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Global learning during the Covid-19 pandemic

Jane Yates
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Abbreviations

CARE	Compassionate and Restorative Education
CCGL	Connecting Classrooms through Global Learning
CDEC	Cumbria Development Education Centre
ERT	Emergency Remote Teaching
GC	Global Citizenship
GL	Global Learning
GLP	Global Learning Programme
GTA	Global Teacher Award
NGO	Non-governmental organisation
Ofqual	Office of qualifications and examinations regulations
P4C	Philosophy for Children
SAPERE	Society for the Advancement of Philosophical Enquiry and Reflection in Education
STC	Save the Children

Abstract

'The pandemic highlighted the fact that we are global citizens and the need for children to begin to understand their role in the world.' (Teacher interview)

The aim of this research was to capture learning from teachers in Cumbria about global learning during the Covid-19 pandemic. It gathered data on teacher engagement in global learning between March 2020 (the start of the first national 'Lockdown' in England) and March 2021 when Lockdowns in England were fully lifted. It explored the barriers and enablers for the practice of global learning and if teachers viewed global learning differently as a result of the pandemic. The research finds that some teachers think that living through the experience of the pandemic has meant that many learners are now better able to understand their role in the world as citizens of a global community. In some schools, global learning has now become even more important in school – both in terms of 'buy-in' from other staff and from learners themselves. The research also found evidence that prior experience of global learning meant that some students were better prepared for the experience of the pandemic itself.

Key words: global learning, global citizenship, Covid-19 pandemic, global citizens, Philosophy for Children, P4C, Cumbria, development education, SDGs, UNESCO, United Nations, dialogue, global experience, think global action local, poverty, schooling, hunger, environment, sustainable development

Acknowledgments

I would like to thank fellow colleagues at CDEC and CCGL for their support and encouragement for undertaking this research. I have valued your own personal reflections during the on-going pandemic. Thanks also to the participating teachers who took the time to respond to my survey and make arrangements so I could carry out a group interview during what has been a challenging time in schools. It has been a real privilege to capture learning from teachers across Cumbria. Your continuing resilience in the face of extreme events and circumstances is truly inspirational. I would also like to acknowledge my dedicated and thorough transcriber of the group interview.

Contents

Introduction

The Covid-19 pandemic affected education systems worldwide and led governments to order 'national lockdowns' where many people stayed at home in an attempt to stop the spread of the virus. On 18th March 2020 in England, all schools closed their gates except for children of keyworkers or those who were vulnerable. Although the closure of schools was lifted on 1st June, students continued with remote learning until the start of the new term in September 2020. After two further national lockdowns in November 2020 and January 2021, schools did not fully re-open until 8th March 2021. This almost year of closure of schools meant that teachers moved much of their teaching to emergency remote teaching (Hodges et al, 2020) with students learning from home via virtual classrooms or online platforms for learning.

Educators across England found school projects and programmes postponed as schools adjusted to these challenging and uncertain times. I wanted to explore in this research how global learning was navigated during this period; were projects closed down, or were schools able to adapt existing initiatives or start new ones? I wondered whether schools could learn from the pandemic to develop new ways of approaching global learning going forward.

Rationale

> *'Sometimes it takes a natural disaster to reveal a social disaster.' (Wallis n.d., cited in Fletcher, 2005).*

As I was not teaching in a school myself during the first year of the pandemic, I became involved in many virtual opportunities to interact with teachers from Cumbria. Whilst these opportunities were mainly around mutual support for the on-going practical challenges of emergency remote teaching (ERT), they also provided an opportunity for teachers to discuss the wider issues of the Covid-19 pandemic at a global level. Engaging with topical global issues is an important part of a global learning curriculum. Such engagement can help us to make sense of the increasingly globalised, complex, and rapidly changing world in which we live. It can enable us to think critically about world issues, gain knowledge and understanding, and to develop an awareness of the impact our own actions can have on others.

Even before the Covid-19 pandemic I was interested in literature that examined the impact on teaching and learning of extreme events and circumstances. I was a primary teacher in Cumbria during the time of Foot and Mouth outbreak in 2001, the Cumbrian floods in 2009 and 2015, and the Manchester Arena Terrorist Attack in 2017. I saw first-hand how these events and circumstances touched the lives of young people personally in Cumbria, and how schools provided a valuable space for dialogue and reflection. I observed how personal experience or connection with a local extreme event or circumstance can also sometimes provide a gateway to learning, bringing interest and concern about similar events and circumstances happening in other parts of the world. For example: natural disasters, conflicts, terrorism, and the refugee crisis. During the pandemic, it has been interesting to observe how a media spotlight has been shone on other extreme events and circumstances

and I wondered if and how this was responded to by schools when facing the challenges and uncertainty of the pandemic. Selected examples are: the rise of Black Lives Matters following the death of George Floyd, food poverty, climate crisis, and the #MeToo movement following the death of Sarah Everard.

I was also interested to explore the pedagogical approach to global learning. As someone who has been involved with teachers in global learning for over 30 years through Cumbria Development Education Centre (CDEC), I am fascinated by how teachers 'grow' through projects and training with development education centres. I have witnessed how involvement in global learning projects and programmes enables teachers to build on their understanding of, and expertise in global learning as a pedagogy. The Covid-19 pandemic was arguably an unplanned global learning 'project', and I was curious to document any collective learning from teachers and educators.

There is significant academic research on the disrupting impact of climate related natural disasters on children's learning, and also on their physical and mental wellbeing (Lai and La Greca, 2020). To my knowledge, there has been some, but little academic research on how real-life extreme events and circumstances impact on global learning in practice. For example, Save the Children (2007) made the recommendation that children must be actively involved in international, national, and local efforts to mitigate the effects of climate change, which arguably signposts to the participatory dimension of global learning. Also, NGOs such as the British Red Cross, Oxfam and CAFOD provide information and resources for global learning in response to natural disasters and extreme events, often in conjunction with emergency relief fundraising initiatives and recently, including a dialogue-based approach with a focus on well-being (e.g., British Red Cross, 2017). This research builds on this evidence base to explore global learning in relation to the recent Covid 19 pandemic.

Research approach, aim and research questions

Through this research, I wanted to find out if the Covid-19 pandemic changed the way that teachers view global learning, and whether there has been any lasting impact on their practice. In order to do this, I gathered evidence on how teachers in Cumbria had engaged with global learning for the first year of the pandemic (from March 2020 until March 2021). I also was interested as to whether there were barriers and enablers to global learning and reflect on any possible changes in teacher views of global learning.

The aim of the research is to capture learning about global learning during the Covid-19 pandemic and I respond to the following research questions:

1. How did teachers engage with global learning during the Covid-19 pandemic?
2. What were the barriers and enablers to global learning during the Covid-19 pandemic?
3. Has the Covid-19 pandemic led teachers to re-frame global learning?

In this paper I firstly provide a short overview of relevant literature and then move onto my methodology section. I present an overview of findings in relation to the research questions and then concluding remarks.

Literature review

Covid pandemic and schooling in the England

An extensive body of research has emerged that examines learning during the Covid-19 pandemic. In 2021, Ofqual published a series of five reports called 'Learning during the Pandemic' studying aspects of learning during Covid-19 in England. Most notably, Report 4 (Howard et al, 2021) is a research review from England, and Report 5 is a research review of international research. The purpose of these research reviews has been to explore what was known about changes to student learning, and to help explain learning losses and assessment variations - especially how it has impacted certain groups of students e.g., from more disadvantaged and deprived areas; SEND, and learning losses in core subjects e.g., English and maths. Research carried out by the University of Cumbria in the early stages of the pandemic highlighted the challenge and complexity of providing equitable support for children for online learning in a range of living situations, especially in rural contexts like Cumbria (Stuart et al, 2020).

Of particular relevance to this study is the research that indicates that the quality and quantity of learning students undertook declined as a result of the pandemic (Howard et al, 2021). It was found that learning experiences were diverse, even for individuals in the same class or school, due to factors such as access to technology, or space at home (Howard et al, 2021). Research also indicates that children attending independent schools were more likely to have received better learning provision from their school and a better supported home environment (Howard et al, 2021) and almost all had computer access at home with which to undertake remote learning (Green, 2020).

Although there is a considerable amount of research, much still remains unknown so it is hard to build a complete picture of learning losses and learning experiences during the pandemic (Howard et al, 2021). There was no prior requirement for schools to have systems in place for remote learning on this scale so it is understandable to find that the pedagogy for learning was less effective during the pandemic (Howard et al, 2021). While the research by Howard et al (2021) does not specifically mention global learning, there is research that has relevance to the pedagogy of global learning. For example, Educate (2020) carried out interviews with teachers and found that most schools at the start of the pandemic used externally provided pre-recorded video lessons (90%). In another study, Lucas et al (2020) found that, where materials were provided by schools, these were typically worksheets (80%) with very few reports of active teaching such as live remote lessons (14%) or online discussions (37%). Research by Müller and Goldenberg (2020) and Dhawan (2020) has acknowledged that students will be better equipped to deal with remote learning in the future if they have been supported in developing skills and attributes such as independent learning, self-regulation, time management and metacognition.

