right, explain it to me. There was a gigantic, what seemed like 30-foot tree with, I don’t know, just come up with some creative things. Yes? Because then that gives people that imagination, using that idea in their head and they go: “Oh!” They can kind of get lost in their own little world. Isn’t that what you like to do with a book? Kind of get stuck in that world in that book. No?

43 SS *[together]* No... | No... | No, I don’t like to read.

44 T That’s right, you guys don’t read, I forgot.

45 SS *[laughing]* Yes

46 T Ah ah *[ahem]* *[pause]* Now, this is something different that I didn’t realize was on because I was *[noise]* with the other teachers that you weren’t getting marked on this, but obviously you are, that you are using *[reading]* “accurate spelling of a range of challenging words”, which is an “A”, so that’s not, you know, if you spell the wrong “there” or the wrong “whatever”, just general word... It’s challenging words, OK? So I’m still not going to go through and circle every spelling error, just probably circle the spelling errors that are incorrect if there are challenging words, OK?

⁸⁵ Holy Dooley is an Australian term for an exclamation of surprise - similar to “Good Heavens”, “My goodness” and other such remarks (<https://www.urbandictionary.com/define.php?term=Holy%20Dooley>).

[*pause*] That's an "A". Does it seem incredibly difficult?

47 SS [*together*] Yes... | Ahhhhh... | [*buzz*]

48 T OK, cool. Sure, if it does seem incredibly difficult, then [*↑loudly*] this, right now, especially when you get to rewriting and editing your short story, this is when you try to ask the civic question: "Do you understand it 100% you guys?" OK, I know I'm terrible at this, or I'm good at this, but what the heck does that mean? I have no idea how to do that. It's why we practice. All right? So, do you have any other questions about this?

49 C [*silence*]

50 T Please don't lose it. Let me put it in a safe spot, wherever that means for you. If the folder [*noise*]. OK. Now, we are up to... I'm just going to, because I feel like everyone's a little bit all over the shop, as in at different points as where they are with this. This is the last time I'm going to explicitly ask it from a class perspective and if you need it to be explained more specifically, then you need to put your hand up after this, after I set you free. You got me? The structure, are you all over it? Do you understand what set the scene means? Do you understand? Yes, you can write in first person. As in, I, me, mine, da da da da da da. You can do that, yep? But what aren't you overusing?

51 SS [*together*] [*indistinct talking*]

52 T I, me, mine, da da da da da da. Don't overuse it. [*↑loudly*] You can use it, just be cautious about using it too much. That's where you need, that's where your creativity comes from. And this is what I said to a couple of people. They've gone: "I had no idea about the structure. I just wrote it and just did it and I didn't really follow anything". Fine, but if you write it the first time and you've got I, I, I, I, I, I, I, I, I, I, I, I, as all your sentence starters, then that's where you go, "OK, I can use I here, but how can I turn this sentence into not using I?" Yes? OK. You could put the problem in the rising action. Then it gets to that big climax. So like in Spiderman, they had the big fight with the [*pause*] collider and then [*pause*] Oh my brain! [*ahem*] What's his name?

53 SS [*together*] [*indistinct talking*] | Big bang... | Kingpin.

54 T Kingpin! Then Kingpin disappeared, all that kind of stuff. So that's a plot line to that resolution.

55 SS [*buzz*]

56 T Yay, we're all happy, or it doesn't have to be happy. Not necessary to be happy, it just has to resolve that situation. So if you have any more specific questions about this, you need to ask that

afterwards, but you're all good from a class perspective. Nods or shakes. Nods or shakes, no circles. All right.

57 S Circles?

58 T Yep. Yep. Yep. All good. Now, the key to this part is [*↑loudly*] all of you need to do this more. You need to attempt it. I have given you glossaries and sheets about how to use this. They're your major ones and the easiest ones that you can use. OK? Put question marks into your thing. Put exclamation marks. That will evoke an emotional response out of your reader. You're asking a question, they're going: "Oh yeah. Actually, what happens if that did happen?" or whatever it is that you're asking. This is really important. Can the first person who'll be doing that one, especially, or actually either-or. Can you make sure you do it thoroughly and properly? Because I only read a couple yesterday and you missed heaps of stuff... some of you. Yeah?

59 C [*silence*]

60 T So make sure you do both of these, you do it properly. One person reads it, highlights it, marks it and da da da. Now, the different person goes over and checks it and pretends that they're marking and going: "You missed this lexical cohesion. You missed this sentence". Cool, yip, you're all sweet. You get it back; you rewrite the entire short story, adding in everything that you've missed or anything else that you can make it better. Questions?

61 C [*silence*]

62 T Go wild. [*moving around the class*]

63 SS [*buzz*]

64 T [*↓whispering*] Kiara [*student name*], you're creating a lot of work for yourself by doing nothing and if you don't understand what you're doing, you should've asked a question. You just [*inaudible*].

65 S [*inaudible*]

66 T OK, can you up finish whatever sentence you're on? Don't pack up just yet.

67 C [*buzz*]

68 T [*speaking with the class*] Make sure in your planning because you have to be sure to use these five things. You have the centralized idea, friendship, and when you've got sentences make a note. "First day at school" as "No friends". [*noise*] Problem [*noise*] Climax, wherever it is make up. OK? [*noise*] Do you plan? Do you plan? Do you plan?

69 SS *[together] [buzz]*

70 S Do you plan? Plan, plan, plan...

71 T *[↓whispering] [inaudible]* Yeah, if we look at the sentencing, it looks like the start of a movie. What's happening? What's that movie's story? Set the scene. Where are we in the world? What's happening? Who's involved?

72 S *[inaudible]*

73 T No, but do you get that comes from? *[reading]* "It was Liam's first day at school". Here's what I mean? You're taking... You're speaking from a narrative perspective. Give me first person. As in "It was my first day of school".

74 SS *[buzz]*

75 T *[↓whispering] [inaudible]*

76 S *[inaudible]*

77 T *[five minutes later] [↑loudly]* Glad to see over people who are proactive and are being organize in their writing *[noise]*. If you don't recognize this situation...

78 SS *[buzz]*

79 T *[↓whispering] [inaudible]*

80 S *[inaudible]*

81 SS *[buzz]*

82 T Is someone who has finished yet?

81 SS *[together]* It's really awful... | It's look like it... | *[buzz] / [laughter]*

81 T *[↓whispering] [inaudible]*

82 S *[inaudible]*

83 T I'm trying to help you!

84 SS *[buzz]*

85 S *[noise]*

86 T No, no, no, no no! It's not finished! We just play around the classroom and do what you want when you want.

87 SS *[buzz] [noise]*

88 T What are you doing? Problem?

89 S *[inaudible]*

90 T You have a good opportunity to doing well. You have to write the story! You have to finish it! /
Did you mark it at all? Or did you afraid that [noise]? [Tz]

91 S [inaudible]

92 T Finish the story properly. Then you can [inaudible].

93 S [inaudible]

94 SS [buzz] [noise]

95 T [↓whispering] [inaudible] You are speaking from a narrative perspective and then you can use the
first person describing the first day [inaudible]. What are you saying? You'll do whatever you
want! You have the structure and you need to have. You have to think where are you. [inaudible]

96 S [inaudible]

97 T [↑loudly] Ten minutes until I stop you. I'm hoping that you are near, close enough to at least
halfway if not finishing your corrected story. If you're not, that's... that's going to turn into
homework.

98 C [silence]

99 T [↓whispering] [inaudible] What are you up to in terms of your structure? Have you set the scene?
Tell me where you are, and what's happening and who's involved.

100 S I don't know.

101 T You don't know, yeah? What's the problem? Once they... once whoever arrived to school? What's
the problem? Make it more detailed. Could be one of the thousands... [inaudible].

102 S 1190, 2100, 2200.

103 T So, I need you to [inaudible]. Ah, same.

104 S I have 2.125 words.

105 T Awesome. I'm really not worried about the word count. I just want you to worry about getting that
structure done properly, and if it ends up being one thousand words, if it ends up being two
hundred, whatever. We can build on the word count.

106 S Mm-hmm (affirmative). By editing and...

107 T Yep. So is that the end if you set the scene?

108 S [ahem] Basically.

109 T OK. We'll get into your problem; build into it.

110 S Mm-hmm (affirmative).

- 111 T [*↑loudly*] Five minutes.
- 112 C [*silence*]
- 113 T [*↓whispering*] [*reading*] “It was my first day of school, I turned up and there was really not [*noise*]” You’re telling your story. Yeah, but you have to have a centralized idea, for example, friendship. So, it could be that, I don’t know, at school, he found a friend, that friend eventually starts to not hang out with him anymore, there’s someone... When he turned up, someone tries to get him to... on the bar with them. And then, they realized the person who tried to talk to him sucked and he shouldn’t have turned away that close friend.
- 114 S [*inaudible*]
- 115 T [*↓whispering*] Yeah? What’s that? See? What’s happening? See your problem. You know when you’re watching movies and they have the intro, and then something wrong happens and then something really bad happens and then the end of the movie and it’s all resolved? That’s what you get. At the start of a story, there is problem; then the worst problem and then you get the resolution at the end of it.
- 116 S Do I have to do fiction or...?
- 117 T No, that’s what I’m saying; you can do whatever you want. You can try and include this, but if it’s easier for you to ignore the blue and just write close to that and then get it marked, and then try and figure out how to put the blue stuff in it, that’s fine. But now it’s 10 to, and you’ve waited the entire lesson almost, so you need to do the plan by [*noise*]. You’ve got the structure of the story, now you need to add things after it. What is the scene? Where are you? What’s happening? Just briefly. Liam’s first day of school, nine o’clock, whatever [*inaudible*] It must be based around some kind of central agenda. You have ten minutes until I stop you. So you really need to get on [*inaudible*] each other [*inaudible*] by Thursday.
- 118 S Sure. [*yawn*] OK!
- 119 SS [*buzz*]
- 120 T OK, can you finish up whatever sentence it is that you’re on? Don’t pack up just yet. Direct your eyes to the red on the board at the bottom. So, some of you are creating a lot of work for yourself. I’ve been around multiple times to everyone today, and you’ve had multiple opportunities to ask questions. Thomas [*student name*], you’re not sitting. Thank you. So, you must... Now this is going to come onto some of you doing some extra work in your own time. You need to have your initial story, because some of you haven’t even finished it yet. You need to have that marked by someone

else, and ready to go for you to correct in Thursday's lesson. Some of you are already up to that point. Some of you are already halfway through your corrected version. You're fine, you have nothing to do, OK? But you're going to need to organize your own time, those of you who haven't finished that first attempt yet, to get it marked by someone in their own time. So I suggest before you leave today you figure out someone else that hasn't finished their first attempt yet so that you can do each other. Or three of you do each other a favour. Pause, da da da da da, let's not change and switch. How long do you have to write this short story?

121 S 70 minutes.

122 T *[noise]* For some of you, this is our second lesson at 120 minutes, and you haven't even finished it yet. It is time to get. So, I'm saying... But obviously it's OK in this scenario because I'm happy for you, but if you can't even finish the first one in two hours I'm a little concerned. OK *[tz]*. So, if you don't have my e-diary, take a photo, staple it onto your face. Whatever you need to do to, remember to get this done until Thursday, today is Tuesday. If you have any questions, feel free to ask.

121 SS *[buzz]*

122 T OK. Can you move that once you're done, please? OK, once you are quietly standing behind your chairs *[noise]* Thank you! Have a good day! Thank you I will, too. No dramas, yeah?

T6 L2

Line	Speaker	Transcript
1	Lucas	Let's try it.
2	T	<i>[speaking with a group of student]</i> ⁸⁶ OK, then. Why am I looking around at the ceiling, and seeing crap all over the ceiling? Who's involved? This is where you got to be honest. Who was involved?
3	Jim	<i>[inaudible]</i>
4	T	Don't know the answer? Layla [student name] doesn't. Who was involved? This was glue ending up on the ceiling, and on the desk. Or do I just point to all of the boys, and maybe some of the girls? Or did someone start that, all of this? Out. Out. Out, out, out! Out! Out! Go! Hurry up. Amongst you, sort it out. They'll be up there in about one minute.
5	G	<i>[moving outside the class] [buzz]</i>
6	T	Who was it?
7	Jim	<i>[inaudible]</i>
8	T	Shut the door!
9	Jim	It was all of them.
10	T	Was anyone that's out there not involved?
11	C	<i>[noise]</i>
12	S	I... I think Lucas [student name] was involved.
13	T	OK. Hold on. That's fine. Anyway... So, first thing you're going to do -
14	G	<i>[shout]</i>
15	T	... if you haven't finished "Wonder" yet, it needs to be finished by next week, so you can read that for a little bit. But if you have finished that, just going to give you this quick view thing, <i>[moving around the classroom]</i> but just while I'm dealing with this rubbish. Can you go on to sum up before eating, that.
16	S	What's "life sentences"?
17	T	It's the... it's a punctuation exercise I'm trying to do. Just so that you, you're a little more familiar with how to use different types of punctuation in your writing. OK? If we don't get today, to that today, because of having to deal with this, because I think it's one big fat joke, then we'll do that at the start of next lesson.

⁸⁶ The group of student that was expelled from classroom is nominated G1.

18 G *[shout]*

19 T OK? Cool? Can you just try to ignore this stuff? So, if you don't have it marked, I want you to be honest with me when I come back in, but you need to get it marked right now. You need to finish. This has a possibility of happening today. I don't know if we'll get to it, but it's just an extra thing just in case we need, have a little time left over. But that, but number three has to be done today, please. You need to be practicing on number one, so that you can get that draft, so we can do your final.

