JÖNKÖPING UNIVERSITY
School of Education and Communication

COURSE SYLLABUS
The Global Teacher, 7.5 credits

The Global Teacher, 7,5 högskolepoäng

Course Code:	LGTR22	**Education Cycle:**	Second-cycle level
Confirmed by:	Director of Education Oct 28, 2021	**Disciplinary domain:**	Social sciences
Valid From:	Autumn 2022	**Subject group:**	PE1
Version:	1	**Specialised in:**	A1N
		Main field of study:	Education

Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding
- identify and critically discuss how to bring the world into the classroom
- describe and analyze how teaching is a global profession on a global labour market

Skills and abilities
- organise and design for diversity among students/pupils
- plan and act with intercultural, digital, and educational competence
- design for teaching in multilingual learning contexts

Judgement and approach
- discuss and assess practices, syllabi, and curricula from various cultural spheres

Contents
• Explore and design teaching practices for multilingual, intercultural, and digital contexts
• Navigate everyday local and global educational contexts
• Create conditions for inclusive analogue-digital communication
• Explore linguistic and cultural diversity as a resource

Type of instruction
The teaching consists of lectures, seminars and exercises performed individually and in groups.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

Prerequisites
A bachelor's degree (i.e., the equivalent of 180 ECTS credits at an accredited university) with at least 90 credits in education or social science including independent work, i.e., a thesis or the equivalent. English proficiency is required.

Examination and grades
The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one element of examination, students are given a final grade based on an overall assessment of all the elements included in the course. The final grade of the course is issued only when all elements of examination have been passed.

The examination is based on the intended learning outcomes.

The course is examined through two examinations. The student should, in a group together with other students, prepare and contribute to two seminars during the course. The student is examined through an oral multimodal presentation graded with pass or fail (3 credits) as well as an individual written paper graded with A-F (4.5 credits).

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the associate dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

Name of the Test	Value	Grading
Group presentation[I]	3 credits	U/G
Individual written assignment	4.5 credits	A/B/C/D/E/FX/F

[I] The presentation is graded Fail (U) or Pass (G).

Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

Course literature

Andreotti, V. (2007). An Ethical Engagement with the Other: Spivak's ideas on Education. *Critical Literacy: Theories and Practices.* Vol 1:1.

Andreotti, V. & de Souza, L. M. T. M. (2008). Learning to read the world Through Other Eyes: An open access online study programme focusing on engagements with indigenous perceptions of global issues. http://www.throughothereyes.org.uk

Aquarone, F., Nehéz-Posony, L., Rezwana Anwar, P., Salam, S., Koutsouri, E., Kim, M., Suh,, S. Mayomi, T., Pilarska, J., Houghton, E., & Boodai , Y. (2020) *We're trying to do things differently' The challenges of relationships and recognition in Higher Education. A reflexive review of King's College London's Social Sciences BA programme.* Centre for Public Policy Research (CPPR) King's College London. The School of Education, Communication & Society

Calvo de Mora, J., Kennedy, K. J. (red.) (2020). *Schools and informal learning in a knowledge-based world.* Abingdon, Oxon: Routledge

Castro, Paloma, Lundgren, Ulla, & Woodin, Jane. (2015). *International Mindedness through the looking glass: Reflections on a concept.* Journal of Research in International Education 2015, Vol. 14(3) 11 p.

Frank, J., Schmidt, C., Sundberg, D., Vogt, B., Wahlström, N. (2022). "Knowledge, curriculum and teaching on matters that concern: A concluding discussion." In: Ninni Wahlström (Ed.), *Equity, teaching practice and the curriculum: Exploring differences in access to knowledge* (pp. 123 -140). Routledge.

Gu, M. M. & Lai, C. (2019). *An ethical analysis of how ESL teachers construct their professional identities through the use of information technology in teaching.* British Educational Research Journal, Vol. 45, No. 5, October, pp. 918–937.

Little, S., Golledge, M., Agarwalla, H., Griffiths, B., & McCamlie, D. (2019). *"Global Teachers as Global Learners: Intercultural Teacher Training in International Settings."* London Review of Education, 17 (1). ISSN 1474-8460. 14 p.

Schmidt, C. (2022). "Pedagogical segregation from students' perspectives." In: Ninni Wahlström (Ed.), *Equity, teaching practice and the curriculum: Exploring differences in access to knowledge* (pp. 123 -140). Routledge.

Schmidt, C., Wahlström, N., Vetter, A. (2021). "The Situational in Critical Literacy." In: J. Z. Pandya, R. A. Mora, J. H. Alford, N. A. Golden, & Roberto Santiago de Roock (Ed.), *The*

Handbook of Critical Literacies (pp. 419 -427). Routledge.

UNESCO Global Education Monitoring Report Team. (2020) Global education monitoring report, 2020: *Inclusion and education: all means all*. ISBN: 978-92-3-100388-2. 424 p.

UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific. (2018). *Preparing teachers for global citizenship education: a template*. ISBN: 978-92-9223-605-2, 978-92-9223-606-9. 68 p.

Wahlström, N. (2021). "Equity in Education. Equal Opportunities for What?" In: Ninni Wahlström (Ed.), *Equity, teaching practice and the curriculum: Exploring differences in access to knowledge* (pp. 30 -45). Routledge.

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

Citing Sources – How to Create Literature References

http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html

The Interactive Anti-Plagiarism Guide – Jönköping University
Information about plagiarism at higher education institutions
Available in the learning management system