Global learning

There is a wide body of research for global learning and a recognition of its crucial role in tackling injustices and making the world a more just and sustainable place. The notion of global learning has evolved and transformed, particularly over the last 30 years since the United Nations Rio Earth Summit in 1992. The influence of the Rio Summit was pivotal in bringing many of the knowledge themes within environmental education and development education together. This also included a recognition for the need to focus on the global *and* the local, and a more action orientated approach through the concept of global citizenship.

> *'Global learning is an approach to learning that necessitates both reflection and critical thinking on the part of the educator. It is not about reproducing bodies of knowledge about development, but rather is about engaging in a process of learning that recognises different approaches and different ways of understanding the world and engages with them through different lenses.' (Bourn 2014).*

Bourn (2014) also proposes that global learning is the application of the pedagogy of development education. The pedagogy is the process of learning rather than simply the learning, or knowledge itself. He suggests the pedagogy of development education covers four elements: sense of a global outlook, recognition of power and equality in the world, belief in social justice and equity and commitment to reflection and dialogue. Table 1 illustrates each of these four elements.

Table 1: Bourn's pedagogy of development education. (Bourn (2014))

Sense of a Global Outlook	Reflecting upon and understanding the viewpoints of others; recognition that we live in an interdependent world, understanding different responses to concern for global poverty; and a sense of global responsibility.
Recognition of Power and Inequality in the World	Understanding the influence of colonialism and the complexities of globalisation; moving beyond seeing adaptation to globalised society as merely the development of more flexible skills and intercultural understanding.
Belief in Social Justice and Equity	Reflection on what is meant by social justice, consideration of the relationship between a more just world and a personal values base of empathy and passion

Reflection and Dialogue	Commitment to looking critically at one's one views about the wider world and challenging assumptions we all have; engaging in dialogue with others to understand different viewpoints; and recognising that critical thinking, reflection and dialogue may lead to a re-consideration of one's own worldviews.

It is the belief and commitment to social justice and a better world that may be a motivator for engagement. Blackmore (2016) also recognises the importance of pedagogy that includes reflection and dialogue for global citizenship. She proposes a framework, influenced by Freire and Andreotti, for transformation to a responsible being/action which necessitates critical thinking, dialogue and reflection.

My long history with CDEC has shown me that schools engage with global learning in different ways. Historically, global learning can often be driven by an individual or small group of teachers with interest and values around social justice and equity, especially those teachers who have travelled or worked internationally (Hunt, 2020). It can often be hard to capture commitment and motivation from other teachers in school without this values base, especially as it is not subject to Ofsted inspection or part of national assessment tests. For some teachers, global learning can sometimes be deemed as an add on, while for others it is very much a 'golden thread' (Hooper and Cornes, 2018) that runs through all of school life. Global learning can sometimes manifest through extra-curricular activity or a project-based approach, often capitalising on a local DEC-funded project. More recent, programmes such as the Global Learning Programme (GLP) and the Connecting Classrooms through Global Learning (CCGL) programme have put a much greater focus on global learning becoming embedded across the whole school and all curriculum areas (Hunt and King, 2015).

Schools often engage in global learning through global learning themes. Reflection and dialogue allow the learner to make sense of and understand their own relationship and impact to these themes. Many schools in Cumbria take a philosophical or enquiry-based approach to reflection and dialogue through approaches such as the SAPERE Philosophy for Children (P4C) approach[1]. While learners may be inspired to undertake independent and individual research of these themes, the dialogical nature of global learning often means that learning is participatory. This more likely involves learners working together as a class community, or in groups. Either way, learners are encouraged to be questioning about global learning themes rather than simply as a knowledge-based learning practice

Increasingly, schools use the Sustainable Development Goals (SDGs) as a framework for their global learning themes. Indeed, the cluster group involved in this research use the SDGs to frame their partnership activities. The SDGs were adopted by all United Nations member states in 2015 and build on the Millennium Development Goals (MDGs). They provide a blueprint for achieving a better and more sustainable future for all (United Nations,

[1] https://www.sapere.org.uk/

2017) and a focus on the SDGs was certainly something being encouraged within the recent CCGL programme. Of specific relevance to global learning and this study is the target SDG4.7 which states:

> *'By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.' (United Nations 2017)*

Image 1: The global goals (Source: http://www.globalgoals.org/Public Domain)

Another feature of global learning that is relevant to this study is the notion of 'thinking globally, acting locally'. This phrase was originally coined by Scottish town planner and social activist Patrick Geddes (1915), furthered within international education (Grauer, 1989) and substantiated within development education (Regan and Sinclair, 1999). So global is not something that is seen as 'out there', but rather - students see themselves as part of the global (Shah and Brown, 2010). In this way, students think globally but take action in their own school or wider community. This action orientated approach to global learning means it is not simply something to learn about, it is also something to do.

Methodology

The research is a small-scale qualitative and quantitative study to explore the impact of the Covid-19 pandemic on global learning. The aim of the research is to capture learning about global learning during the Covid-19 pandemic and I respond to the following research questions:

1. How did teachers engage with global learning during the Covid-19 pandemic?
2. What were the barriers and enablers to global learning during the Covid-19 pandemic?
3. Has the Covid-19 pandemic led teachers to re-frame global learning?

Data collection methods

In this study, I used a flexible design with mixed methods of data collection. I collected quantitative data via an anonymous survey to enable me to identify patterns and themes which I could probe deeper through the collection of quantitative data. I also carried out a semi-structured in-depth interview with a small focus group and asked qualitative questions within the survey to gain insight into responses.

The benefit of the online survey enabled me to collect quantitative and qualitative data from a larger group of participants and it was easier to advertise to a wider network through social media, websites, and email groups. An online survey enabled me to ask a lot more questions than a verbal data collection method as participants were able to carry out the survey in their own time and take as long as they needed to reflect on and respond to questions – especially more qualitative questions. Conversely, I was aware of the limitations of the online survey in that if participants were short on time, they might have been tempted to quickly fill it in without full reflection. Surveys are often anonymous for ethical reasons, so I was conscious that another limitation was me being more distant from the context of the participant. An anonymous online survey did not allow me to follow up individual comments with further questions at the time, which meant I was open to greater subjectivity in terms of my interpretation of the responses.

To counter some of these limitations, the in-depth interview provided me with qualitative data where I was able to probe deeper with questions and responses which was arguably more illuminating (Robson 2011). It offered more freedom for the participants, but the validity could be questioned. For example, there can be lapses in memory, particularly around facts. Houtkoop-Steenstra (2000), cited in Robson (2011), suggest that interview results can only be understood as products of the contingencies of the interview situation, and not, as is usually assumed, the unmediated expressions of respondents' real opinions. The in-depth interview allowed me to prepare a set of questions to guide the process, but had the benefit of me being able to modify questions based on the flow of the interview. I was able to include additional unplanned questions to follow up what participant said, modifying the line of enquiry (Robson 2011). However, in depth interviews usually have a time frame and this meant I had to limit the number of questions, especially to allow time for any unplanned questions.

Carrying out an in-depth interview with a focus group had benefits and challenges. A focus group offered me a hybrid approach between discussion and interview through group interaction (Robson 2011). An advantage of this was that participants were able to enjoy the experience more than an individual interview, especially important in this case because it was an already established group. I felt that the focus group was more empowering for the participants as they were stimulated by the thoughts and comments of others in the group (Robson 2011). It arguably offers more of a metacognitive approach to data collection. It was also easier for me to assess where there was consistency of shared views on a certain topic. In some cases, an already established focus group may mean that group dynamics lead to domination by certain members of the group. This required me to carefully facilitate the session to manage participant dynamics. Because they were hearing each others' responses, the challenge was to mitigate against the potential for influence on their responses compared to what they might have said had they been in an individual interview. Perhaps the most challenging aspect of using a focus group was trying to convene a time when everyone was available and were not already tired from their working day.

Therefore, using a mixed methods approach to data collection allowed me to draw comparisons on some of the same research questions to counter the benefits and challenges of each individual method.