20 G *[shout]*

21 T OK, I don't know how long this will take, but can you just give me some time? *[moving outside the class]* Get off the... we're done now.

22 C *[silence]*

23 S It's so quiet here!

24 C *[buzz]*

25 T *[some minutes later] [moving to the desk] [↓whispering]* You have finished it?

26 Jim *[inaudible]*

27 T *[↓whispering]* Stop reading if you were reading... if you just move... please? Then you'd have had that story marked...

28 C *[silence]*

29 G *[moving to the desk] [noise]*

30 T *[←slowly]* Just ignore what's going on around you continuing to write.

31 C *[silence]*

32 T *[noise]* I don't care *[noise]*

33 C *[silence]*

34 T *[↓whispering] [inaudible]*

35 S *[↓whispering] [inaudible]*

36 T *[ten minutes later]* OK, stop reading if you are reading *[noise]* Do you have a folder? Can I interrupt you for thirty seconds? Because I know some people hate it when someone's talking when they're trying to read, or write. Yeah, your folder that you've kept for English, you've got all your worksheets in there, kept for English. We have already done this life sentence, which is that punctuation quick view video, where they go through a man, and he like, talked about all the different types of punctuation, and how you read things according to how it's punctuated. So,

Charlotte [student name]'s got hers that she's kept... might be [um] must have been in term two, I would say. You can have a look through your folder and see if you can find this, because this will help you greatly. Because I'm reading a couple of people's stories, and [*←slowly*] not a lot of people are using different types of punctuation. If you have, I obviously haven't read yours yet. OK. So, first thing before you get into writing, try and find life sentence worksheet that you've already done. OK. You will be writing this story one more time after this. Because then you're going to try to find, incorporate dialogue into it, and more of this punctuation. If you have questions, please ask.

37 C [*silence*]

38 T [*moving around the class*] [*↓whispering*] And yours is marked... You get yours marked, Chloe [student name]?

39 Chloe Yes.

40 T OK... [*↓whispering*] ... and then you have yours marked, yes, really good... [*↓whispering*] And you got yours marked? Mm-hmm (affirmative).

41 S [*inaudible*]

42 T I'm not setting the rules...

43 S Oh, that...

44 T Yep. [*↓whispering*] You finished it yet?

45 Bonnie [*um*]

46 T You have yours written?

47 Bonnie Yeah.

48 T Said that they [*inaudible*]. Is that word "meteoroids"? Are you testing me, Bonnie [student name]?

49 Bonnie [*laughing*] Yeah.

50 T [*noise*] Let me check "meteoroids", hold on. [*↑loudly*] I'm questioning... Do you know how to spell "meteoroids"? Is that right? I'm questioning myself; I'm having a moment.

51 Lucas Looks all right.

52 Jim Meteoroids...

53 Lucas Meteoroids.

54 Jim Meteoroids?

55 Lucas ... roid... yep... roids.

56 Jim Meteoroid, meteoroids.

57 T Well, if you switched it all on.

58 Bell Kind of.

59 Lucas Meteo... roid.

60 Jim M-E-T-E-O-R-O-I-D. Yeah.

61 T Yeah! I can spell. Excellent. There you go.

62 Bonnie [*↓whispering*] Question. I was surprised that this [*inaudible*]

63 T What?

64 Bell She has...

65 Bonnie Say it properly, then.

66 Bell ... the calibrations [*inaudible*]

67 Lucas [*um*] how do we spell change the way it...

68 T Yeah, so that's what I'm saying, is that you need to go through your story and say: "OK, where can I have a conversation where [*inaudible*][*noise*] to explain it rather than just explaining [*inaudible*] [*noise*]". Does that make sense?

69 Lucas Yeah.

70 T OK. I know that that's difficult to write. I just want... I want to challenge you, and see if you can do it. If you really struggle with the dialogue, I'll help you with that next one. But just do, at least do this punctuation. I want you to have a go with the dialogue, at least once. OK? But punctuation is your big thing, this next one.

71 Lucas [*inaudible*] [*noise*]

72 T [*↑loudly*] Now, when you'll finish your corrected version, I am reading that one and I am getting you a feedback.

73 C [*silence*]

74 T [*↓whispering*] Everything all right? You have to write how do you feel You have to explain [*inaudible*] Sentences are good. Yes, well done! Do you have the structure? You can explain [*inaudible*]. [*↑loudly*] [*forty minutes later*] Come on, keep working, people! There's still more five minutes!

75 Lucas I'll take five more minutes.

76 T Ok, just finish your last sentence [*pause*] I need to have done. We're nearly done. [*speaking with the class*] People, you are still working for five more minutes! What you need to have done, Lucas [*student name*], what you need to have done is... have your corrected... I don't see you until next...

Monday.

- 77 Lucas Yeah!
- 78 T ...because then I'll explain the rules to you, Lucas [student name].
- 79 SS *[together]* Yay! | Dun dun dun dun!
- 80 T Now, if you've got some *[noise]* my diary, you need to find out what *[noise]* *[pause]* And for the peoples today, I'm not going to take up the dialogue and that straight away, which is fine. I'm just saying you need to start to incorp... *[pause]* incorporate that into your writing now. There's a valid element that, it will be marked greatly in your assessment. Yeah? Punctuate... Again, if it's making sure that this structure is clear, and especially the direction that your story is going in, because sometimes people start really well, and then it just goes to some other dimension that I have no idea where that came from. OK? Some people started it really good, but then the things that they're including in it, in regards to their dialogue, punctuation, sentence type, isn't so much. Since I was *[um]* just saying, like, being trees, or a gigantic wall. That's where you use what? Metaphors, similes, all that kind of stuff. I like in it to something else. *[pause]* Must be done. Because once we're done, once I check this, were going on to *[noise]* which is exactly aligned to your assessment. Because your draft is due is two weeks. *[←slowly]* You must have one to finish by next week.
- 81 SS *[buzz]*
- 82 T Must!
- 83 SS *[noise]* (together) No... | (indistinct talking)
- 84 Charlie Whee! Whee! Da da da da da! Whee whee!
- 85 T Do you have a point, Charlie [student name]?
- 86 Charlie No.
- 87 T *[↑loudly]* OK, out!
- 88 Charlie *[noise]* and the, that's why I was... *[noise]*
- 89 T So, you know, it'd be like-
- 90 C *[noise]* *[moving outside the class]**[buzz]*
- 91 S *[↓whispering]* *[inaudible]*
- 92 T Instead of saying that... say: "I woke up, and then my dad's storming down on me *[noise]*". It's the same with the punctuation, and it's the same with dialogue. You don't have to use it absolutely everywhere, because then it gets too fancy. When, you know, people speak, what people would

[noise]. So, you know, whenever you have dialogue about your dad, and it's always really, like, exclamation points, and big words and, and, you know, an angry, like *[um]* person. So we get an image and a, kind of a description of what that person's like whereas if it's just explaining it all the time, you don't really understand the character. The dialogue's like looking at a glance through the *[noise]* from whatever you've written. *[noise]* I'm more worried about the punctuation. Then when we write the new story, it might be easier to do it from scratch, to add dialogue in as you go.

- 93 S OK
- 94 T Yeah?
- 95 S Yeah. Thank you!
- 96 T Good question!

T6 L3

Line	Speaker	Transcript
1	T	Ok. I'm sorry I could not get laptops or to be more specific there was no point in me borrowing any laptops when we'll probably spend half a lesson trying to turn it on, for you to waste half the lesson actually drafting. OK. So, it's not going to hurt for you to write it out first. Treat it [<i>↑loudly</i>] [<i>←slowly</i>] <u>treat it like your own proof reading or editing</u> kind of thing before you actually hand in your initial draft. Now, I'm not saying I expect you to have written and completed with the draft by today. That's not what I'm saying. I would start, especially if you have finished your plan. This is your lesson. I wanted you to go finish the plan right now. OK? So that then you can just be writing for this lesson and I can just go around and help individuals as we go. If you haven't finished your plan, you're now wasting your own time and time that you could have been drafting. So, what I would do, see if you're starting to draft at some point today is I would [<i>←slowly</i>] <u>hand write</u> as much of a draft as you can. OK? Then when we get to next week, as in Monday, I've got computers booked then if you write an entire draft you spend then Monday typing up your written draft and from you reading what you've written to typing, hopefully you're somewhat correcting little bits as you go along, if that makes sense. Or you just hand in your written copy. I honestly don't mind. Why are you so late?
2	Lucas	I get a drink of water.
3	T	You were getting a drink of water and it took you five minutes?
4	Lucas	[<i>inaudible</i>]
5	T	So, when I walked down here it was almost ten to and you were walking to get a drink?
6	Lucas	[<i>inaudible</i>]
7	T	So, there's a water bubbler right over there?
8	Lucas	...that doesn't work.
9	T	There's a water bubbler right over there.
10	Lucas	[<i>inaudible</i>]
11	Jim	They disable the ones in the [<i>noise</i>].
12	T	Why?
13	Charlie	[<i>inaudible</i>]
14	T	So, is that clear? I'll put all that in writing on the board, but I just wanted to [<i>inaudible</i>]. Happy for you to just hand write a copy and hand that in. I'm advising that you hand write, correct it when

you type, then you're done. *[moving around the class]* Questions? Individual? Yep. I have your... I'm going to try to quickly mark the rest of these. I've got most of them marked, but I've just got to get a couple more done, your journals. Just to get that bit of feedback. Apart from that, the time is yours. *[moving around the class]* Questions? You're not talking to each other today. It's got nothing to do with other people. OK. Get it.

15 SS *[buzz]*

16 T *[inaudible]*

17 G⁸⁷ *(together)* I'll just hand these out to certain people... Do you have that picture from Tuesday?

18 T Hold on. Just pop... cease your hands for one sec... I don't want to have to prompt people to have to be doing something today please.

19 Lucas Yeah.

20 Jim Are we writing Ms. *[inaudible]*?

21 Charlie Yes you are.

22 T *[speaking with the class] [moving to the desk]* Another highly advising piece of advice. I would make sure that you have your task sheet next to you while you're writing this to better aide you on the criteria side. You're looking at the requirements. Put it there to make it *[noise]*. Got any questions, don't hesitate to ask. I am happy to help you, but do not waste your time. How do you start it? You're drafting your short story for your assignment.

23 SS *[buzz]*

24 T Well that's what you'll set to scene? When? As in you've planned for your short story, yes?

25 S Yes.

26 T That's what in the scene is. Whatever you've got within your set the scene plan base. Just got to get through it.

27 S OK.

28 T Remark. Engage your teenage audience.

29 S *[inaudible]*

30 T You don't do any... you don't hand me a draft on Monday afternoon at the end of the lesson on Monday, I won't keep you for the entire time because that's a little bit cruel. I'll give you time to eat. But I'll take what you handed in, and then later you get it back. Yeah. Shouldn't actually take

⁸⁷ This is a group of students in the first row, close to the teacher's desk.

you that long to write.

- 31 C [buzz]
- 32 T [*↓whispering*] [*moving around the class*] Where is your sheet and your formal work?
- 33 S I'm working on it.
- 34 T Can I check it?
- 35 S It's here.
- 36 T [*moving around the class*] Any question, don't hesitate to ask. [*noise*] I will help you but [*←slowly*] do not waste your time! [*speaking with one student*] Have you started?
- 37 S Yeah!
- 38 SS [buzz]
- 39 T You're drafting your short story, it's figured in the assessment. [*inaudible*] / Is it your plan for your short story?
- 40 S Yes.
- 41 T [*noise*] You have to think about where your sentence is in wherever you got your sentence in scene plan based on your study, OK?
- 42 S Yes.
- 43 T Engage [*inaudible*].
- 44 S OK.
- 45 S Miss! [*inaudible*]
- 46 T [*moving around the class*] Don't writing about "Wonder",
- 47 S [*inaudible*]
- 48 T No. You have to consider what is in "Wonder" but you have to consider your perspective. You just told me about "Wonder" [*inaudible*]
- 49 S [*inaudible*]
- 50 T You have to consider the issues that are in "Wonder" to create your story. [*noise*]
- 51 C [buzz] [*noise*]
- 52 T [*moving around the class*] Write the right and the wrong things that you have to do.
- 53 S [*inaudible*]
- 54 T [*inaudible*] Your character has different dimensions. [*inaudible*]
- 55 S Yeah.
- 56 SS [buzz] [*noise*]

- 57 T *[moving around the class]* Can be fictional! There is nothing to do with the truth!
- 58 S Can I tell the truth?
- 59 T You tell the truth?
- 60 S *[inaudible]*
- 61 T *[inaudible]* Make sure you are aligned to the task *[inaudible]* Have you done your plane?
- 62 S Yes.
- 63 T OK. Use the present tense. I mean you could use past tense *[inaudible]* so you never miss anything *[inaudible]* be descriptive *[inaudible]*. How did you exactly feel in your head, in the main character, in a butterfly...
- 64 S OK.
- 65 SS *[buzz]*
- 66 T *[moving around the class] [noise]* You know last year or when you're younger or something like that you can use past tense for that but have the majority of the story in present tense. / Tell me right now.
- 67 S *[inaudible]*
- 68 T Do you understand that task?
- 69 S *[inaudible]*
- 70 T Explore an ethical issue from the novel "Wonder" *[inaudible] [moving to the desk]* Remember to write your name *[inaudible]* See you on Monday.
- 71 C *[buzz] [noise] [moving outside the class]*
- 72 T Gentlemen! Immature boys are really getting on my boys. Draft; after that one I will do a verbalized one for you. That's it. That's the only... you'll also organize that. The sooner you can, by all means, give it to me. Little bit too early. Take a photo. What's your issue? Sorry, I didn't get around to it.
- 73 S Paying more attention to one child just because it's different too.
- 74 T Perfect. Totally. Write too much.

