

enacting "GLOBAL CITIZENSHIP"

COMPARING PRACTICES IN GERMAN SCHOOLS ABROAD

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KEY QUESTION

How do Deutsche Auslandsschulen (DAS) around the world creatively appropriate global citizenship in their daily practices?

DESIGN

- * 6 schools around the world
- * comparison of official policies/ethos & everyday practices

CONCEPTS

- * (critical) global citizenship education
- * „transnational educational spaces“
- * „methodological TRANSnationalism“

DATA

- 3-week fieldwork periods:
- * Lesson observations
 - * Teacher interviews
 - * Student focus groups
 - * Photo-taking
 - * School Documents

RQ1

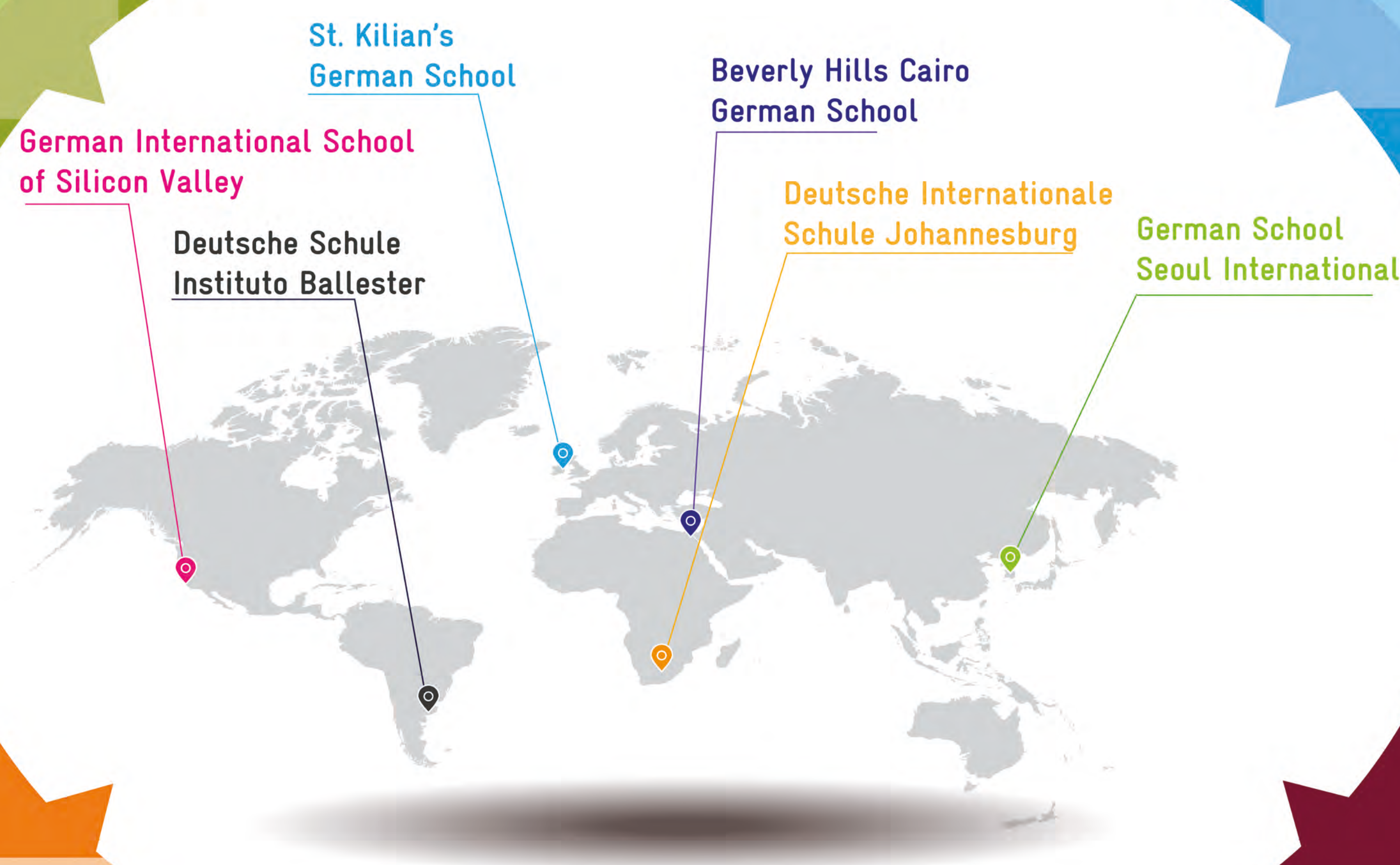
how does pupils' use of print & digital educational media in the classroom shape their understandings of global communities?

RQ2

how is the diversity of DAS linked to understandings of cultural and religious values?

RQ3

how do pupils individually or collectively become engaged and take action through their media practices?



Uniquely TRANSnational?

DAS are a meeting point for teachers, students, and staff with diverse backgrounds and various connections to Germany. They bring together public & private, local, regional & international contexts with curricula, textbooks and digital educational media produced for use in Germany.

FINDINGS

- Global citizenship:** between everyday ethos & abstract value
- Eco-engagement:** glocally anchored practice (i.e. green school)
- Social engagement:** local & transnational charity actions
- Political engagement:** regional, cross-border & international exercises (e.g. Model United Nations, Juniorwahl)

Taking things further...

- * the diversity of diversity
- * creative spaces for „critical“ global citizenship
- * elite schools vs. upward mobility ladder
- * importance of local histories & socio-economic contexts
- * trans-, inter-, multi-, or bi-national?
- * revisiting „transnational educational spaces“

OUTPUTS

- 1 Film showcasing best moments in select schools
- 1 Blog: <http://globaldas.gei.de> (tweets' from the field)
- 2 academic articles:
 - (a) exercising democracy across borders: "what type of citizen is envisaged & constructed?"
 - (b) enabling and disabling criticality in creative educational spaces: "how is critical global citizenship made relevant & possible?"

THE TEAM

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