Research participants

The main research focus was on schools in Cumbria who had previous experience of global learning. This was a deliberate move because it meant that participants could reflect on any changes during the pandemic in relation to their prior practice and understanding of global learning.   I carried out an online survey with participants from schools across Cumbria and set up a focus group interview with a small cluster of schools involved in the CCGL programme with CDEC. Although I had no previous involvement with this cluster as part of CCGL, I had trained two of the schools in a SAPERE thinking schools programme called Philosophy for Children (P4C) prior to the pandemic. I was keen to make sure my involvement with the focus group was helpful for the cluster so they could revalue and reclaim their global learning activities together which had been significantly reduced during the pandemic.

Data collection involved 22 participants from schools across Cumbria. Table 2 shows a breakdown of participants involved in the semi-structured in-depth interview, as well as the online survey. One member of the focus group interview completed the online survey as well. The online survey opened in May 2021 and closed in at the end of July 2021. The in-depth interview was carried out in June 2021.

Table 2: Research participants

	Total number of participants	School Phase	Additional information
Focus group interview	3	100% primary	1 SLT
Online survey	20	74% primary 26% secondary	PSHE, RE, Geography teachers

Interview participants: recruitment, sample and focus

Interview participants were from three schools involved in a CCGL cluster group centred around a wider partnership with schools in East Africa. Teachers from the Cumbrian schools had been due to visit their partner schools in March 2020, but this had been postponed because of travel restrictions due to the pandemic. The teacher from the lead cluster school has been proactively involving their school in global learning for many years, taking part in projects with CDEC such as the Global Schools Project[2], the Global Learning Programme (GLP) and most recently, CCGL. Similarly, a second school had a long history and commitment to global learning, whilst the other school was newer to global learning projects.

This was an established group who had already met online on several occasions with their schools in East Africa prior to the pandemic and who were working on partnership activities together. I was keen to make sure the interview would fit into the schedule of existing cluster activities, especially in the light of on-going challenges for schools due to the pandemic. I carried out the data collection in June 2021 through a virtual focus group.

For the in-depth interview, the 17 Sustainable Development Goals (SDGs) were identified as a focus as the group had already been using these as a framework for their global learning with the CCGL cluster group. I felt this would be more purposeful and served as a focus to re-engage the cluster with global learning together. See the Appendix for the questions asked in the interview.

Online survey participants: recruitment and sample

All participants who took part in the online survey were recruited via global learning networks across Cumbria. Some of the participants were part of an emergency response initiative

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[2] https://www.globalschools.education/Project

called CARE (Compassionate and Restorative Education[3]) developed by CDEC to aid transition, recovery, and learning in response to Covid-19. The survey website link specifically targeted teachers who had been involved in global learning before the Covid-19 pandemic - as an individual teacher, or via a whole school approach. The intention with the participants of the survey was to capture data from teachers in schools where global learning was pro-active, so they already had knowledge and understanding of the concept of global learning, either through training or involvement in projects. Information about the research project was included as a news section on the CDEC website with a link to the survey. This page was then shared via social media and direct email. The survey was anonymous, but there was a question at the end of the survey to capture the location of the school to ensure that data due to be analysed would be from schools in Cumbria. However, it offered the opportunity for teachers beyond Cumbria to complete the survey if they wished for their own interest. The survey was live for data collection between May and August 2021. The questionnaire can be found in the Appendix.

For the online survey, I summarised 6 key themes from UNESCO's SDG 4.7. These were:

- Human Rights
- Sustainable Development
- Gender Equality
- Peace and non-violence
- Global Citizenship
- Cultural Diversity

I felt these categories would not only be more recognisable for participants who were perhaps not familiar with using the 17 SDGs as a framework, but it would be more manageable to rank seven rather than seventeen on an online survey. I also felt these key words would provide a bridge between the online survey and the focus group as they are inextricably linked through UNESCO documentation about SDG4. I particularly felt that gender equality and cultural diversity would be interesting to include.

Participating teachers came from schools with different levels of engagement with global learning. Some had been involved in global learning for a long time. Some came from schools where global learning had been embedded across the whole school, whereas others were just starting out on their global learning journey. Figures 1-3 show the various levels and approaches of global learning engagement by teachers and within schools before the pandemic. I thought it was important to gather data to show that participants were engaged with global learning before the Covid-19 pandemic so this would provide a baseline for comparison.

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[3] CARE - https://www.cdec.org.uk/what-we-offer/training/care-compassionate-and-restorative-education/

Figure 1: Length of time participating teachers were engaged with global learning before the start of the Covid-19 pandemic (N=20)
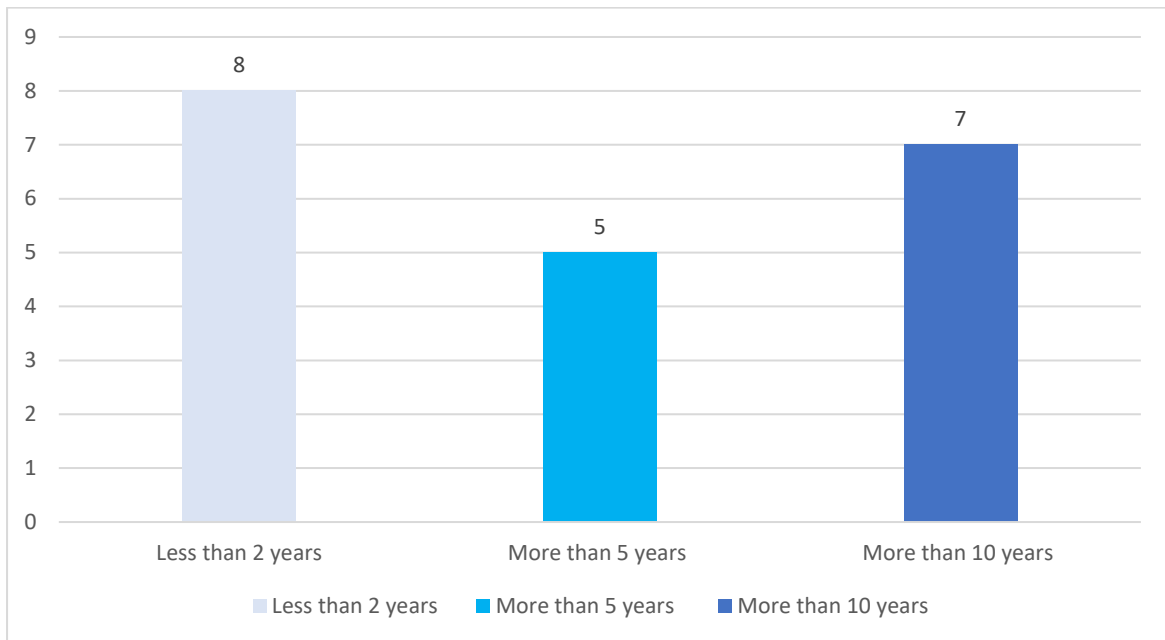