T7 L1

Line	Speaker	Transcript
1	T	OK, let's go through what we're doing today. OK, we have one more journal entry that is going to be the one I'll look over. For those people who were <i>[ahem]</i> with the battle of the bands ⁸⁸ , you can talk to me about that later on. <i>[ahem]</i> You would have missed out on peer review, or peer marking. Now, hopefully that process for the people who did do it, <i>[ahem]</i> it was rewarding. So <i>[←slowly]</i> we have a lot of students who are not using paragraphing correctly. We have students not trying to engage the reader at all. We have people who are not using sentence variation nor a variety of punctuation. And that is a big problem. Now you would have heard and been through the NAPLAN process-
2	SS	<i>[together] [Mm] [oh]</i>
3	T	Yeh! So the groans that you have mustered up indicate that you know what I'm talking about. The NAPLAN data from this year suggests exactly the same. <i>[←slowly]</i> So <u>the NAPLAN data suggests that</u> people are not trying to use paragraphing as a tool to have cohesion in their work and make their work <i>[ahem]</i> clearer. They're not doing it. So hopefully these journal entries allow that to happen. So you're going to go into next year and in your English extended writing practices, you know not to write one block of text. OK? Now, the only glitch in that is in geography and maybe in history, you have to arrive at extended paragraphs. Has that happened before?
4	SS	<i>[together]</i> Yeah. Yeah.
5	T	Yep. You can make the distinction, OK, because in the NAPLAN they'll be asking for short and sharp paragraphing. That's a case of either getting a "1", which is not great, or a "5", which is fantastic. Currently, at the moment, we are getting "2.5" on average, "2.5" out of five that is not good. That's below the state average.
6	S	What is the state average?
7	T	State average is something like "3.4", something like that. Now this may sound like technical jargon, but it means a lot when you crunch the data. It just means that folks think paragraphs are just one block of text but I digress. <i>[ahem]</i> Another thing that you'll need to mind is dialogue. All right? Now, I'll hand out your exam, your task sheet, at the end of the lesson. I couldn't get it

⁸⁸ A contest in which several contesting bands will perform in a time of ten/fifteen minutes each and will be judged to decide a winner at the end (<https://www.urbandictionary.com/define.php?term=Battle%20of%20the%20Bands>).

because there is an examination going on. Yeah? For an “A”, you will need to write some pretty good dialogue and write it with the correct punctuation. To get that knowledge in your head, we’re going to watch a pretty stupid thing on ClickView. You should be looking forward to that. And maybe you will think it’s great. *[ahem]* And then lastly, I’ll give you time to plan as next week on the Monday, period four, I want people conferencing with me. So by that time, of course, people *[ahem]* will have finished the novel. Raise your hand if you’ve finished the novel, hand up.

8 C *[silence]*

9 T All right, those who haven’t, you’ve got til midnight tonight. Otherwise you’ll turn into a chicken.

10 SS *[together]* Yes. | *[laughter]*

11 T Good. So you can get your diaries out now, thank you. Everybody get your diary out or somewhere you can record the date because you have a date with me on Monday.

12 SS *[shout]*

13 T I know. Yep. *[pause]* And that date is going to be about your assessment. There’s a checkpoint on the task sheet, it says: “Conference with the teacher: Week 5”. Week 6: you hand your draft, and you go: “Wow, that’s pretty short”. It’s like: “Yeah, but a short story is rather short”. Week 7: you hand it in, and that’s pretty much the end of our campaign for English 2019. We’ll watch the movie “Wonder” -

14 SS *[together]* *[shout]* | *[applause]*.

15 T ... and then we’ll do some writing exercises before the end of the year. How’s that sound?

16 SS *[together]* *[shout]* | *[buzz]* | Yep! Sounds fine! | That sounds boring... | Writing in English?

17 T Yes, maybe.

18 SS *[buzz]*

19 T OK. Let’s have a look at your success criteria, please. Now, there’s not too much today, but again you need to be able to tick this off if you’re going to be successful, OK? Now, the variety of punctuation really screams at me when I read over year eight works. All right? Now, you would have hopefully recently done your history exam, yeah?

20 SS *[together]* No...| Yes.

21 T ...on the conquest of the Spanish... That’s right. The conquest of the Spanish over the Mesoamerican Aztecs and Inca. Yep? I’m still finding that I’ve got students who are *[←slowly]* just not using any punctuation. Zero. And this is from *[↑loudly]* *[←slowly]* a science excellence class. And you would say: “Well, it’s a science excellence” but you still write in science. Now, I’m

talking about zero punctuation. Nada. Nilch. And that's a [*↑loudly*] real problem. So, I'm going to be looking for [*←slowly*] a variety of punctuation in your last piece of assessment, OK? So here we have it. You can write dialogue with correct punctuation today [*→quickly*] as a little exercise that we'll do. [*ahem*] You've hopefully learned one more way to correctly use punctuation after seeing the film... film, documentary, goofy thing; I don't know what you want to call it, OK? So maybe this is a point where you'll actually learn more about punctuation [*pause*] and then you started to plan the short story. / All right, it's at this point in time I'll ask: "Any questions about what we're doing today?"

22 C (*silence*)

23 T That's pretty straightforward. Yeah? OK. At the end of the lesson, make sure you go back to the success criteria and you tick that. OK. So let's get underway. To get underway firstly, I'm going to just get people to brainstorm a couple of ideas for Friday's lesson. I'm going to throw it back to you. Now, I had chosen the two journal entry topics. Can someone tell me what the two topics were? Toby [student name]?

24 Toby Global warming and humanity's future.

25 T All right. So one was global warming, and then second was humanity's future. So, what we can understand about that is they're universal ideas. Yeah? They're universal. Now, maybe that's a good thing for people when they're writing, but maybe not. Maybe people are thinking: "I need to go a bit more home grown here, something that's a bit more personal. It's a journal entry, after all". That's fine, because I'll allow [*ahem*] five minutes in total, and that means at the end of the five minutes I've got stuff written on the board, yep, a topic that we can all agree upon. So, we'll do it democratically so people will vote, and of course the most votes goes to the topic that is going to be written about on Friday, OK? So, in a little cluster group here, there, wherever, people around, I want you to nominate what a topic can be that [*↑loudly*] [*←slowly*] everyone can have access to everyone can write about. OK? So don't go: "My shiny new bike". No, one's going to be writing about that except you. OK? So don't be stupid. Be poignant, maybe it's something about your generation. And then if it's controversial, what are we supposed to do as a people, as a culture, and maybe its universal. You have now four and a half minutes, there's going to be a pen down the front. Once your group has agreed on one topic, then one representative comes down the front and scribes it on the board. Any questions?

26 C (*silence*)

- 27 T Go for it.
- 28 C *[moving]⁸⁹ [together] (indistinct talking)*
- 29 T *[moving around the class] [a couple of minutes later]* All right, you've got three minutes.
- 30 C *[together] (indistinct talking)*
- 31 T *[a couple of minutes later] [whistle]* That's time! So you need to give your best idea on board, now!
- 32 SS *[moving to the blackboard] (buzz)*
- 33 T OK in five...four...three...two...one...and focus! Last person to speak will be the last person leaving. All right. Your eyeballs should be on the board. Your ears should be tuned into what I'm saying to you. Now, this is what you've come up with. So, now you need to do a vote (*pause*) and its majority rules, folks. I don't care if you're disappointed. In fact, your disappointment fuels my day.
- 34 SS *[buzz]*
- 35 T (*laughing*) "Oh, gee, that's cruel, Mister. Mister, that's kind of cruel!"
- 36 SS (*buzz*)
- 37 T I have to say that *[ahem]* I don't know... if I was a student in the class, I could definitely write about these issues, OK? But it's not up to me. So let's just go around the room. Everyone has 30 seconds just to think. Now, what I'm after with your thinking is the accessibility, all right? That accessibility is [*←slowly*] "I can write about this topic" because I'm finding with the journals that I've read over two classes *[ahem]* just over your shoulder for you guys and for the others I'm going: "That's really stunted", all right? You can't write about your future? No. It's like: "Well, I thought it was pretty broad", and you could only cough up five sentences. That's not good! So you need to take 30 seconds out of your time to think: [*←slowly*] "Can I write at least two paragraphs?" Now that's the minimum. You should know that that's the minimum, OK? At your level, you should be writing three, with one central idea. That's a "5" on a NAPLAN. And you're probably thinking to yourself: "Who gives a crap about NAPLAN?" And you're right. But what that "5" indicates is that "I am above par and beyond a grade eight level", that's what the goal is, that's the proverbial carrot. Right. For 30 seconds, have a think, and then we'll have a vote.
- 38 C *[together] [indistinct talking]*

⁸⁹ The students sat in small groups.

- 39 T [*↑loudly*] OK, raise your hands, if you think that you can write about [*inaudible*]... you can write about “teen obesity”, you have a vote for that. Now, I found it fascinating... [*↓whispering*] What’s with this door? Whatever. I found it fascinating that as soon as I said: “You should be thinking about what to write” everyone started talking. That’s ridiculous, all right? Because the loudest voice in the room’s going: “Yeah, dude, teenage obesity” and then “I can’t write about that”. But that doesn’t matter, that’s year eight’s for you, OK? So, in the future, when someone says: “You need to think”, think for yourself. All right, next: “veganism”. All right. Do a count.
- 40 SS [*buzz*]
- 41 T [*↑loudly*] [*←quickly*] Just keep it up. That’s an up. This is: “I want to pick my nose”. This is an up. Keep it up. One, two, three, four, five, six, seven, eight. [*ahem*] We’ve got “racism in Australia”. Two.
- 42 SS [*laughter*]
- 43 T I’m not sure why you’re laughing about people putting up racism with Australia. That’s weird. We’ve got “bullying”. That’s a massive, interesting topic in Australia as well at this point in time. But no, none. OK. I’ve got “distrusted leaders”, and that’s any leader in society. Someone said: “Distrusted teachers”, it’s like: “Well, OK, they’re leading your education”. But no? We’ve got one. Is that two? OK. No one. “Feminism is a lie”. (*laughter*). One, two, three, four. And then we’ve got “large scale conflicts”.
- 44 S Conflict.
- 45 T Conflicts, OK? No one. I like how someone put it up there but doesn’t vote for it (*laughter*). OK. So we have, clearly the winner is -
- 46 SS [*buzz*]
- 47 T Oh, sorry, “technology addiction”. That’s a good one too. Two. All right, we’re looking at “how we perceive foods and the ideology behind veganism”, OK. You can write that in your book if you want. Let’s continue on. After you write that in your book, you have a table that needs to be drawn up. It looks like that.
- 48 C [*moving*] [*noise*] [*buzz*]
- 49 T You need to organise your space because that’s going to work for you. So in future, you’re in an interesting predicament. You can sit next to your friends? Yeah. I’ll be keeping a very close eye on

how your productivity goes today. Do you understand? All right, is there like a *[noise]*⁹⁰ in this room? There it is, right there. All right. So we're transitioning now and talking about punctuation and dialogue. On your criteria sheet, you will not get a "B" or an "A" if you don't have a variety of punctuation, nor if you can't write dialogue, OK? If you write dialogue poorly, then you will not be getting an "A" or a "B". All right? So let's consider how you approach these skills. So on your page, you should have notes on punctuation, general notes. OK? Now maybe there's, I don't know, "How to use a full stop properly". Maybe that's the case. It would be the case for the person whose paragraph I read last night, where they had none. Zero. OK? "I don't know how to use a full stop". Maybe it's: "Hey, commas, remind me again about those", That's a general sort of thing, but there is a section where it is very specific. And that specificity is around dialogue. OK? So make the distinction please, because you have a writing exercise. Now, this is for purpose. So next you'll be doing an exercise where there are two characters and one is an angry lady.

50 SS *[laughter]*

51 T Maybe that's your mum, who knows?

52 SS *[together]* She looks like Claire [student name]... | *(indistinct talking)*

53 T Hang on. Claire is my mum's name!

54 SS *[buzz]*

55 T *[ahem]* My mum's been shopping and she's not so happy with the shop assistant. OK? And you're going to be writing dialogue about these two particular characters meeting. But I want that to be written well, OK? So that's your future. Now, this goes for 13 minutes. I don't care if you love it or you hate it, or you're indifferent, but what you are not going to be indifferent about is how you're using punctuation today. Any questions about what you need to do?

56 S *[inaudible]*

57 T All right. I'll check you in 13 minutes. Now, if I need to press pause, then fair enough. But I think it goes at pace. And it goes quite slowly, so let's see what we've got.

58 SS *[buzz]*

59 T Have you seen this one?

60 SS *[together]* No, we've never seen this one... | *[indistinct talking]*

61 T How about we do this? We'll do the first five and then dialogue. All right? Let's do that. Cut out at

⁹⁰ *The teacher makes a sound imitating the object he wants.*

the start.

62 V *[noise]* “phrases within sentences. We may not realize it”.

63 T All right. Let’s just do a refresher then, OK? So get down all of the punctuation that is at your disposal.

64 C *(silence)*

65 T Who has a new English book? Like a new one, as you’ve exhausted all the pages? Who’s near... oh, you have? Yep? Do you still have your old one here? No. Do you know where it is?