Figure 2: Approach to global learning in participating schools before the start of the Covid-19 pandemic (N=20)
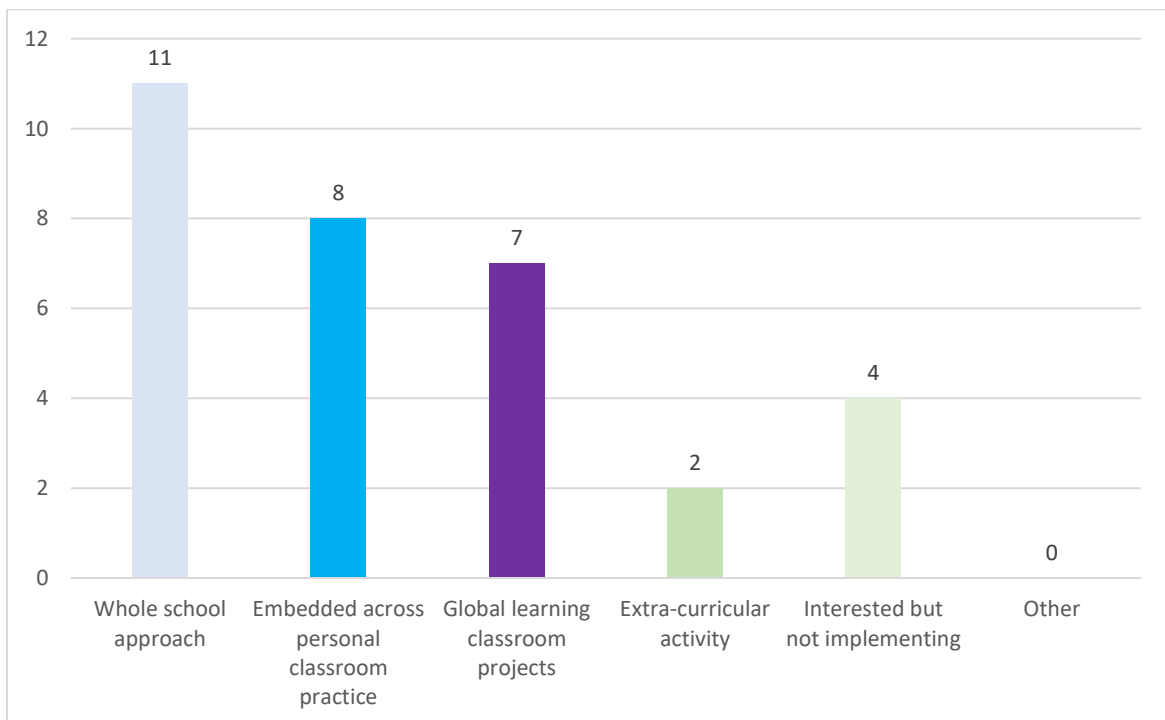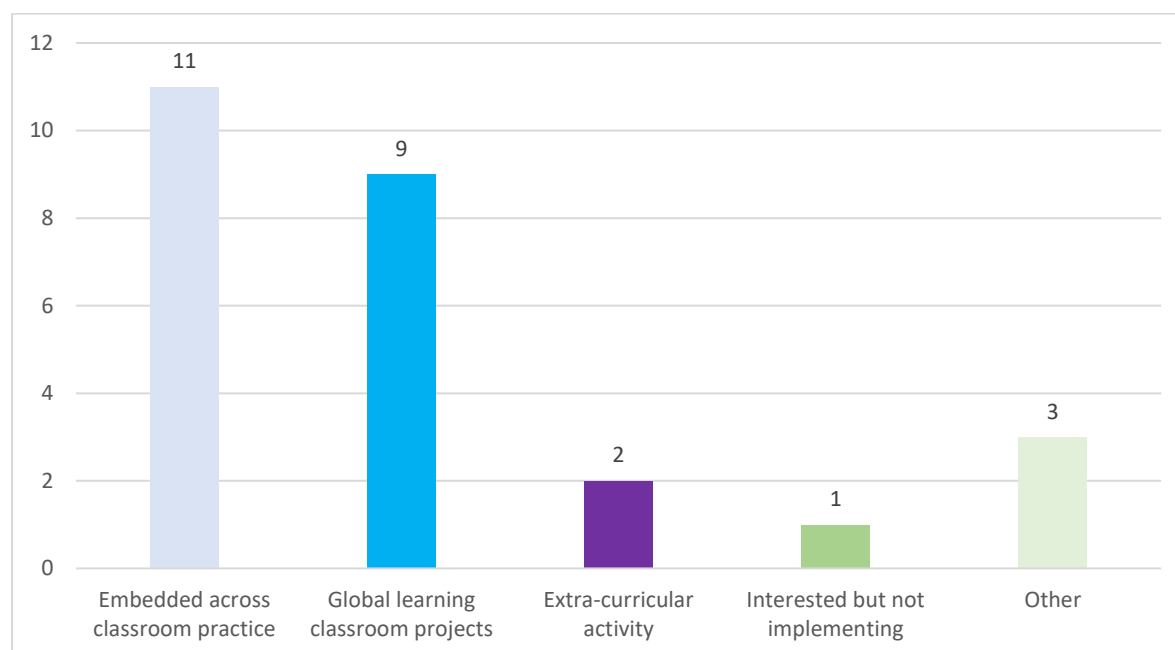
Figure 3: Approach to global learning survey participants used in their own teaching practice before the start of the Covid-19 pandemic (N=20)

For many of the questions on the online survey, data was collected according to three timeframes:

- the 12 months before Covid-19 pandemic started (March 2019 to March 2020);
- during the first year of the Pandemic (March 2020 to March 2021);
- at the time of the survey (between May 2021 to July 2021).

The data collected for the 12 months before the Covid-19 pandemic provided a baseline assessment for the research to see if there were any changes in time given to global learning both in the first year of the pandemic and afterwards. It must be noted that time given to global learning doesn't necessarily equate to effective or meaningful global learning, but I felt that it would prove to be a good indicator of the level of commitment and opportunity by teachers and schools. That said, I note that there can be difficulties in retrospectively recalling engagement with global learning in the past.

Data analysis

Because I used a flexible design with mixed methods of data collection, this allowed me to analyse and interpret the data in a number of different ways. I was able to analyse the quantitative data from the online survey using a range of charts. This enabled me analyse data at a broad level to see patterns easily. In some cases, I merged charts to provide comparative data to analyse. With the qualitative data from the online survey, I used an exploratory approach to analyse the data in two different ways which allowed more potential for 'surprise' findings. I used the written text responses from the online survey to support the findings in the quantitative data, for example, where the quantitative data indicated there was less time given to global learning in the first year of the Covid-19 pandemic, I looked for

written text responses that confirmed this. I also analysed the online survey written text responses to identify emerging themes. As I went through all the written text responses, I identified key words, phrases and ideas which showed themes, patterns and relationships. As the online survey was open before I conducted the focus group, I was able to use these emerging themes and patterns to help me frame my questions for the focus group. When I was in a position to analyse all the data together, I was able to refine my three research questions which form the basis for the presentation of my findings.

Figure 4 shows the emerging themes on the left from both quantitative and qualitative data and how they correspond to my three research questions.

Figure 4: Emerging themes

Time given to global learning	Shift of focus in global learning themes	Research Questions 1.How did teachers engage with global learning during the Covid-19 pandemic? 2.What were the barriers and enablers to global learning during the global pandemic? 3.Has the Covid-19 pandemic led teachers to re-frame global learning?
Shared experience with a focus on the local context	Shared experience with a focus on the global context	
	Reframing global learning as a result of the Covid-19 pandemic	

Limitations

The main limitation for this research was the small size of the sample groups, both for the online survey and the focus group. I had hoped for a higher completion of the online survey particularly, but due to the challenges of the on-going pandemic, it was understandably difficult to attract the attention and time of teachers. Another limitation was the contextual nature of the research purely on it being conducted in the County of Cumbria. Although this was a deliberate move as I wanted the research to capture learning for Cumbria Development Education Centre (CDEC), it would have been interesting to compare responses from schools which are more diverse and with larger urban centres. Cumbria is one of the least diverse counties in the UK with 95.6% people identifying as White British (Census 2011). It is a rural and isolated county with many small towns and villages and the relatively small city of Carlisle.

Ethical considerations

All names were anonymized in the research publication. All data collected was stored on my laptop which had the relevant ICO DPA registration in place. Permission from research participants was gained by me prior to the initial survey. All responses from participants are confidential. I adhered to British Council research ethics guidelines.

Findings

This section is arranged according to the previously stated research questions:

1. How did teachers engage with global learning during the Covid-19 pandemic?
2. What were the barriers and enablers to global learning during the Covid-19 pandemic?
3. Has the Covid-19 pandemic led teachers to re-frame global learning?

How did teachers engage with global learning during the Covid-19 pandemic?

Time given to global learning approaches during the Covid-19 pandemic

Participants who completed the online survey were asked to compare how much time and energy they were giving to global learning at the three time points.   The data in Figure 5 shows two significant findings: that most participants had given less time to global learning in the first year of the pandemic; and that after the first year of the Pandemic that time for global learning had returned to usual levels, with a slight increase overall. It must also be noted that there seems to be an increase *and* decrease in global learning in the 12 months prior to the start of the Covid-19 pandemic. This was explained in the qualitative data that some schools had become involved in some new global learning projects with CDEC immediately prior to the pandemic. Some of the reduction in global learning was because these projects were stalled, for example, the CCGL school linking projects.

Figure 5: Overview of the time and energy teachers give to global learning pre-pandemic, during the pandemic and after return to school (N=20)
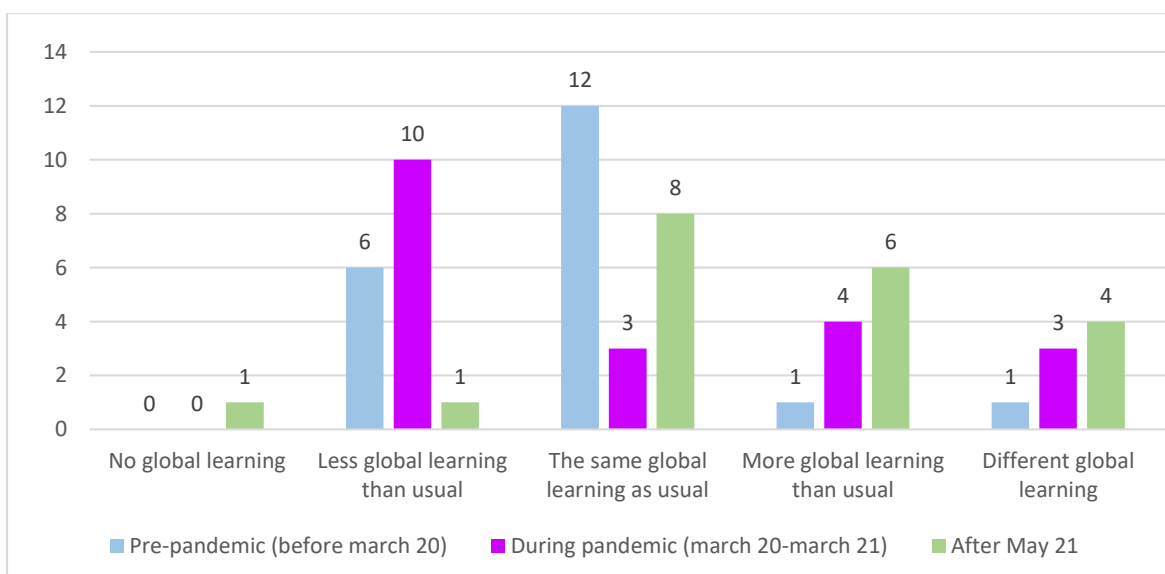
It would be easy to assume that less time was given to global learning simply because staff were overwhelmed by Emergency Remote Teaching practices and the pandemic itself - as concluded by Howard et al (2021). In line with the research review (Howard et al, 2021) there seemed to be a time premium on other subject areas such as English and maths and this was confirmed by the written responses from the online survey:

Access to lessons, limited lessons delivered so less content across all subjects.

Other immediate priorities took over everyone's time and energy.

Staff exhausted- not the energy to look into things like they did before.

However, there was much more evidence from participants that less time spent on global learning was moreover due to the pedagogical nature of global learning that didn't fit with what was possible through remote learning. One teacher commented that they *had* put time and energy into providing global learning opportunities, but there seemed to be a perception that time and energy didn't translate to student experience:

Although I put a lot of time and energy into it, I don't think the children got as much global learning as usual. (online survey participant).

Many teachers suggested that remote learning required a reduction in the complexity of tasks, both for the students themselves and any adults who may have been supporting at home. For example, the following responses were from online survey participants:

Due to remote learning the more controversial issues and the more direct teaching was replaced with simpler/doing tasks.

Parents preferred more structured / worksheet-based lessons, that could be completed and ticked off.

In an Infant setting, meaningful direct teaching during lockdown wasn't practicable. This meant a reliance on parents working with their children on tasks and stimuli that we set up online.

The focus group particularly commented that the pandemic brought practical difficulties for maintaining contact with their CCGL partner school during the first year of the pandemic as schools had closed in both countries. That said, one participant noted:

The linking project … lost momentum, although we kept in touch with our link school on occasions.

Beyond the technological challenges and the need for less complexity in tasks, significant numbers of online survey participants commented that it was harder to do global learning through ERT because of the practical, discursive and communal nature of global learning.

The level of discussion needed to develop children's ideas and opinions was challenging. Group work was also tricky.

Remote learning meant that students were not able to get together in the same way in groups or whole class on discussion.

Lack of social interactions among the children e.g., not sharing experiences and responding to/challenging each other as they would in the classroom.

Similarly with the focus group, the participants commented on how hard the pedagogical nature of global learning had been:

These types of P4C and global learning lessons do require discussion and that is very difficult.

I found it harder to teach about this sort of thing during the pandemic and the lockdown because the way that we would have discussions and lessons where we might rank things and draw things out was much more teamwork.

It's very difficult to do that with 30 children on Teams and actually deepen their understanding and giving them your own views and your own ideas and them thinking it through. So, I think it was a challenging thing to address during lockdown.

Focus group participants revealed that their schools had tried very hard to use the technology of virtual learning for global learning discussion opportunities, but there seemed to be frustration on the depth of engagement that was possible.

We tried things like breakout rooms in teams and we gave them P4C discussion things in year 5 and 6 and it didn't really work the way we wanted it to.

The focus group participants also commented on how the pandemic had impacted on whole school assemblies and further confirmed the importance of the communal nature of a whole school approach to global learning. One of the teachers commented that global learning was often introduced to the whole school during assembly, but during the pandemic they were more reliant on individual teachers to take the initiative with global learning:

We obviously don't have assemblies anymore and for us that was where some of our global issues were raised so that has obviously been cut off now and we are more reliant on the enthusiasm of the teachers.

While the data in this section indicates a decline in time and energy for global learning during the pandemic, this was not necessarily all negative. For example, several participants commented that the remote nature of learning during the pandemic provided some students with more time and space to explore their own global interests. This seems to challenge the previous quotes about global learning and pedagogy, which assumes that global learning involves dialogue and discussion. Several online survey participants commented that remote teaching had provided learners with extra time for some learners and opportunity for individual reflection:

There was 'extra' time given to global learning – arguably for some pupils.

Opportunities exist by looking at things afresh.

Time to process experiences.

There were opportunities to engage the children in wider and interesting aspects of learning which may not have been covered following the normal curriculum.

This aspect seems to fit with wider research about emergency remote teaching in that not all pupils had learning losses, and some (albeit fewer) made learning gains (Howard et al, 2021).

In summary, the data showed that although less time and energy was given to global learning during the pandemic, this was not necessarily only due to a narrowing of focus onto core subjects or teachers being overwhelmed. A significant factor was due to the pedagogical nature of global learning that did not lend itself well to emergency remote teaching practice. Teachers involved in the research made great attempts to continue with global learning. This next section will explore some of the themes explored.

Change in focus of global learning themes

I gathered data from participants on which global learning themes were most important for their teaching practice at different time points of the pandemic.

Interestingly, the data shows that schools shifted their focus of global learning through the course of the pandemic. In particular, there was less emphasis on environmental concerns and more on education and poverty themes. Responses from the online survey participants in Figure 6 illustrate a significant shift in focus away from sustainable development towards global citizenship.

Figure 6: Focus of global learning related teaching pre-Covid, during the pandemic and after return to school (N=20)
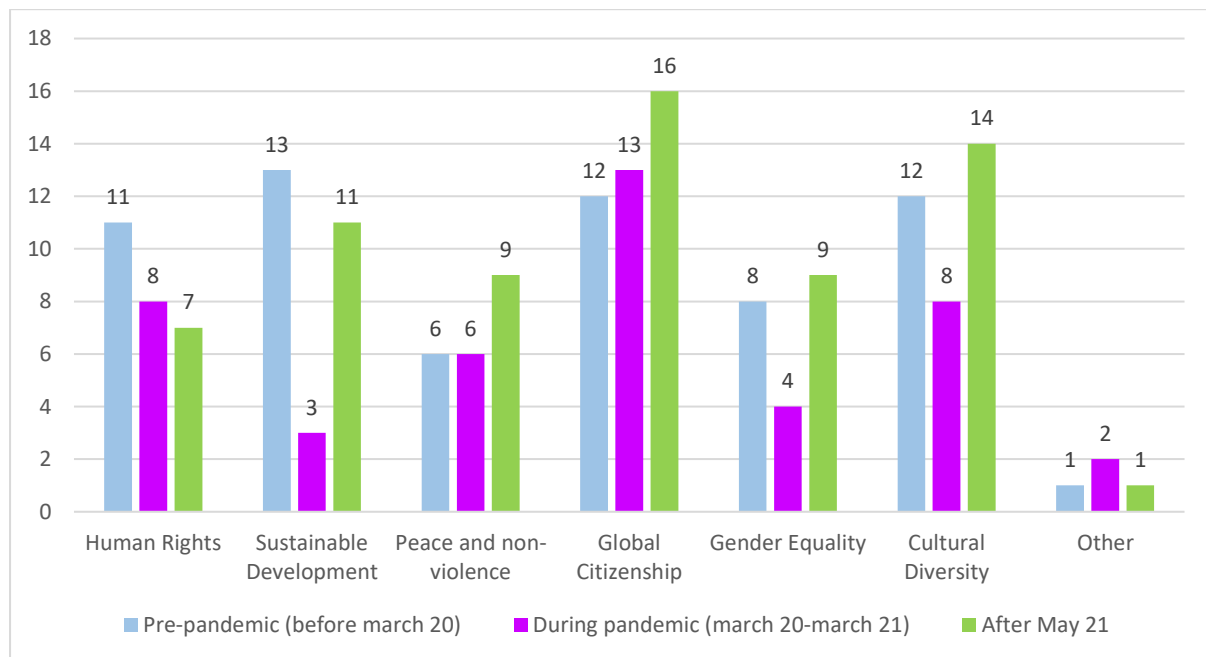
Similarly with the focus group, Table 3 shows there was a shift from away from the previously agreed CCGL cluster group themes of *Climate Action, Life Below Water* and *Life on Land* towards a focus on *Quality Education* in all three schools. This provides direct comparison with the similar shift with the online survey which has more of a focus on global citizenship which is included in SDG 4 (Quality Education).