66 S Yeah.

67 T OK. You need to bring it in.

68 S OK.

69 T Who’s just about finished their English book? All right, half of you. All right, so once you have those down, can you go back through the archives and see if you have information about punctuation? It must’ve been about February.

70 SS *[together]* Last time we *[inaudible]*... | *[indistinct talking]*

71 T Is that it?

72 SS *[together]* *[indistinct talking]*

73 T OK. All right. How about we just skip colons and semicolons there, because you should have some notes on that. All right. And I can make this available to people as well over the drafting process. I can just chuck it on our OneNote page...

74 V *[Youtube video on punctuation]*

75 T OK. So in your text box, make sure you have what is being said within your quotation marks. Can you use either or? You can have a double or single, all right? It doesn’t really matter. Make sure they are pronounced, though. I’ve got some people like writing, I don’t know, “that’s at”, but they do these weird things down here. Please pronounce them when you’re writing so I can see where they are. And of course you need to have a comma inside of the quotation marks. And then you have “who said what?” All right? But more importantly, I want more information than that. This is the section where you can really elaborate and allow people to know way more about your character. OK? Because this here is a grade six level. If you’re just saying “...said”, “said”, “said”,

“said”⁹¹. People can express themselves in a myriad different ways, correct? Yep. Give me a list.

Instead of saying things, what we have? Hands up if you’ve got something. Yep?

- 76 Zac Yelled.
- 77 T Yelled.
- 78 Toby Mumbled.
- 79 T Mumbled.
- 80 Emma Argued.
- 81 T Argued.
- 82 Raiki Screamed.
- 83 T Screamed.
- 84 Cassie Whispered.
- 85 T Whispered etcetera, OK? So that says a lot more about your character. But inside here, you could also conjure up imagery. All right? So what they looked like. Yeah? So what they looked like when they said it, when they spoke, rather. More importantly, you can add in figurative language. *[pause]* Yeah? So you can have a simile in here. Can someone who’s quite brainy try to give me figurative language after the speech? This is for a raspberry. Yeah. Go.
- 86 S Wait, OK, so they say something and then you compare it to something else.
- 87 T You could.
- 88 S All right.
- 89 T Yeah. Go.
- 90 S Like...*[ahem]* *[silent]*
- 91 T Try.
- 92 S *[inaudible]* the quotation marks *[inaudible]* snarled like a coyote.
- 93 T Sort of. What would you say inside the quotation marks, though?
- 94 S I don’t know *[inaudible]*.
- 95 T So instead of “like”, what other word indicates it’s a simile?
- 96 SS *[unison]* As.
- 97 T As. Maybe try that. All right. In your book, I want everyone to have a go. See if you can just write

⁹¹ The teacher is referring to character dialogue written by students. E.g. “Michelle said she is...” The teacher wants students to use more varied vocabulary rather than use the word “said” repeatedly.

down a piece of dialogue that couples with a piece of figurative language. I suggest a simile.

- 98 C *[silence]*
- 99 T *[a couple of minutes later]* All right. So this is not the best one, but you can do it. “You must clean your room”, I’m going to put an exclamation point. “Peter’s mum screamed sounding like a banshee”. All right. So you can do it. Banshee is a ghou, a female ghost or a ghou. Yep?
- 100 Zac That’s *[inaudible]*.
- 101 T It’s from a TV show? I thought it was from Scottish myth. But anyway.
- 102 C It is... let me speak to your manager *[inaudible]* whale she ears. *[shout]* Yeah... Noah *[student name]*! *[Uh uh]...[laughter]*
- 103 T Sounds good! All right. Anybody else?
- 104 S *[inaudible]*
- 105 T Yeah, sure. That’s good. I like that. Yep?
- 106 Toby Can I use a metaphor?
- 107 T Sure. Metaphor’s fine by me.
- 108 Toby *[reading]* “It’s all your fault - she hissed, *[inaudible]*”.
- 109 T Excellent. OK. You get one too?
- 110 S Yes... Can I get one?
- 111 T Well, if it’s any good.
- 112 SS *[together]* No | *[laughter]* | *[silence]*
- 113 T All right. But you get where I’m coming for you. You don’t have to do it every time but it’s an option for you. I just don’t want the grade nine... not grade nine... yes, it was great nine *[ahem]* NAPLAN, again, and I’ll show you what it looks like when you get a “one”, it’s “said”, “said”, “said”, “said”, “said”. I want variation; I want combination like a prize-fighting boxer. You are using dialogue that is impactful, it’s engaging. Now, you have an exercise for me. And that exercise is going to exercise your understanding of using punctuation, especially around dialogue. OK? I’ve given you the scenario. That’s the scenario right there. You have an irate or angry customer. We don’t know why this person’s angry. It could be legit. OK? But you have, of course, a checkout service person and she’s a little bit dumbfounded with what’s going on. You can come up with the reasons behind these characters’ emotions. But the scenario is this person is at a supermarket and this person’s having to listen. OK? Now this is hopefully to alleviate that everyone’s talking the same. I said last lesson, a big pitfall is when you have dialogue and it’s just

the same. It's almost like you're talking about the same character. I don't want that. OK, how long does this have to go? As long as, I guess six minutes allow you. Just like it says at the start, let's have a six-minute meditation on this practice.

- 114 Zak OK.
- 115 T Yep. *[inaudible]* on board. Everybody else understands? Zak [student name], yes?
- 116 Zak Three, two, one, go.
- 117 T Go. Come and get your title sheet.
- 118 SS *[buzz]*
- 119 T Mm not much going on there. Dave [student name] you haven't put pen to paper, that's pretty disturbing.
- 120 Dave *[inaudible]*
- 121 T Good question. The question is, "Do I have to leave a space between one person saying something and the next?" I would say yes. Why is that? It's easier to read... it might not be the case. So it's a stylistic choice. But I know I like to read, well actually, they do that. It's just the spacing between the sentences. So you do leave a line. Yep. *[silence]* Emma [student name]'s not here? Right.
- 122 C *[silence]*
- 123 T You have two minutes remaining. Hopefully one of your dialogue pieces, your character, has figurative language.
- 124 C *[silence]*
- 125 T *[two minutes later]* One minute remain. Please, write extendedly... *[indistinct chattering]* I have an idea. This will be fun. As fun as English can get *[indistinct chattering]*. *[two minutes later]* All right and finish the sentence or the speech that you're on. So, can I have three volunteers to read out their work? I got one. I got two. I'm going to pick on Zak [student name] today as well. And is that... you are my fourth. Is that right? Yep, we'll get around. So listen to down the front, Zak [student name].
- 126 Zak *[reading]* "Let me order my son a Big Mac", screeched the perfectly manicured banshee. "I'll say this one more time, ma'am, this is a Wendy's", explained the poor shift manager Ronald. "What are you going on about? The McDonald's sign is right there", exclaimed the confused Karen. "Mother, I require sustenance in the form of a Big Mac"⁹², said Rafiki, hungering for food while

⁹² It is a type of burger from McDonald's fast food.

his mother gave the orders. “I’m trying, honey, but this rude man is stopping us. I demand a free meal”, spoke Karen with confidence. Ronald looked dumbfounded that her top hat looked higher than her brain looked higher than her brain count *[laughter]* and ordered her to leave.

- 127 T Well done. Yep, who’s next?
- 128 Toby *[inaudible]*
- 129 T Well done. And three. Yours is really bad? Great. I’ll use yours and you in the back. *[speaking with two students]* So you two stand up. Yep. With your work, can you just find all of your first character’s dialogue?
- 130 Cassie How long is it?
- 131 T Let’s see if we can get this person’s dialogue and this person’s and mash it together. Just make note of all the C1s, so the first person who speaks, first person, and then make note of... *[Noise outside the class][moving outside the class]* Hi, I’m glad that you finished your exam, but *[inaudible]*... You go to C2. OK? All of -
- 132 Cassie *[inaudible]*.
- 133 T That’s OK. That’s fine. Let’s just see if this works. Because you’ve got the same scenario, you should have maybe the same characteristics or maybe not. Let’s just see if this match-up/mash-up works. All right. Go.
- 134 Cassie *[reading]* Miss we can’t serve...
- 135 T Ah, well, you’re talking to her⁹³.
- 136 Reiki *[reading]* “Miss, we can’t serve you when you’re this intoxicated”, the store clerk said.
- 137 Cassie *[reading]* “Ma’am, you’ve already...” You’re supposed to interrupt me.
- 138 Reiki Oh. *[laughter]*
- 139 T That was chaos, but keep going.
- 140 SS *[laughter]*
- 141 Reiki *[reading]* “Right, that’s it, Emma [student name]!” *[laughter]*
- 142 T Would anyone else like to have a go at that and see if that works? Yep. Up and up. Who’s C1, who’s C2?
- 143 Emma I’ll be character one.
- 144 T Character one? You’re character two.

⁹³ The teacher is directing to the student to speak to his fellow student, not the teacher.

145 Zac I'm totally *[inaudible]*. Ok. *[reading]* "Hello, ma'am, how may I help you?"

146 Emma *[laughter]*

147 T Just keep going!

148 SS *[together]* Go! | *[laughter]*

149 Zac *[reading]* "Go get ..." *[inaudible]*

150 Emma *[reading]* "I, I'm sorry ma'am but I was just trying to ..."

151 Zac No, no, no, you be Karen *[generic name]* *[inaudible]*.

152 T The idea is it doesn't matter if it fits, you just read it out.

153 Emma Keep going... What is your next line?

154 Zac That was my next line.

155 Emma Oh.

156 SS *[buzz]*

157 T Sorry. Let's do it. Last time. Let's try.

158 Toby Ok, which one are you going to be?

159 Emma I'll be stern lady again.

160 SS *[laughter][shout]*

161 Toby Great. You want to start?

162 Emma Yes. *[reading]* "Hello, ma'am. How may I help you?"

163 Toby *[reading]* "Let me speak to your manager, sir."

164 Emma *[reading]* "I'm sorry ma'am, I don't think I..."

165 Toby *[reading]* "All right. What are you going on about? Just give my son a Big Mac!"

166 Emma *[reading]* "Ma'am, may I ask, why you'd like to see my manager?"

167 Toby *[reading]* "Because I want a free meal. Or else I'll drag my three year old son all the way over across the country to go to the last Wendy's."

168 Emma *[reading][laughing]* "This is a Wendy's, sir. So we don't actually sell Big Macs."

169 Toby *[↑loudly]* *[reading]* "What? What utterance is this? I travelled across the entire country for a large Big Mac."

170 T *[laughing]* Has it just turned into drama class?

171 SS *[unison]* Yes!

172 T OK. Very funny, very good.

- 173 Toby *[inaudible]*
- 174 T *[laughing]* Yeah. I have no idea what you're talking about. I'm going to hand out your task sheet now. One person in your row can get a task sheet.
- 175 SS *[together] [indistinct talking]* | Don't you ma'am me... | How dare you speak to me?
- 176 T *[whistle]* All right let's get sorted. Now, there are particulars that you need to address. So, even though you perhaps have gone straight to the length of it, 500 words, which is nothing, in all honesty I would like to think that every single one of you could have written 500 words in a single session. OK? But it's more than that because it says you need to create and edit. Let's go down to the task. *[reading]* "Create and edit a short story that explores an ethical issue". Underline that thank you, "an ethical issue *[pause]* presented in the novel 'Wonder'". Already people will have identified themes and have identified the ethical dilemmas that feature in the novel. If you haven't, then you are a lesson behind. And "to complete this task you are to identify the ethical dilemma presented in the novel". Plan. This on the board here is what you should be doing, yep, before you see me on Monday. You're planning ideas out. And then draft, edit, and refine your short story. The checkpoint is "Week five: teacher consultation about the ethical dilemma you have chosen". That's the consultation I'm talking about. But more importantly, flip it over and let's have a look at the criteria sheet. OK. Let's have a look at an "E", shall we? *[pause]* "Writes sentences. Demonstrates variable understanding of grammar and punctuation and inconsistent spelling of common and simple words." Furthermore, Savy [student name], a "D" is, you "can write a short story, but it's very, very simple". All right? "Has the conventions of a short story", and what I mean by conventions of a short story, there's a *[pause]*, I'm not sure what you're doing but you're sure as hell not looking at the task sheet.
- 177 Savy I'm looking over the task sheet *[inaudible]*.
- 178 T It needs to have tension. All right? So I'm being very, very specific here. And when's a short story not a short story? It's when it doesn't follow the convention of one. OK? Now in fact I don't think it is actually a short story that you're writing. I think it's flash fiction. All right, so flash fiction is about 500 words. Very, very short.
- 179 S What's a short story?
- 180 T A short story can be longer than that. It can be up to about 10,000. Now, you think about that, OK? So lots of short stories need to immerse you. And then a novel is longer than that. Yours is flash fiction. So if you're typing into Google "short story tips", maybe "flash fiction tips" is what you're

after. OK? And I'll talk to the department of, the English department about changing that to perhaps instead short story/fiction. *[pause]* But let's go to a "C", this is where it really, really matters. Because if you don't do this, you can't pass. So, it states that you are "creating a short story combining ideas and language features". You know what a language feature is by now. Because you analysed the hell out of it when it came to the film reviews. Yes? So if you go "Oh, I have no idea what a language feature is", you should have notes on what it is in your book. Furthermore, it says you need to show how ethical dilemmas can be expressed in new ways. So you pick out one from Wonder and you think "How can I express that in a different context or a new way?" Importantly, it's edited, so I don't see many mistakes in it, and it is purposeful. It suits the audience and the audience is, well anyone, really. OK? Someone who wants to be entertained. "Combines ideas." No, skip that one. "Demonstrates understanding of grammar. Selects vocabulary. Capitalization of proper nouns." That's a C level. If you don't put proper nouns in place with capitals, you don't get a C. Now, you may scoff at that, but again, I have people not using full stops. That's sentence boundaries. Here comes the B. *[reading]* "Creates a short story that considers the interest of the reader when exploring the ethical dilemma. Uses a variety of accurate punctuation including dialogue and apostrophes. Accurate spelling of a range of challenging words" and that's a B level. An A *[reading]* "makes deliberate language choices to engage the reader and evokes an emotional response." All right? If I'm supposed to feel angered by your story, that's your purpose. If I'm supposed to feel saddened by your character, it's because you've chosen language choices to make me feel that way. If I walk out of the experience going "I have no idea what that meant, I don't really care for these characters" you're not an A. And fourthly, you have "used figurative language, maybe symbolism for effect, variety of sentences, and accurate spelling of challenging words." OK. Any questions about your task? Because you'll have now 10 minutes to start doing some planning in absolute silence. The people that speak during this 10-minute period are the people who have no idea what they're doing. And there shouldn't be a single soul in here that... over it? Yep?

181 Zac Should I be worried about the word count?

182 T Should you be worried about it insofar as you go over it?

183 Zac Yeah.

184 T At this stage? No. At this point, no. All right? That'll get chipped during drafting in week six. Yep?

185 Zac *[inaudible]*

- 186 T Wow. All right. So during this 10 minute periods before you exit, you can consider either an idea, and you can write down not one but at least 10. Yeah. If you go, “I’ve already got my idea”, turn the page, got my idea, then start planning. All right. I’ll talk to you in 10 minutes.
- 187 SS *[together] [buzz]*
- 188 Zac *[inaudible]*
- 189 T Pretty sure you could, it’s your choice, but they’re more dilemmas *[pause]* Yeah. There was a good question down in the front here. “Do I have to use the same characters in the book?” To which I would say it’s up to you, but you’re big enough to write an original piece. If you are going “I can’t do that, I’m just going to use the same characters in the book”, I would think that lacks a lot of creativity. All right? Yet if you’re in dire straights then yep, use the same characters. But you have to show the dilemma in a different way. OK? So, think about that.
- 190 C *[silence]*
- 191 T OK, folks; finish any notes that you have. I have put the seven steps to writing on our OneNote page. So if you want something to do, or to improve your writing then go and do some of these exercises. So there’s one on dialogue, there’s one on sizzling starts, there’s imagery using figurative language, heaps. All right, pack it up.
- 192 SS *[buzz]*
- 193 T *[whistle]* All right. Let’s just go through the success criteria please. So you should now know hopefully how to use punctuation when using dialogue. That’s going to be homework, as on Monday I want a conference with people to maximize your time going into week six. And then I guess lastly, we have all chosen by way of democratic votes that were looking at the implications of vegetarianism. And that’s going to be our last journal. And if they’re written well, ‘cause you want to collect your books. Any questions about today? Stand up, tuck your chairs in. We’re out of here.

T7 L2

Line	Speaker	Transcript
1	T	<p>Can you please distribute this textbook to the people? Ok, I want to... for you to get your journals or somewhere you record your homework, ok? I expect this to be done; if not, you're putting us all behind. And your homework is this. Now we should have three ethical dilemmas that we are found in the book "Wonder", OK? So, that was only two weeks ago or we can go at least; we looked through "Wonder" and we plucked out three obvious ethical dilemmas. Now, there's a definition of ethical dilemma, is in your book, is that right, that's right, and the definition is of <i>[ahem]</i> the situation we have to make choice based on your own beliefs of right and wrong, ok? Now, you have to find three additional ethical dilemmas, ok? I'm not sure why you'll write this down. So, you have three additional ethical dilemmas that you have to bring to class, so we can have them scattered about the board, all right? So, you have a count down, I'm in Sydney waiting that we are beginning the drafting process. I have a conference with people on Monday, ok? On Monday, when people doing exercises, I'll be calling you out, and I'll be asking of your ideas about your story, ok? Don't come to me go on: "What? I have no idea what to write". I'll say: "That's not what I wanted". OK? The best stories are going to be people who think about their stories. I've already highlighted outline that fact. The "how many", well, it says on the seven steps to writing, which is on one note -</p>
2	Zac	Really?
3	T	<p>... So, you can go in your one note and have a look over that it says people should have 10. Now you're in grade eight. So, I expect less than that, I say five, five ideas, all right? It's going to be hard for you because I'm sure that just because you're running it down you won't do it, but I'm telling you: there's going to be consequences that could be in your effort. I'm doing your report card in three weeks, yeah.</p>
4	Zac	<i>[gasp]</i>
5	T	<p>And you know what that is, it's a direct line to parents and, you know what the Principal of the school wishes for you, he doesn't necessarily care about your academic efforts, he cares about your efforts to award to academia. So, that effort is way more important, you rack up without five ideas and three more dilemmas that's on you, you've been warned about that, ok? Let's go to translate to record to your report. Any questions about that? That's crystal. Ok, so, Amelia <i>[student name]</i>, you are on board? OK? Yep?</p>

- 6 Zac *[Ahem]* isn't "veganism" that we are doing?
- 7 T Oh, all they wrote "vegetarianism", other word, ok? Yeah? Isn't "veganism" other word?
- 8 SS *[unison]* Yes.
- 9 Zac That's fine.
- 10 Toby The difference gets more radical!
- 11 Zac Sure.
- 12 T All right, so *[ahem]* after get this down, I'll get you success criteria that you're reading. First of all, I have a couple of people to read for me today. Thanks, Connor [student name], that's awesome, thank you very much, thank you. I think particularly because of his accent last because this story does certainly lead towards the redneck type.
- 13 SS *[buzz]*
- 14 T After that you got the plot, the graph of the story, and then we're going to discuss ethics surrounding vegetarianism/veganism and you write your third journal entry, yep, and I guess you can hear your books in this weekend, for me to read it. *[reading]* "Success criteria: I want you be able to plot a short story" Yep? I'll give you the page number; don't worry about that right now. ... and you have completed your final journal entry effectively. Now, what I mean by "effectively" is that you are using the feedback that you have garnered from your peer, from your colleagues, OK? That feedback should have given you an indication of what you need to do, so you can use hold that up for me. This thing here is feedback. Yep? So when you're writing today I suggest you take a minute out of your time to go "hang on, where I am not going right?" and that should be applied otherwise it was a waste of our time in practice.
- 15 SS *[buzz]*
- 16 T OK, I want people to go to *[ahem]* "Alison forthought"⁹⁴ *[mm]* that's pretty cool, page 217, it's a short short story, but I think it's in the theme of what we're doing today. All right *[ahem]* Lucas [student name] you take page 218, that's your flavour, I think... all right, and Lucas [student name], you want to start us off, I'll give you a little spiel,⁹⁵ and then you can bring us home. Yep?
- 17 SS *[buzz]*
- 18 T All right, before we begin, Blake [student name], before we begin, now, there's "colloquialisms" in this piece of writing. Raise your hand if you know what "colloquialism" is. Yep?

⁹⁴ The term "forethought" means planning/thinking in advance or careful consideration.

⁹⁵ The term means a little speech, often promoting something.

- 19 Zac It's like slang.
- 20 T Yep. More than that though, slang. Yep?
- 21 SS *[together] [indistinct talking]*
- 22 Toby *[Ahem]* It is used by a group of people.
- 23 T Bam! Ok? It's almost like a dialect, ok? So, it's regional; so, your colloquial language would be different than yours and yours and yours depending on your geographic *[ahem]* location. To my mind this seems like deep South America, not South America, not Chile, not Argentina -
- 24 Zac Colombia.
- 25 T ... but in America and looks like these people are mountain folk.
- 26 SS *[buzz]*
- 27 T *[making fun and imitating the different phonetic from South America]* "Uo du iu min ba da boi?"⁹⁶
- 28 SS *[buzz]*
- 29 T OK *[ahem]* OK *[ahem]* so, keep that in mind, readers, so, and even the grammar is a little bit different. So, when they have their dialogue, I'd like to see how you interpret that, it seems like they put their noun groups first and then, what is it the description of the noun group? Anyway, we can talk about it later on. After we -
- 30 SS *[buzz]*
- 31 T ... after we read it, then you've got two questions I want you to answer, but let's go to the questions beforehand, ok? So you know what you're looking for when you're listening. So, *[reading]* "what message does the story have about man's relationship with animals?" That's the first one, and you have to then *[reading]* "describe Jake's relationship with animals - can you relate to Jake's plight or worldview?" Ok? So, with that in mind, let's then get into "Jake Hoover's Pig". Let's go.
- 32 Zac *[reading]* It's funny -
- 33 SS *[buzz]*
- 34 T Start again.
- 35 Zac *[reading]*⁹⁷ It's funny lots of men deny sentiment, said Charley Russel, but I've found more of it in those that denied it than in others who advertised themselves as suffering with an overburden that

⁹⁶ This I the phonetics of the sentence: "What do you mean by that boy?"

⁹⁷ The book that the students are reading from is called "The Montana Stories" of Frank B. Linderman (https://books.google.com.au/books?id=0uU_hEH8uw8C&pg=PA50&lpg=PA50&dq=jake+hoover%27s+pig+i%27ve+seen+the+time+when+there+wasn%27t+enough+grub&source=bl&ots=I6fc2rLmMU&sig=ACfU3U12o9)

of that virtue. A man who don't look for... for a lot of sentiment in a trapper. I mean when it applies in life and welfare of wild animals, sometimes it's just the same. When I was a kid I can remember with old Jake Hoover. Jake was a trapper, a skin hunter, and killed deer, elk, and antelope for the market. His cabin was in the Pig Eye Basin over in the Judith country, and you could see deer from the door on the shack most any day. The old man would never kill a deer that's stuck about the place and I've seen the time when there wasn't enough grub in the camp to bait a mousetrap, too, yet Jake would no more think of killing one of the deer that hung around there than he would of taking a shot at me. Squirrels and birds were friends of his at all times and he often fed them. One spring a ranchman traded Jake a small pig for some elk meat, and Jake took the pig to the camp. He was little and cute and a nuisance about the place till Jake finally made a pen for him. Grain was scarce, of course, in those days, and we had to rustle to feed that confounded rooter. But whenever either of us could land on a sack of wheat we got it. We had and we have to Russell to feed but whenever you could land on a sack of wheat we got it. Eat well, I guess so, and grow. That pig just seemed to swell up over night. He was a great pet. When Jake would go to the pen with food he would rub Jake's legs with his head while the old fellow would scratch his back and pet him. Let him out and he'd trail after Jake all day like a dog. Sometimes you have to ride 40 or 50 miles to get grain. And money, well we didn't have any, but managed to trade meat for wheat when we found it.

36 T Well read.

37 C *(silence)*

38 Toby *[reading]* Jake would take one look at the pig and say: "Kid won't he make fine eatin' this fall? He's fat as a fool a big enough to kill right now, but we'll wait till the cold weather comes, an' then Zowie! We'll bat him with the axe. We'll have grease enough to last us till spring. I'm glad I got him". One day he got out of the pen. We had gone hunting. Of course the cabin door was open, and the pig went inside. We were gone two days. I wish you could have seen that shack when we got back. She never was very tide, but the pig had found the flour and the syrup and the dried apples. Jake's best blanket was on the floor and it had been walloped around in the mess for hours. A million flies had moved in too an' every sticky spot on the blanket was black with them. We were

[AKupaCeJ9YdKHXCHKcnKLKeA&hl=en&sa=X&ved=2ahUKEwiskvjn3_HpAhUTyigGHfSPBQcQ6AEwAHoECAkQAQ#v=onepage&q=jake%20hoover's%20pig%20i've%20seen%20the%20time%20when%20there%20wasn't%20enough%20grub&f=false\).](#)

within ten feet of the door when crash went the dishpan. That was when Jake cocked his rifle and whispered “Look out kid”. He slipped up to the door, and I was behind him as he poked the barrel of his Winchester inside. Then he began to swear. From the middle of the damnedest wreck you ever saw that fool pig raised his head in welcome. He was a black pig, and flour and syrup had gummed his face until it was white. His eyes were ringed all around and you’d have sworn he had on a pair of goggles. You know the way the dried apples used to come, in a box? Well, a round slice with a hole in its centre had stuck fast to his forehead. The pig was real glad to see us and showed it, but Jake was mad: “That settles it, you die. You won’t see the leaves turn yellor, either. You’ll be bacon – look at my blanket Kid”. I was dying to laugh but I was afraid to. Jake might go to war if I did. We cleaned out the shack and that night we got ready for the killing. Jake got up before daylight and built a fire. “I’m afraid it’s too warm to kill that pig yet, kid”, he said as I pulled on my boots. “It’s too early in the season, and we can’t afford to lose the meat after all the hell we’ve had with him. Guess we’ll wait a spell. Besides, we’ve got a little wheat left and there wouldn’t be anything to feed it to. You bet I won’t never have another”. So the pig’s time was extended. I felt rather glad for I sort of like him even if he was a nuisance. But the wheat disappeared at last, and we had to make another rustle. “It’s the last time”, said Jake. “I’m plumb sick of the contract and as soon as this sack is gone Zowie! We’ll bat him. It’s comin’ to him ain’t it?” “Sure is”, I told him. The weather was growing sharp when the last of the wheat was dished out. “In the mornin’ we’ll kill him”, said Jake. “I’ll feed him tonight an’ bust his head in the morning”. He sharpened his knives and talked of the feast all the evening, but I didn’t like to think of the pig at all.