Table 3: Changes in global learning thematic focus during the pandemic (focus group)

School	SDGs agreed as a focus for the CCGL cluster before March 2020)	SDGs during the pandemic and at point of focus group interview (June 2021)
A	Climate Action (SDG 13) Life below water (SDG 14) Life on land (SDG 15) Gender Equality (SDG 5) Affordable and clean energy (SDG 7)	No poverty (SDG 1) Zero Hunger (SDG 2) Good health and Well-being (SDG 3) Quality Education (SDG 4) Gender Equality (SDG 5)
B	Climate action (SDG 13) Life below water (SDG 14) Life on land (SDG 15) Affordable and clean energy (SDG 7) Responsible consumption and production (SDG 12) Gender equality (SDG 5)	Good health and wellbeing (SDG 3) Quality Education (SDG 4) No poverty (SDG 1)
C	Climate action (SDG 13) Life below water (SDG 14) Life on land (SDG 15)	Quality Education (SDG 4) Gender Equality (SDG 5)

The focus group participants explained that they had previously agreed on more environmental themes because learners found them to be 'most accessible' and they were part of a 'long-term plan'. Arguably, it could be suggested that prior to the pandemic there was more steering of focus of global learning themes by teachers. The pandemic seems to have provided the opportunity for the three schools to 'deviate' away from the agreed long-term plan of the CCGL cluster group, and focus on what was more important and relevant for the students at the time of the pandemic:

> *So much more relevant to the children now because they have seen what can happen with different education and how things can change.*

> *Covid has been such an impact on their lives, it has kind of raised the issues rather than being led by a long-term plan. It has raised the issues poverty and hunger and health and wellbeing for them or for their communities.*

One participant suggested that in the past they had avoided covering aspects of poverty and hunger because they didn't want to encourage stereotypes:

We've almost steered away from those sorts of goals (in the past) to avoid the stereotype. But because they've become pertinent and relevant, maybe not to individual families, but it has become far more prevalent in society.

Supporting food banks more than they have done in the past and all those kinds of things.

Research carried out by the University of Cumbria found that many schools widened their offer to provide food as well as education as the rise of poverty during the pandemic has raised awareness of issues of hunger and holiday hunger (Stuart et al, 2020). It could be argued that poverty and hunger has become more relevant to the everyday lives of children in the UK as a result of the pandemic. Indeed, the findings seem to suggest a recognition that children were accessing global learning themes in a different way a year after the start of the pandemic:

It was really different, noticeably different doing it this year because when they looked at poverty in different countries, the children were drawing out things such as: what would happen if they got Covid? What would they do if they had to take a week off work? Or two weeks off work? Or if they had to do that and they're already living off that amount of money per week. They were suddenly realising how much a change in the world can really affect people and if they're anywhere, but also living in poverty how it can have a greater effect and they were coming up with those things when they never have in years before so it shows what an impact the pandemic has had on them realising that something can affect the whole world.

This seems to suggest that students had a lot more questions and connection to the themes of the SDGs as a result of the pandemic. Evidence from written responses to the online survey also revealed a focus on health and well-being of pupils during the first year of the pandemic (which wasn't part of the online survey categories) and matched the shift by the focus group to SDG3 (Good health and well-being). Müller and Goldenberg (2020) describe how disruptive events such as natural disasters or the loss of loved ones, as well as the loss of school routines and structures, can affect children's mental health.

In addition to a focus on the global citizenship and quality education focus, there were similar patterns discernable between the online survey and the focus group participants in terms of an increase in focus on gender equality and cultural diversity after the first year of the pandemic. Written responses from the survey reveal that other significant events beyond the pandemic itself such as the rise of the Black Lives Matter movement after the death of George Floyd and the #MeToo movement following the death of Sarah Everard contributed to this focus. Several participants confirmed that the extra space and time previously noted contributed to further opportunity for learners to explore anti-racism. One teacher commented:

For some the Black Lives Matters movement gave them the reason to seek out more knowledge and research in their own time and space.

The only global learning theme that seemed to decrease was human hights. Evidence from the written responses of the online survey explain this reduction as some of the schools had

a specific focus on achieving the Rights Respecting School Award (RRSA), or that human rights had been part of the RE and PSHE curriculum immediately prior to the pandemic.

In summary, there were distinct shifts of focus in global learning themes during the first year of the pandemic which were more naturally emerging than the usual longer-term plans. These included a shift of focus to global citizenship/education, food, poverty and health and wellbeing. The next part of the findings will probe deeper into some of the barriers and enablers to global learning during the global pandemic.

Barriers and enablers to global learning during the global pandemic

Teachers were asked to comment on the challenges and opportunities that the Covid-19 pandemic posed for the practice of global learning. A key finding from my analysis of the written responses from the online survey revealed a common reference to the idea of the pandemic being a 'shared experience' both at a local and worldwide level. I was able to confirm and probe deeper into this idea of a shared experience during the focus group interview. It could be easy to make the assumption that this shared experience of Covid-19 was a simply a disruption to the practice of global learning. However, the findings showed that the situation was more complex. I suggest that the barriers and enablers to global learning during the pandemic were more symbiotic – that barriers had the potential to become enablers and vice-versa. The next two sections will further explore this significant idea of a shared experience mentioned by so many of the participants. It will consider the local and global shared experience separately whilst highlighting the symbiotic nature of enablers and barriers to global learning.

Shared local experience and focus on the well-being

Responses from the online survey revealed an interesting paradox for global learning. Despite Covid-19 potentially being an opportunity to 'think global' because of the global nature of the pandemic, the findings, perhaps not surprisingly, suggest the focus for learners during the first year of the pandemic was on their immediate and local context, especially health and well-being. This was confirmed by several participants from both the online survey and the focus group who commented:

> *I think perhaps that their (pupils) world view shrank a lot during the pandemic and they, naturally perhaps, become focused on their family and their own wellbeing (online survey participant).*

> *The time taken to focus on our own Covid situation prevented focus on wider world matters naturally (online survey participant).*

> *We just had a couple of weeks before the end of term which was all about the children's health and wellbeing. So, from that point of view that was absolutely the foremost, biggest priority within school (focus group participant).*

One major barrier was that, because teachers and learners were so overwhelmed by 'acting' locally with ERT practices and their own wellbeing, they were unable to 'think global' as they might do usually at school. Conversely, this could equally be seen as an enabler, seeing as a lasting impact on schools has been to have much more awareness of SDG3 (Health and Well-being). However, this focussing 'in' on the local context of the pandemic brought to the surface some situations of 'ingrained' intolerance and prejudice towards tourist visitors to Cumbria which schools had not previously had to address in school. For example, survey participants noted:

> There were some interesting attitudes to visitors to the Lake District (mistrust and hostility to outsiders) that bubbled up in the local community during lockdown and some of the children learned these responses and brought them back to school.

> Mistrust of visitors (go home, you're not welcome, all the visitors are spreading disease and pooing in the river, etc). New levels of intolerance that we've overtly been addressing.

> Students were hearing less voices, in some cases more radical voices. Being away from school made it difficult for students to discuss and develop respect and empathy for others.

What this has meant is that, as students returned to school, it enabled schools to address these issues of intolerance, racism and prejudice as part of global learning with an even greater focus on the need for local community connection and cohesion. Arguably, it has brought to the fore some of the skills and ways that were perhaps taken for granted before the pandemic. One survey participant commented there has been:

> Very strong focus on reconnecting the children with one another and with their community responsibilities, respect within the group, fairness and social justice within their own interactions. I found they'd kind of forgotten some of the 'ways to be kind' whilst being at home in their own bubbles for so long.

This perhaps helps to best illustrate the shift for many schools towards a focus on cultural diversity and health and wellbeing in the wider community beyond the school.

Shared global experience and recognition by learners as global citizens

The research found continual reference to the idea that the shared and unifying global experience of the pandemic enabled a greater recognition by learners of being global citizens. For example, one survey participant commented:

> The pandemic highlighted the fact that we are global citizens and the need for children to begin to understand their role in the world.

Although learners were consumed by their own individual and local experience of the pandemic there was still a 'sense' that this was a shared, unifying and interconnected global

experience. In some cases, this has led to greater empathy and has arguably contributed to learners developing more understanding and more of a sense of a global outlook. Survey participants commented:

My students are more aware of children's lives in other countries and therefore that they are also living through a pandemic, shared experiences.

An understanding of the fact that this has affected everyone and that there is not equal access to resources around the globe.

Having a pandemic which has affected all parts of the world has opened students' minds to their place as global citizens.

Opportunity to connect as we all have a shared experience.

Inequalities across the globe on dealing with the crisis / money / resources / vaccines.