39 T Well done.

40 C *[silence]*

41 Emma *[reading]* Jake turning out early. As soon as he got his boots on he took his knives, an axe, and the camp kettle he had always used to feed the pig, and said: “Come on kid, an’ we’ll get rid of that dirty skunk before we eat. I just can’t put it off no longer. Wheat’s all gone, an’ I ain’t goin’ ridin’ like a madman to find feed for a dirty hawg no more”. We started for the pig pen. A pine squirrel ran down a fir tree and came to meet us. Jake kicked at him. “This place is plumb overrun with damned nuisances”, he said, an’ stepped over into the pen. The pig was tickled to see him and began rubbing his nose on his legs. “Get out, damn ye”, he said. “Get away from me! This ain’t no friendly errand. Here kid, smash him while I get some water heating”. “Not by a damn sight”, I

said. “He ain’t my pig”. “Oh come on kid. He’s knowed me ever since he was a little feller. We need the meat, an’ the wheat’s all gone”. “Can’t help it”, I said. “I didn’t bring him here, and I won’t kill him”. Jake leaned the axe against the pen. “Why he’s nothin’ but a hawg and a low-down one at that. Look at my blanket”. “Can’t help it Jake. I can’t kill him, and I won’t”. He turned back to the cabin. I saw him come out with his Winchester. He climbed up the hill, and I walked away from the pen. A half hour went by before the pig, wondering why he had not been fed, turned around. Bang! The pet was no more. A bullet had entered his brain. Jake came down the hill, leaned his rifle against a tree, and cut the pig’s throat. “I don’t reckon he saw me or knew who done it, do you kid?” he said in a low voice that shook a trifle.

42 T Well read everyone! Very clap!

43 C *[clapping]*

44 T Ok, on the board you have two questions that need answering. I’ll allow 5 minutes for that to happen; if you need to go over the text again, I suggest you do that.

45 C *[silence]*

46 T When you’re answering, please vary your sentences. I have people speaking and I don’t want that. You have your PAT-R⁹⁸ coming up in week 6. This is a comprehension type question. And I don’t believe it’s difficult.

47 C *[silence]*

48 T *[moving around the class]*⁹⁹ Thirty seconds remains. I want everyone to finish up. Who has an answer for question 1, that is the basic of basic comprehension questions. So remember you’ve got 35 questions for your PAT-R. If you can’t get this then it’s going to be not so great, yep? That’s individualised itemised, about your comprehension of reading text. This is a Grade 8 text by the way. *[speaking with one student]* No, you can’t do that. So who’s got an answer for question 1? That should be every human being in the room, except myself and our lovely Italian friend, which is not Damian. Damian is not here...

49 SS *[together] [shout]* | Damian! | Uh! Uh! | Damian!

50 T We had an Italian student; he’s gone, *[laughing]* to Germany! All right, so, Amelia *[student name]*, can you please give me the answer for question 1 in a big loud voice?

51 Amelia *[reading][inaudible]*

⁹⁸ PAT-R is the acronym of “Progressive Achievement Test in Reading”.

⁹⁹ The teacher moved around the class while the students were worked individually.

- 52 T Ok. Now, the character of the pig... is the pig overly friendly?
- 53 SS *[unison]* Yes.
- 54 T Yeah, totally. Even when Jake discovers that the pig is in the pantry eating pretty much everything, he's like: "I... I'm gonna kill you, yeah... no no", all right? And even when he says: "I'm gonna kill him in the morning", he says: "Well, you know, what are you doing, kid? Hit it on the head, I'm just going to boil some water" and then, of course, he goes up the top of the hill with his Winchester and shoots it at a distance.
- 55 Amelia Why?
- 56 T Indeed, why? It talks about a relationship. In the last line, he was pretty much "What do you reckon, kid? Do you think he knew it was me?"
- 57 Amelia Yeah.
- 58 T All right? "I don't think he knew it was me" and then he slit its throat. So, it has a lot to do with human relationships and animals. Has anyone else got something to say about that? Yeah? *[noise]*
[↑loudly] Louder, you have to contend with the rain!
- 59 Reiki The story portrait *[pause]* the story portrays the best *[pause]* man cares for nature and animals. The main *[pause]* Jake killed the hog although the hog *[pause]*-
- 60 T Yeah, I like that distinction, well done! All right? So we care for animals, but it looks like we care for ourselves even more. Yeah, what do you reckon about that answer?
- 61 Reiki ... It's true.
- 62 T That's good. All right *[ahem]* *[reading]* "describe Jack's relationship with animals - can *[↑loudly]* you relate to Jack's plight?" / Yeah!
- 63 SS *[buzz]*
- 64 T *[↑loudly]* Louder!
- 65 Reiki Jack Hoover contains getting the animal that did something wrong? Personally, I can't relate to this ideology of getting rid of the animal because...
- 66 T Did he kill it because it did something wrong?
- 67 SS *[together]* Yep... | No... | *[buzz]*
- 68 T That's right. It was only out of necessity, all right? *[ahem]* but, if the question asked you to describe, you would have to offer up stuff that's in the actual text. So, if there were a deer just walking around near his house, would he kill the deer? No. In the text it says, "even the birds were

his friends”. You need to offer up information when it says: “describe”, you don’t do that; you will not get a pass. So, it is of course the cognition that’s asked you to do something and then you can go onto even when the pig violates the rules of his house and then violates his lovely blanky, all right? You just imagine that you’re out in the wilderness you haven’t got, you know, any sort of company but you got your little blanky. Even when the pig soils that and he gets his rifle out, he couldn’t kill it. And on and on and on. But the question in part two is: “Can you relate to it?” and you can give up like a personal anecdote, I certainly can, all right? You can’t, you have no affinity or affection for any animal on the planet beside yourself, that figures, I think.

69 SS [buzz]

70 T Ok, next, and you’re gonna do this really, really quickly, as you should have a half hour to read and write [ahem] is this. Very quickly, I want you to see if you can map out the story, OK, in terms of its elements. So, you should have what happens at the start: “What’s the tension? What’s the climax?” That’s it. If you want to actually do that with the graph pattern you can, or if you don’t want to do it pictorially, just go bam bam bam bam in a list. Got that Loyra [student name]? Great, all right. You have approximately three minutes to do so. I’m coming around to see what you’ve got. [moving around the class] [one minute later] Once you finish doing that, you have to take an iPad, if you don’t have one then you could just look on your neighbour or your neighbour’s iPad, but you’ll need to get onto Google.

71 C [silence]

72 T [↓whispering] Do you know what you need to do? We’re not doing that any more. Yep that’s done with. So, next, is the plot, the story, what’s happened. Can you see this? This is an outline of a short story. Where is the start? Where’s the rise in tension? What’s the climax? Ok? All you need to do is put dot points in. Go for it. All you need to do is put dot points, as long as you can identify this stuff.

73 S [inaudible]

74 SS [buzz]

75 T It’s very very small. But that’s ok. [speaking with an other student] Where are your answers to the last two questions? It took you ten minutes to write that and that? Yes? Does it have a structure? Does it have a short story structure? Yep, you know why? It’s a short story. That on the board, is a pictogram of what the structure of a short story is. It starts with some action or some interest and it builds in tension to a climax. You have to find the beats in this. So, how does it start? Is there any

tension in there? You bet there is, and how does it end? You can plot it, on a graph. Do it in your book. All right, that's it. There's maybe five rises in tension but just show me that you can see the tension building. The tension clearly is between the owner and the pig. Now, maybe, you could say it between Jake and his friend or the kid and that's kinda true towards the end.

76 S *[inaudible]*

77 T What do you need? Unless you have good memory. At the start. That's dot point 1, that's fairly easy.

78 S *[inaudible]*

79 T Yep, that's true. Ok, so rise and tension surely the pig in the pantry, right? Yep. There's another underlying tension, surely people can understand that, what's driving the animosity between the pig and the owner? Yeah, hunger? If they had heaps of grain would the pig actually have been killed? No! So, the tension is tension of relationship and task, to provide food, and that goes all the way through here, just when you think the pig's going to get killed, it doesn't get killed. "We've got grain enough", all right? "It's too hot to kill the pig". Yep... all right... cool... yep... yep... yep...yep... all right...put down like a label, the label could be "Jake Hoover's pig, story graph". Once you have your graph done make sure it's labelled please.

80 S *[inaudible]*

81 T Again, when you have finished get onto Google. Go to Google and wait for me.

82 S *[inaudible]*

81 T *[↑loudly]* Those who are writing in pencil, make sure your pencil is sharp, yep? Some of your writing looks like chicken's paw, I swear. Not so great. Have you got a sharpener for that pencil of yours? You have twenty seconds to finish that graph. Make sure it's labelled "Jake Hoover's pig, story graph". All right, go onto this site here, it's pros and cons¹⁰⁰. Now, I know we had labelled the, the topic veganism. Let's just do a blanket sort of term, ok? Just get into the website here.

81 SS *[together]* It's the first one there... | Yeah, it's the very first one... | Yes, it's the debating website.

82 T Ok, here is the website, and listen here.

83 SS *[buzz]*

84 T Ok, now, when you are writing today *[ahem]* you should be doing one or two things. That is, you could look over this website, ok, if you're stuck for information and ideas, you can also look over

¹⁰⁰ The teacher showed on the blackboard the website: <https://vegetarian.procon.org/>.

the feedback that your partner or peer has provided you. So you have two sources of information: one - how you are producing the work - and two - a reference if you're stuck with ideas. Maybe you're a person you go: "Well, I've already got my opinion about how we should be eating and what we should be eating", maybe that's you. Maybe it's not you then you've got a resource here, understood? All right. Now, before I let you go which is going to be eleven o'clock, then I just want to show you a very small documentary, ok? Now, this was chronicled at the beginning of the year and you should know of this, ok? If not you're head's been in the sand. So, this happened in Melbourne and they stopped traffic for almost *[ahem]* a morning really... talking about the vegan movement in Australia. *[speaking with one student]* Talia *[student name]*, kill the light, have a listen, it seems too long, but maybe this will be what tips you over with your opinion, maybe not, ok? So, furthermore, you have more information at your disposal.

85 V *[Video on Australia's vegan fight]*

86 T All right. That's fantastic¹⁰¹!

87 SS *[buzz] | [shout] | [laughter]*

88 T *[some minutes later]*¹⁰² And it goes on. Now, let's just get the flipside of the coin here. Now, I was going to show you the footage but I thought was too disturbing. Now you have violations of animal rights or animal abuse being *[ahem]* documented in this particular text, ok? And it's just really horrific so. The man-handling of animals in a violent manner *[ahem]* little chickens are getting killed in the most atrocious way possible, and there has been a real response from the Australian public, and not only in protest, but how we go about educating ourselves and what we consume. In the supermarket I do remember, even five years ago, you would only have two types of eggs, and that is caged and uncaged. That's it. If you go to the supermarket and look in the egg section, you'll find at least six or seven different types, and that's a response from the public, and how we are thinking of animals and how we relate to them *[ahem]* in this day and age, ok? So, don't you think these people have just started to rise up because everyone's now aware simultaneously, spontaneously, about animal rights? It's been a movement over many years. OK. And it's due to good reason. The reasons are all good and that, of course, you don't want animals to suffer, ok? So, just like Jake and his pig, we have a responsibility and a relationship to animals. / Would you agree with that?

¹⁰¹ The video didn't work on YouTube.

¹⁰² The teacher stopped the video some minutes later.

- 89 SS *[unison]* Yeah.
- 90 T All right. Now, the flipside of this you have, of course *[ahem]* disruptive protests. Now, you have some context around the issue, those who have no idea about it, you have a website that has pros and cons, and now you have twenty-five minutes to write, it's only two paragraphs, but when you are writing can you please go to your feedback and apply it. And what I'm referring to is that you will have a central idea; you are trying to use figurative language, personal pronouns, paragraphing, variety of sentences, and punctuation, ok? Yes. It's your opinion. But this opinion going to be structured, it's gonna have a purpose. Any questions, qualms, queries or quandaries? All right. Now, it's time for, quiet, writing.
- 91 Zac Are we allowed to have more than two paragraphs?
- 92 T Absolutely! Absolutely! As long as it's a good central idea, you got topic sentences within paragraphs, yep. I should see people's feedback on their table. *[moving around the class] [speaking with one student]¹⁰³* How do you feel? Better? Just remember that on Monday you're looking for three ethical dilemmas, wanna comprehends with your value story. Ok? Thanks.
- 93 SS *[buzz]*
- 94 T *[moving to the desk] [ten minutes later]* Who wants to volunteer the central idea? Yeah!
- 95 Reiki The vegan movement is a confusing one.
- 96 T *[mm]*
- 97 C *[silence]* -
- 98 T Yep. Yep?
- 99 Toby Although their intention's pure, the way ...the message is ...to the cause.
- 100 Zac That vegans don't understand what they're doing wrong.
- 101 T Is there a flipside to this? Are you going "Damn? It's about time we take a stand?"
- 102 Zac How about you? What's your view?
- 103 T Yeah. *[Ahem]* I think I'm a bit on the fence with this.
- 104 SS *[shout] [buzz]*
- 105 T Yeah, I've been vegetarian, when I was in university, except I went anaemic because there was no iron in my blood.
- 106 SS *[shout] [buzz]*

¹⁰³ The teacher moved around the class while students worked individually for twenty-five minutes.

- 107 T I'm vegetarian pretty much four days a week...
- 108 SS *[laughter]*
- 109 T ... four days, and then I eat chicken, no red meat...
- 110 SS *[buzz]*
- 111 T What I mean by chicken I don't eat in KFC, because that's not really food!
- 112 SS *[buzz]*
- 113 T *[moving to the desk]*¹⁰⁴ All right... all right... all right, I've interrupted, get back to work.
- 114 C *[silence]*
- 115 T *[some minutes later]* OK, you have fifteen minutes to go. You have time few days to edit the work as well.
- 116 C *[silence]*
- 117 T *[ten minutes later]* Remember how much is it value and the quality, all right? So, make sure that you worked. *[pause]* *[some minutes later]* Ok, just finish the sentence or two. That's time for this week, raise your hand if you finished the novel "Wonder"¹⁰⁵ Aaaaaall right. Liar! Are you lying to me? No? You never lie, right? *[indistinct chattering]* *[laughter]* *[the teacher greets the students that leave the class].*
- 118 S *[laughing]* No!!!!
- 119 T No? You never lie, right?
- 120 C *[buzz]* | *[laughter]* | *[indistinct talking]*

¹⁰⁴ The teacher typed on the computer.

¹⁰⁵ Half class raise its hands.

T7 L3

Line	Speaker	Transcript
1	T	Now I'll only have <i>[um]</i> well, yeah, so, reading through the work I needed to have to <i>[pause]</i> I'm looking at the <i>[um]</i> I'm trying to say <i>[pause]</i> I'm trying to say that I'm looking mainly at the productive mode. All right. That is just how you are writing. Just in a more general sort of sense because if you look at what's populating the "A", it says deliberate language choices. OK? And that it says uses language features like figurative language; uses sentence variety and accurate spelling of challenging words. That's what populates the "A". It's not this whole fandangled fantastical idea that I had that came in a fever dream, that's, you know, the King of the reading God's told me I should be doing this in English. It's more down to how accurate you are writing. The "C" takes care of, you know, combines ideas from the base text, which is "Wonder". Ok? <i>[um]</i> , so really this afternoon you've only got two success criteria and that is, you know, you've written a response to an ethical dilemma and that is, you've conferenced with me and here we go. Because next week you'll be need to produce a draft. Your draft will be handed in. I'm thinking on the Wednesday next week. Yeah?
2	Cassie	<i>[inaudible]</i>
3	T	That's right Cassie [student name]. It's not long, but it's going to take some a concentration in time. That's what I'm thinking. Just on that. Who here has an idea for that short story already that has got something in mind? All right. That's about maybe a quarter of you. Yep. Hopefully today you can get that ticked off and then away you go. All right. Because you'll have this afternoon to plan. All right. Any questions about today's lesson?
4	C	<i>[silence]</i>
5	T	Nope. Sure? OK. All right, so first things first, we've got the ethical dilemma. Yeah, fine. Part of your homework was to look at the ethical dilemmas is in the book; we've identified three and then I wanted to generate more. Yeah, because before I let people start to conference with me, let's make a distinction of what the task is asking you, that several people just scratching their heads about that, but the ethical dilemma is, well, let's just break it down a little bit. OK? Just so you have... <i>[ahem]</i> <i>[pause]</i> you have an agent or an actor or a person, an independent thinker in the world. OK? Now that guy looks kind of weird. Let's give him some elbows, shall we? And a face and some shoes.
6	SS	<i>[buzz]</i> <i>(laughter)</i>

- 7 T There you go. There you go.
- 8 SS [*↑loudly*] [*buzz*]
- 9 T OK. Now, this person in the world has got a sense of [*uh*] maybe duty. Yep. Now duty can come from a sense of [*um*] yeah, the rules, the rules that are imposed because of institutions like school or they could be a rules of because of law -
- 10 Emma Employment.
- 11 T ... your duty's could be, yeah, sure. Because you've got a job. Your duties could be to family. All right? Now this is just breaking down these moral dilemmas a little bit more. It's when a person or a character comes across a situation where they have to act when they think of, or they try to think of the consequences of their actions, yeah? The consequences of their action. Now, of course, these people don't necessarily know what the consequences are. You do this every damn day. You're probably just so unaware because you're so aware of it and you think, well that's, that's, that seems like a paradox. It says, yeah, this is a bit of a paradox. You are so aware that you make decisions all the time. You become unaware of it. OK? Now it's a not a hard sort of feat for people to understand, but it's the characters in the book. Yeah? And they come across certain situations where they're starting to think about: "What is my duty here? What's my role here? What's the right thing to do in this situation?" Because they are hyper aware of the consequences of their actions. They're aware that it might produce good. All right? But we also know that there are unexpected consequences of people's actions. Have you, hands up here if you've ever thought: "I'm gonna do this and it's a good thing", turned out wrong? All right, so, you go in with really good intentions, but it turns out to be the wrong thing. Can anyone share that story with me?
- 12 SS [*buzz*]
- 13 T Well he can't be too good 'cos I've got his ...sheet. What's, what's your story there Toby [student name]?
- 14 Toby Oh, when your good intention to do an assessment and it came out horribly -
- 15 T So here's my good intention, I'm gonna stay up all night: "Oh I'm really good I'm really proud of myself" and then he gets his result back. "This is just rubbish". OK, that's fine. Yep?
- 16 SS [*buzz*] Getting a gift for someone, that's a party you're not invited to.
- 17 T Yeah. Right. OK.
- 18 SS [*together*] [*buzz*] Did that happen? | It happened to me. | I want it to be a nice person. So I got them a gift anyway, 'cause I knew you when their party was.

- 19 T That's really interesting. But again, this is what we're talking about. It's *[pause]* it's when people in the world are thinking about the consequences of their actions. Alright? But they're presented with something. They're presented with a problem, that's the difference. So, here's the situation, but it could be a problem because they're wrestling with, you know: "What do I need to do? I don't necessarily know". Let's take this for example. Who wants to read? You can take care of it. Go for it.
- 20 S Jim [generic name] has the responsibility of filling a position in his firm. His friend Paul has applied and is qualified but someone else seems even more qualified. Jim wants to give the job to Paul but he ...feels? Fells?¹⁰⁶
- 21 T Should be.
- 22 S ... Believing that he ought to be impartial, unbiased, that's the essence of morality he initially tells himself. This belief is however rejected as Jim resolves that friendship has a moral importance that ...and perhaps even requires partiality in some circumstances. So he gives the job to Paul. Was he right?
- 23 T Good. Ok, so let's break it down even further. He has a job at his firm. It's his firm. He has a friend. His friend's called Paul. Now Paul is qualified for the position, so he gets his curriculum verite or his resume goes, ah, yeah, it's Paul. I know he's qualified. I know where he's worked before. And, hang on, here's another one, oh this person is more qualified. But then he starts thinking about it and that friendship. All right? So friendship could be in the list of duties, shouldn't it? That we often associate with being a person in the world. Duty to other people and especially friends. In other circumstances do we help friends out?
- 24 SS *[unison]* Yes.
- 25 T Yeah, here's a person. Who is a friend, who is qualified for the job? And he comes to the idea saying to himself: "Well, you know what? Friendship is really morally important and therefore I'm going to give the job to Paul". Was he right to right to do so or not? That the question. I want you to take now three minutes to write down a response and we'll hear those then.
- 26 S Results?
- 27 T No, discussion, we can discuss after, please. Go. And I'm looking up a podcast for

¹⁰⁶ There is a spelling error in the text that the student is reading. The teacher confirms the correct pronunciation of the word "feels".

consequentialism... *[ahem]* [*↓slowly*] say consequentialism today.

- 28 SS *[buzz]*
- 29 T Don't discuss.
- 30 C *(silence)*
- 31 T Start writing.
- 32 SS *[buzz]*
- 33 T *[three minutes later]* Okay that's time. What have you got in the front there? Do you think Paul [*generic name*] was right? OK. Raise your hand if you thought: "Ok, yep, Paul was right to give the job to his mate". Let's hear from these advocates that, you know, Jim was right to give it to Paul. Let's take away down the front.
- 34 S *[reading]* All right, so Jim already knows and is friends with Paul so he can trust him to do a good job with it. The other person is more qualified but they may not be a trustworthy or hardworking or someone he already knows.
- 35 T OK. So the idea is we don't really know the person on paper, right? *[um]* So, we do know what Paul is like, in you know his private life. He is a trustworthy, therefore perhaps he's more trustworthy than just employing someone on paper. OK. *[um]* What's another response why he was right to employ him?
- 36 S *[reading]* Jim was right to do so there's actions in line Paul his friend. Jim has a responsibility to comply with the company's policy. Although Jim decides that he also has a responsibility to maintain his friendship. I didn't write this down but the other person may be over qualified and may just leave after-
- 37 T Yeah, ok. This person's over-qualified therefore wouldn't be sticking around for the firm that long. That's interesting inference. One more for why we should *[um]*, you know, he was right to employ Paul, one more? C'mon, my cells are dying.
- 38 SS *[together]* *[indistinct talking]*
- 39 T Yeah. All right, let's flip the script then. What have we got? So you had that he was wrong, why was he wrong to do so? Yep.
- 40 S *[reading]* Jim was incorrect in his decision. Friendship does have certain responsibilities which should be fulfilled. But when someone who has likely worked harder than Paul, someone who likely deserves the position more, was turned down all for blind reason of friendship, that other person should have got the job. It is completely unfair. Also, if Paul finds out he was picked for the

irrational reason, he may be unhappy with Jim in his position (and friendship?). Moreover, the firm and all the employees under that firm could benefit...

41 T Yeah. OK. So you're looking at it from a very wide angle. It's not just about the friendship it's about what's best for the firm itself. OK so what's going to benefit the employee [um] employees as well? Yep.

42 S [ahem] The more qualified person would create a more professional relationship while Paul would have more like a friend type relationship. Due to the fact of like work ethic.

43 T Yeah. So is it a good thing mixing business with pleasure as they say? A friendship comes along, y'know, it's just two worlds colliding. I'm not sure it's the best thing. Last commentary. Yep?

44 Zak I was going to ask what you thought.

45 T What I thought? [um] I would probably think that he is um wrong to do so. I would say that is what's being discussed there, but he has an obligation to the firm instead of his friendship. Who's to say that there isn't going to be another position opened up in six months time?

46 Zak There will be.

47 T All right.

48 SS [buzz]

49 T If he employs the person that's more qualified maybe he will have more professional networks opened up. Because if you knew Paul in his personal life, you would know where he's come from and maybe there is not new connections. There's no new linked in qualities. But if you employ someone you don't know there are new opportunities there. And therefore I think I would go that way. OK. [um] And that is what I mean by moral dilemma. In the book there are characters that are faced with similar situations. They have to think about the to the right thing. They have to think about their duty to other people. Do you understand? All right, so your short story has to get in touch with these dilemmas. They have to meditate over a problem. OK? And that is at the heart of the [um] the task. So if you're just writing something random, it's not going to do well. So get out your task sheets please.

50 SS [together] [indistinct talking]

51 T OK. And your homework was to both, write down a couple of ideas for your short story and the other was to find more ethical dilemmas, OK? So can we take care of that now? So I want people to offer up some ethical dilemmas they found over the weekend. Yep? You'll get one in a minute. Hello.

- 52 S ...he could have looked for a more, like he chose to go back and sit down.
- 53 T So which character? Be specific? So we need to be talking about characters. Whereabouts is it in the book? Yep. So Auggie, yeah, he's confronted with a situation about, I guess it's a material thing. All right? So he's a bit worried about a really expensive hearing aid. He could have an opportunity to go back and find them but he doesn't do that. So yes you could formulate a story around, you know, choosing not to, I don't know, [uh] honour some expensive item. All right. Because it will put your parents out of pocket. These things would have cost thousands of dollars. All right. Now what do his parents say about him losing the hearing aids?
- 54 S They weren't mad.
- 55 T They weren't mad because it's his first adventure out. Really. Yep.
- 56 S When Olivia is deciding whether to tell Auggie and their parents about the play that they have.
- 57 T Yeah, that's, that's a good one actually. Can you explain that just in general terms, what happened? A little bit more information.
- 58 S I'm pretty sure Olivia didn't want had this whole persona about her in junior school, that he was the person with a deformed brother. And she didn't want that to happen again in her high school.
- 59 T Why, do you think?
- 60 S Because it was like her stereotypical thing that everyone think about when they saw her. That would be like a conversation that people bring up.
- 61 T Yeah, and she wanted a fresh start. This is an opportunity because it's a new school. So she didn't want to tell people about the play. So what happened then? Did she [uh]... so there's a conflict in the family. Right. And then that's just before the dog died, I do believe. Yep, there's a fight in the family. But that's a really good example. Now, you think about it. So you've got Olivia who has a duty, perhaps, to her family to offer up the truth. The situation came up where she's at a new school and she's wanting the consequences of her actions to be [uh] to be good for her. Were they necessarily good for the family?
- 62 S No.
- 63 T No. All right. So she had chosen, she had made a decision and that was the drama behind it. Okay, the family got really upset that she wouldn't want to include them. [um] Of course did she have a reason why, that was legitimate? I'd say yes. Ok? So we make these all the time. We estimate what the consequences are and we just go along for the ride. Could I have one more dilemma? Yeah.
- 64 S [um] via bringing over Justin.

65 T Why is that such a dilemma?

65 S Her younger brother. And also her introducing Justin to her younger brother who has affirmation deformities, Justin could just up and leave, or Justin could straight up insult...