Realising how important our relationships with others and the natural world are in maintaining our wellbeing.

Responses from the focus group supported the findings from the online survey and enabled me to probe deeper into how the shared global experience had been unifying, and had enabled a focus on global learning through interconnection and interdependence:

We've all got this shared experience of Covid, and it has sort of connected the world.

Every single child knows someone that has been affected by this pandemic. Even by schools closing, even if they don't know anyone whose had Covid, all their lives have changed because of it which means that they've got more of a personal connection with what's going on and they can relate to what they then see in the news …

I think they understand that interdependence more.

Participants in the focus group were also able to compare Covid with other extreme events and circumstances:

I think the fact that it's a global pandemic is the significant factor. I think for children it would be very difficult to see links between acts of terrorism in different countries. I think the fact that Covid has happened in every country and has been simultaneously reported.

It's not that events like the Manchester bombing event weren't significant events, of course they were, but it's just that things like that happen in isolation or kids perceive it as happening in isolation. They don't see that and connect it.

My research considered whether teachers thought that prior involvement in global learning may have enabled learners to be better prepared for the pandemic itself. Although I'm aware that I did not interview the learners themselves, the responses from the educators nevertheless prove illuminating. The chart below shows that significant numbers of

participants in the survey felt that prior experience of global was helpful for students during the pandemic itself.

Figure 7: Teachers' perceptions of whether prior global learning supported students through the pandemic (N=20)
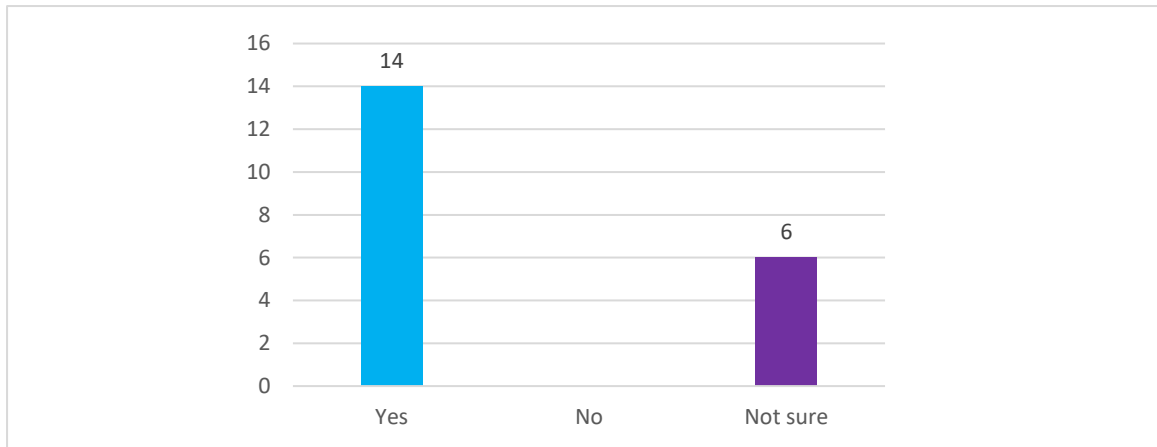
The written responses by the online participants seems to suggest that a prior notion of the interconnectedness and inequalities of people and the planet was an enabling feature of global learning. For example:

> *My students were more aware of children's lives in other countries and that they are also living through a pandemic, shared experiences.*

> *With prior experience of global learning, the pandemic was perhaps a little more understandable because global learning is about the interconnectedness.*

> *Global learning always gives a wider perspective than can be gained through other subject teaching, so can always be drawn on to help understanding of any big world issue.*

> *Knowing that our actions affect others around the world and an ability to communicate and problem solve have been useful.*

I would suggest that, whilst learners might not have been able to find time or energy to think globally because they were overwhelmed by acting locally, this is also evidence of an increased global outlook during the pandemic. One of the focus group participants went further, suggesting that the participatory nature of global learning, in having a voice, meant learners were able to better 'voice' when things weren't going so well during home learning situations. For example:

> *It's that sense that the children have a voice in global learning that is useful. The idea that they're okay to have an opinion on something and that they would contact me with issues. That ability to question and the independent learning skills that you get through global learning and the knowledge that your voice will be listened to which all comes through in global learning. It helps them when they were at home learning and they need to send a message or speak with me.*

This idea was further supported by another participant:

> *That is a big part of where global learning comes from, rights and sharing rights and responsibilities, the children are really aware in our school of their rights and the rights of other people. So, their rights in education and in their discussions, they knew that they could say something if something wasn't working for them.*

As with Howard et al (2021), there was a recognition of the disparity for all learners demonstrating benefits from prior experience of global learning. For example:

> *I suppose like lots of things really, some of them could do it, they managed the switch from real discussion to virtual discussion, whereas others just couldn't and both types of children had had the same types of experiences in terms of global learning before that so I don't really know if you could say it was helpful or not.*

Reframing global learning in the Covid-19 pandemic

My final research question explored if there were any changes to the ways that teachers viewed global learning as a result of the pandemic. In the previous section I suggested that participants found a shift of focus in the global learning themes. I also found evidence to suggest that participants thought their learners were finding some of the SDGs more relevant and important than before, and arguably this meant they were easier to explore in the classroom.

The research enabled me to probe deeper beyond the recognition that there was a shift in global learning themes to consider whether participants had changed their view of global learning in any other ways. My findings initially show a mixed response to the direct question on the online survey about whether the participants' view of global learning had changed.

While a majority of teachers were clear either way, more teachers were unsure.

Figure 8: Teachers' perception of whether there have been changes to the way they view global learning as a result of the pandemic (N=20)
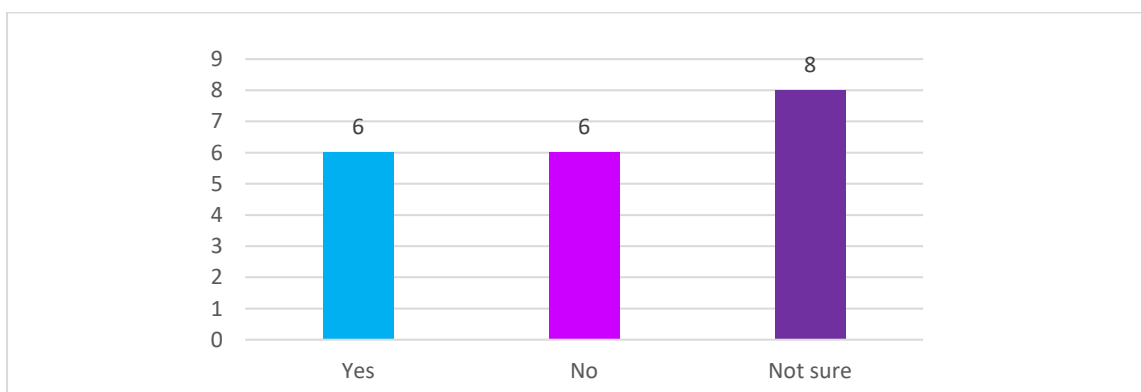
Deeper analysis of the written survey responses revealed a common reference by participants to optical metaphors to describe a possible change in their view of global learning. Examples include:

> *It's perhaps given me a different lens through which to see global learning.*

> *The pandemic has created a clearer understanding of how we are all one global community yet at the same time there appears to a greater need for global learning.*

> *The need to develop resilience and collaborative skills (and instincts) in people has been brought even more firmly into focus. Preparing our children for uncertainty is now a clear priority.*

I would suggest that these comments show that rather than changing teachers' views of global learning, the pandemic seems to have reframed their view of global learning in terms of its importance and role. This was also confirmed with the focus group participants. For example, one participant described the pandemic as being a 'shake up' and a focus on 'what matters' and how the pandemic had led them to become more reflective themselves. For example:

> *Maybe it was just a little bit of a shake up with what really matters and the sustainable goals, the stuff that really matters. I think it possibly made staff more philosophical and reflective on if there has ever been a time where staff could be more open and engaging with teaching the sustainable goals, it is now because we've all had a bit of a wakeup call. We've had that chance to get back from the rat race of SATs and other areas of the curriculum that have always been so heavily weighted. It certainly has made me more philosophical.*

Further analysis of the responses suggest that participants now place more value and a sense of urgency on the need for global learning as a result of the pandemic. This was illustrated by the common use of the word *important* to describe global learning and other related words. Examples of responses from survey participants include:

> *I view global learning as important as I did before the pandemic.*

> *It is more important than ever to provide children with opportunities to understand their place in the world.*

> *It is embedded in our lessons and teaching so our view is that it is as important as every other topic in subjects.*

Some participants framed this the sense of urgency through using words like 'need'. For example:

> *The pandemic has highlighted the need for children to learn the skills to be global citizens, communicate and problem solve with others around the world.*

> *It's needed now more than ever for global empathy.*

With the focus group, there were also references to the importance of global learning, with particular mention of greater receptiveness by other staff for global learning and similarly, a mention of 'what really matters'.

For example:

> *I generally feel the whole school is more receptive to it (global learning) now and is placing greater importance on it so maybe that can be attributed to Covid-19 particularly the quality education….we've all had this opportunity to step back and look at what really matters, and I just think there's more of an appetite for these bigger issues and P4C, so I think that is also a reflection of what our school want more of in the future in the curriculum as well.*

In the previous section, I suggested the idea that the shared experience of the pandemic had meant a greater recognition of learners as global citizens as part of an interconnected global community. This idea was exemplified in relation to a reframing of teacher perception of global learning:

> *Some of the children mentioned about India running out of oxygen so there is a little bit of awareness there and it helped them learn that although Covid has been bad for everyone, it has been particularly bad in specific countries or cities and not as bad for us. So, I was quite pleased that they could work that out.*

> *The Y5/6 children seem to be more aware of the interconnectivity of people around the world since the pandemic so it is working well.*

> *Beginning by focusing on us and the local but making links to the global dimension too.*

My findings also show how the challenges and resilience needed for ERT practices has changed the view of the use of technology for future global learning. This was especially relevant for the focus group with their school link project.

> *I think it's one of the things that has come out for education in general as an opportunity- the virtual world.*

> *"We have been forced to do zoom meetings instead and this has made me realise we can do more of those things even before we go by opening up new windows and finding new ways to do things with technology we wouldn't have used before.*

> *The use of technology such has Teams and Zoom has made it more possible to communicate with others around the world, in particular our partner school.*

In summary, my findings show that rather than teachers *changing* their view of global learning, there was more of a *reframing* of their values and an increase in the view that global learning is more important and necessary. This also has implications for both teacher understanding and how they can use the experience they have gained to improve global learning practice in the future.

Conclusion and recommendations

This purpose of this study was to capture learning from teachers in Cumbria on their experiences during the Covid-19 pandemic. It explored three research questions:

1. How did teachers engage with global learning during the Covid-19 pandemic?
2. What were the barriers and enablers to global learning during the Covid-19 pandemic?
3. Has the Covid-19 pandemic led teachers to re-frame global learning?

The study found that less time was given to global learning during the first year of the pandemic. This was partly due to the practical and technological challenges of Emergency Remote Teaching practices, core curriculum priorities, learner engagement and the overwhelming nature of the pandemic on wellbeing. More significantly, the study found that it was also the pedagogical nature of global learning that teachers found harder to facilitate through remote learning. For example, with most learners not being in school together, it was especially difficult to effectively facilitate reflection and dialogue aspects of global learning.

The study also found that engagement in global learning themes shifted during the pandemic. Themes such as poverty and education emerged with a shift away from environmental themes which had been explored prior the pandemic. Some teachers described how the pandemic had given learners more connection and meaning to some global learning themes which had been previously harder to explore, for example, mental health and wellbeing, poverty and zero hunger. Some of the global themes engaged with were also as a result of events in the media.

The study found a symbiotic relationship between the barriers and enablers to global learning during the pandemic. For example, the experience of finding it hard to facilitate virtual dialogue in an ERT situation has enabled teachers to subsequently consider how virtual opportunities might work in future global learning in school, especially for school link partners.

Another example of the symbiotic relationship between the barriers and enablers to global learning was in how the educational focus became more localised (rather than worldwide). Many teachers described how this shared experience of going through the pandemic together had given learners more empathy and recognition of themselves as global citizens. I argue that for some learners this has meant an increase their sense of a 'global outlook'.

Some teachers additionally made responses that suggested that prior experience of global learning, especially around learner awareness of global interconnection, enabled learners to be better prepared for the pandemic itself. There was a suggestion from teachers that learners had a better sense of their interconnectivity as a result of the pandemic.

The study found that many of these teachers in Cumbria have reframed their view of global learning not just a result of the pandemic itself, but also as a result of other events and circumstances that were in the media spotlight during the pandemic. A year into the pandemic, many teachers said they viewed global learning as more important and needed than ever before, with some commenting on greater buy-in from other staff.

Further research is needed to reveal whether these findings are similar across other parts of the UK, or indeed worldwide. However, this study has provided a useful tool for opening up conversations with colleagues involved in global learning with schools. It raises questions about the value of using the SDGs as a framework for exploring how global themes can emerge and shift.

Ultimately, I hope this study illustrates the importance of facilitating ways for teachers to develop their understanding of the pedagogical nature of global learning. It certainly highlights the depth and shared understanding by teachers in Cumbria of global learning as a pedagogy. It is worth considering that the pandemic is still on-going and further research with teachers in Cumbria may reveal more about whether or not this reframing of global learning has impacted on their actual practice in schools.

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Appendices

Questionnaire

1) How long were you engaged with global learning before the start of the Covid-19 pandemic?
2) What was the approach for global learning in your school before the start of the Covid-19 pandemic in March 2020?
3) What was the approach for global learning in your own teaching practice before the start of the Covid-19 pandemic in March 2020?
4) Which global learning themes were most important to your teaching practice before the Covid-19 pandemic? You can pick more than one.
5) Which global learning themes were most important to your teaching practice during the Covid-19 pandemic? March 2020 to March 2021 You can pick more than one.
6) Which global learning themes are most important to your teaching practice now? May 2021 and beyond   You can pick more than one
7) How much time and energy did you give to global learning before the Covid-19 pandemic? (12 months before 2020)
8) How much time and energy did you give to global learning during the Covid-19 pandemic? (March 2020 to March 2021)
9) How much time and energy did you give to global learning now? (May 2021 and beyond)
10) Do you think that prior experience of global learning has been helpful for your students during the Covid-19 pandemic? (March 2020 onwards)
11) What do you think were the main challenges and opportunities that the Covid-19 pandemic posed for global learning in your practice?
12) Has your view of global learning changed as a result of the Covid-19 pandemic?
13) What age range do you teach?
14) What is your curriculum specialism?
15) Where is your school located?

Interview questions

1) Which global learning themes were most important for you before and during/after the pandemic?
2) Are learners better able to understand the SDGs as a result of the pandemic?
3) Have there been any SDGs that were harder to cover during the pandemic?
4) Do you think the pandemic made more impact on learners than other extreme events and circumstances?
5) Has your focus for global learning changed?
6) Was prior experience of global learning helpful for learners living through the pandemic itself/remote learning?
7) Was the pedagogy for global learning a barrier?

8) Has your view of global learning changed as a result of the pandemic?
9) Do you and your schools have any more value for global learning as a result of the pandemic?
10) Is there anything else you want to mention that might be relevant for this research?

About the Author

Jane has over 30 years of experience as an educator in schools, universities, local education authorities; public and third sector organisations in the UK and internationally. In 2001, she gained an MSc in Environmental and Development Education from South Bank University. Jane was awarded Global Educator of the Year 2017 by Think Global for work in her school and with teachers around introducing the Sustainable Development Goals. She is a registered SAPERE Philosophy for Children trainer and is currently involved in training and supporting schools in Cumbria as part of SAPERE's Going for Gold programme. Most recently, Jane is putting her new-found digital skills gained during the pandemic into an exciting new project called Virtual Voices in Religious Education, alongside her roles as Chair of Cumbria SACRE and a part time RE teacher. She is the creator of the Philosopher's Backpack which formed part of her research for the GLP Innovation Fund 2018 (Paper 6).

About Connecting Classrooms through Global Learning

Connecting Classrooms through Global Learning is a free and flexible programme for schools around the world based on learning, knowledge sharing and international collaboration. Connecting Classrooms supports teachers to equip pupils with the knowledge, skills and attitudes to act more thoughtfully, ethically and responsibly as citizens and contributors to society.

Connecting Classrooms through Global Learning is funded by the British Council and the Foreign, Commonwealth and Development Office (FCDO) and runs from 2018 through to 2022. For more information go to: www.britishcouncil.org/connectingclassrooms

The CCGL Practitioner Research Fund

The CCGL Practitioner Research Fund runs from 2019-2022 with the aim to support educators to conduct research related to global learning and overseas school partnerships within schools. DERC was contracted by British Council to support educators in the research and writing process.

About the Development Education Research Centre

The Development Education Research Centre (DERC) is the UK's leading research centre for development education and global learning. The DERC team conducts research on development education, global learning, and global citizenship education, runs a Masters' degree course, supervises doctoral students and produces a range of reports, academic articles and books. DERC also runs a highly successful free online course Global Education for Teachers which is hosted via Futurelearn. DERC is located in the UCL Institute of Education, the world-leading centre for research and teaching in education and social science.

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