66 T Mm-hmm. He could. Whose perspective are we looking at this from though? Is it Justin's perspective or is it Olivia's?

67 S Olivia's.

68 T Olivia's. So already you have Olivia being a very interesting character when you're breaking down these moral dilemmas. OK? So just think about the morality of it, what the right thing to do is what the wrong thing to do is. Now was it right for her to bring a boyfriend around to meet August?

69 SS *[together]* Yes... | Yes.

70 T Yeah. I think so. Ah what was the other one that you had? The hand up?

71 S I don't know if we had Amos and the others standing up for August.

72 T Absolutely. Uh, so you have Amos at the end finally sticking up for him. He could very easily not have done that and that's fine. OK. So at the moment you should have a list of dilemmas in your book because your short story is going to be predicated, based off, one of those ideas. OK? It doesn't have to be a re-telling of it, just: "Oh, that's similar, I've got my idea on that". Yeah.

73 S *[inaudible]* about that slightly.

74 T Slightly fantasy. I would have to conference with you about that. Slightly fantasy, / what do you mean by that?

75 S Consequences of their actions on their body. It's kind of like if you say something bad, then there's going to have like real damages on you as a person.

76 T Oh I see, I see, I see, I see. That's interesting. Like of like Pinocchio when he lies his nose grows. Oh, I yes, it could. It could possibly; obviously I like to conference with you about it. OK, so before I let people go, let's just cover what we've got so far. So in your book you should have a sizzling start, all right? Now I'm not sure if that was about the haunted house or the dentist, but you should have a sizzling start. Moreover, you should have dialogue, dynamic dialogue that was between the irate customer and a checkout personnel. Now, one other thing I want people to be very much aware of, tension, the tightening of tension. And let's do something in real time today. OK? So what I mean by that is you're going to help me generate an idea *[um]* and then you can start thinking about how you can put it into a plan. So we know the structure of a short story. OK? That's what I want it to be. Now last lesson you looked at Jake's pig and you should have a map in

your book because you've identified. Yep, so that cognition is below creation. You've identified now you can create. Let's see if we can actually do this now. Now, one of the dilemmas we had, I liked the idea of lying to your parents [*um*] lying to your parents so you can get satisfaction or disassociation from your brother who's got a facial deformity. So the idea is like lying to please oneself. Now that's the dilemma that was from the book. OK? Now if you pick that and you wanted to put it into a story, this is where people are going to stumble. Now this is me trying to help you out. So pick up your ears. So we've got the idea of lying to please oneself and we know where that comes from in the book. All right? But, let's see if we can come up with a story that shows this section of it. It's tightening of tension. This is where people don't do so well. They've got sizzling starts; they've got an ending, but nothing there that really wants people to read on. And it's that tightening of tension that engages the reader. OK? So, let's go. Lying to please oneself. This is off the top of my head; it's this easy. So just say you have got schoolboy and this schoolboy is being called into the Principal's office.

77 SS [*buzz*]

78 T If you speak again, I'm going to be offended. All right, so you have got the schoolboy, principal's office. So here I've got character, yep? So I've got one, and Principal, characters times two. When you are drafting your work I don't want any more than four characters. If you have more than that you're going to lose me. All right, now you're thinking, it's set at a school there's heaps of people at school, that becomes one character, that the crowd. So if you've got like a crowd of people, that's one character. Do you see what I'm saying? All right? OK. So, you got a schoolboy, principal's office, I got a setting. My setting is particular; I can describe that setting. And it starts, of course, with a sizzling start; I'm going to be using dialogue. Because this boy has been accused of doing something wrong. OK? He just doesn't know he's been caught yet. All right? What's he done? He's been graffitiing¹⁰⁷ the boys' toilets. Now he thinks he's there because he's getting an award. And that award is kind of true because he was in contention to get, I don't know, the maths award. He's quite smart but he's quite devious as well 'cause he's bored in maths. So this character has got some backstory. Now, to tighten the tension I want it to be mystery. Ok? So he doesn't necessarily know why he's there but he thinks he's there because he is getting the award. Now of

¹⁰⁷ It means he has graffitiing the toilets at school. In English the word "graffiti" is used as singular and plural (graffiti + ing = 2 letter "i"s next to each other =graffitiing).

course, as it goes up, he's going to have a surprise. I've got two types of tension here – mystery – “I don't why I'm here” and “Oh, there's a surprise”. And the surprise is going to be the principal talking about [um] the toilet, all right? The toilets and how there's graffiti. So can you see how's there's interaction between these two and there could be tension. And the tension comes from the dialogue. OK? Hey, remember you're only writing 500 words max. Now, there's going to be a climax here, and that climax is going to link to that, right? He's lied so far. He's lied. He's lied. He's lied. [um] because “Do you know why you're here?” “Oh, maybe” “Have you heard about what's happened in the boys' toilets?” - surprise. [um] Where were you in Period 3 yesterday? [um] here's an opportunity to tell the truth. “I was at the library” – lie. “Oh that's not what I heard, I heard that you were spotted². Here's an opportunity to tell the truth. Lie. So again, you've got the situation and the consequences of their action. OK? And then the climax could be the Principal doesn't know it was him, or I don't know, or maybe the Principal does know or the Principal says: “Look, we know was your friend that did it”. OK? “We know it was Toby”.

79 SS [together] Ohhh... | Come on... | Disappointed.

80 T So here is the most, yeah, think about it. Here is the climax; here is the opportunity for him to tell the truth. But, he lets his mate take the fall. Can you see how we've got tension, tension, tension, tension, tension, right up until it's his friend, and he lets his friend take the fall because he wants the maths award or whatever. But it's that sort of tension that you need in your work that's going to make a successful story. All right? There's no lag in there because you've only got 500 words. Do you understand? Now that story just came off the top of my head. Just then, that's because I'm in Grade 8 but again, it's because you know the formula. If you were to make a cake, you know how to make a cake because there're certain ingredients. I can do this until the cows come home because it's just a formula. You need to know that formula. The only thing that I had trouble with on the spot, was going (pause) “How do I think about the dilemma from the book?” Now of course, that dilemma was about Olivia. Every time her parents were saying: “Hey, so how's school?” “Shut up, I'm going to go to my room now” or “Hey, are you in a play?” “No”. It's different sort of characterisation but it's the same thing; lying to please oneself. Any questions about that?

81 SS [together] Nope. / No. | [silence]

82 T Good. Now, your job this afternoon is to one, either conference with me about your story because you've got 5 ideas. If not, I hope you've got 3. If you come to me with one I'm going to send you packing because you haven't done your homework. All right. If you want my help or input and get

a tick/tip on your task sheet then you have to have done your homework. You are to bring your task sheet out the front and I will give you a tip if I'm satisfied with you actually thinking about your own work. Ok? If you're not conferencing with me you are generating ideas. If you are not generating ideas then there are short stories at the back of the room so everyone's occupied. Capiche? You have 25 minutes to do so. I'm just going to take the roll¹⁰⁸. I'll take the roll and then we'll just go from there. Yep? Let's do this in alphabetical order today.

83 SS [buzz]

84 T [whistle] Hello! If you think that I'm going to permit that level of activity, all right, in terms of your vocal output, you talking just gallivanting around, that's not going to happen. I need to conference with people that means it takes two to listen, two to talk. I don't want to hear you, so I suggest to Emma [student name] you move down here, now! Zak [student name] you move over one. All right, you're either working on your story or you're reading. Talk to me.

85 SS [buzz]

86 T So, it's saving your friend or yourself, so it's based on the end of the story, right? Amos, and whatnot, right?

87 S Yeah. [inaudible]

88 T It's a good idea, it's cool.

89 S [inaudible] -

90 T Sounds very very complicated, but it's a good idea. What's based on? What part of the book?

91 S You can see the tension. A millionaire who has a car accident.

92 T So, maybe, but you've got the security -

93 S [inaudible]

94 T [inaudible]

95 C [↑loudly] [buzz]

96 T Go away and you have think about it. [inaudible]

97 Toby [inaudible]

98 T [laughing] [inaudible]

99 Toby [inaudible]

100 T Go on.

¹⁰⁸ "Taking the roll" means to check the students attending class today. So the teacher is checking the roll, or list, of students who should be in class.

101 Toby *[inaudible]*

102 SS *[buzz]*

103 T You have to think about what's inside. What's based on?

104 Toby *[inaudible]*

105 T *[inaudible]* You should be more realistic... so what's he's doing?

106 Emma He's changing in the same room.

107 T Good story... yes, it's interesting. Next.

108 SS *[↑loudly] [buzz]*

109 S *[inaudible]*-

110 T *[inaudible]* What's your idea?

111 S My idea is *[inaudible]*

112 T Yes, but it don't make any sense *[inaudible]* All right.

113 SS *[↑loudly] [buzz]*

114 T *[whistle]* That's that. You've farted around long enough! Those I have conferenced with you are working on your story. For those who I haven't conferenced with you are either silently reading, there is material at the back, or you are trying to plot and plan your short story. So, gone are the days of you just talking about baffle, gaff, and waffle. Do you understand me? Because I can't hear the people I'm conferencing with. It has to stop there..

115 C *[silence]*

116 T *[inaudible]*

117 S *[inaudible]* Thank you.

118 T *[inaudible]* Where are these things originally in the book?

119 S *[inaudible]*

120 T Give me some dilemma here.

121 S *[ahem]* share the choose between telling Jack or saving the friendship *[inaudible]*.

122 T That's very extreme! *[ahem]* I like the dilemma to say or don't say the truth, that's the problem. Do you tell the truth to a person, maybe the truth that they want to hear or something like that? Got it?

123 S Yeah.

124 T Good. Next?

125 S *[inaudible]*

126 T OK... *[inaudible]* You know what I mean?

- 127 S Yeah.
- 128 T What's the reason why do it? OK? That's the dilemma, OK? Here it's just: "I want to do this", OK?
- 129 S OK.
- 130 T Delphy [student name]?
- 131 Delphy *[Ahem]* ...find a homeless guy...
- 132 T Find him where? Find him in the back of the car?
- 133 Delphy You see someone, like sitting down. *[pause]* eventually they are forced to come to work earlier or stop helping the homeless guy. And then another one is you and your friend has to apply for a job but you lied to him and said you didn't do it.
- 134 T Why did you lie to him?
- 135 Delphy Because they really wanted it *[pause]* and then you end up getting the job and you have the choice to tell them the truth like what job you've got or tell a lie and say you didn't do it. And then another, a family has to pay a lot of money for someone to, like, cure a disease, and then they're running out of money and they are very poor and they have an option to *[pause]* stop what they're doing...
- 136 T *[mh]* They're all pretty good. What was the second one again? *[inaudible]* Oh the job. What job? There's a lot of stuff...if you don't know the job it's going to be difficult to write. So what if you do something a bit more simple. So what if you do something like, you've got a mate who likes someone. Secretly you've been seeing them for 6 months, you haven't told your mate and he's thinking about asking them to the formal. Do you tell your mate because -
- 137 Delphy That's true.
- 138 T It'd be easier because you'd probably know about that because it's high school life compared to jobs. Like, what job? *[inaudible]* You'd need to make it really compact; it's only 500 words. OK? Good luck. A couple more. If I haven't conferenced with you today then it will be next lesson.
- 139 S OK.
- 140 T Ideas?
- 141 Toby *[inaudible]* He's ordered a ring online and when it gets shipped to him it's the wrong ring, and then he has to do something.
- 142 T *[inaudible]* I think it's more plausible that there's human error. He goes to the store, he's pre-

ordered a ring, that the person behind the counter has stuffed up and he's got a ring that's worth a lot and the dilemma is, 'Here's your hundred-thousand dollar ring back' or, he takes it. Or he gets to the car park with it and then decides no that's the wrong thing to do. What does he do? That's more plausible than someone with a packet of cornflakes walking around... *[inaudible]*

143 S7 OK.

144 T Bye. Crystal [student name]. OK, ideas? Talk them through with me.

145 SS *[inaudible]* / *[buzz]*

146 T Someone who pretends to be friend with someone? This one? Someone pretends to be friend with someone to... repetition... what's that?

147 Crystal Reputation.

148 T Reputation? Explain.

149 Crystal *[inaudible]*

150 T Someone pretends to be friends with someone, who's reputation? So his friend tries to protect his reputation. What does it mean? Why would you do that? Dilemma? You know? You know what I mean. Just say: He's going... he's going... his friend to protect his reputation... / do you understand what more dilemma is?

151 Crystal Yeah.

152 T You do? All right, explain what it is, please.

153 Crystal *[ahem]*

154 T It says here, right? The situation, which a difficult choice has to be made. I don't see any difficult choice, is it a difficult choice? Maybe. Here, between two courses of action either of which entails transgressing moral principles. to do or not to do *[pause]* there's no real character there. You need to think why this person would punch this person? Give me the story. I need more of an idea. I need that for next lesson otherwise you're going to be a week behind. Got it?

155 Crystal Yes.

156 T *[inaudible]*

157 S *[inaudible]*

158 T OK, good. [*↑loudly*] All right, focus, that's three o'clock. [*um*] I haven't seen half of you, but half of the halves I have seen today don't have a story, therefore they haven't done their homework and you have put yourself behind. Yeah, I'm not sure what you're doing for other subjects, but this is a

priority. I want a draft as early as next week. So if you have not got your task sheet ticked off then that's a problem. You can see me [um] during your own time as well, if you go: "Hey, I've got no idea. You haven't called to conference with me. I want to do this". But coming to me with a very, very vague idea is not going to do you any service. All right, thank you. I'll see you soon.