



*SUMMARY PROCEEDINGS*

# ANGEL EARLY CAREER RESEARCHER CONFERENCE

*Online, 11-12 June 2020*



*Partners:*



*Affiliates:*





# ANGEL EARLY CAREER RESEARCHER CONFERENCE

*Summary Proceedings of the 2020 Conference of the Academic Network on Global Education & Learning (ANGEL)*

Hosted online by the University of Oulu, Finland  
11-12 June 2020



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# Executive summary

The ANGEL 2020 Early Career Researchers Conference was held online by the University of Oulu on 11-13 June 2020. The conference was organised by the University of Oulu in collaboration with the Development Education Research Centre (DERC) at the UCL Institute of Education, the University of Bamberg and with support from GENE (Global Education Network Europe), in the framework of ANGEL (Academic Network of Global Education and Learning) activities.

This biennial Early Career Research conference is organised by ANGEL to connect Early Career Researchers in the areas of Development Education, Global Learning and Global Citizenship. The purpose of the ANGEL Early Career Researchers Conference 2020 (ANGEL ECR 2020) was to provide early-career researchers (ECRs) with an inspiring platform for discussing, re-visiting and analysing the complexity of conceptualisations in Global Education. 30 ECRs presented their research papers at the conference - selected via a review process. Though mainly promoted to ECRs (PhD students and post-doctoral), the event was also attended by academics, policymakers and practitioners who contributed to the debates.


The event brought together over 200 participants from 40 countries, including leading scholars Fazal Rizvi, Yusef Waghid, Karen Pashby, Thiago Gehre Galvão, Anssi Paasi and Caroline Rau, who contributed to panel discussions. In a session on career perspectives in Global Education and Learning (GEL), Annette Scheunpflug identified key reasons why GEL is more relevant than ever, and Massimiliano Tarozzi presented important developments that will strengthen the research field. To close the conference, Annette Scheunpflug and Liam Wegimont discussed emerging issues in policy-focused research.

## **Several key topics emerged during the conference:**

- GEL is more relevant than ever for three main reasons: The challenge of climate change which reinforces the need for global social justice; Global anti-racist movements which urge us to find new ways to address global social justice and the Covid 19 pandemic which gives a renewed sense of urgency to GEL.
- Significant issues in conceptualisations of GEL include: the importance of cosmopolitanism on conceptions of GEL; global approaches to knowledge construction; the transformative nature of GEL; ethical implications of GEL research; and the link between research, policy and practice.
- The recent rise in nationalism requires a reevaluation of the role of universities in creating and sustaining international communities; promoting the value of international exchanges and cosmopolitanism; producing effective knowledge in a post-truth era; and in providing better understandings of the nature of nationalist beliefs and how they arise.

- An emergent issue arising from the research papers presented is how to move away from normative definitions and understandings of GEL to make space for more generative ideas and conceptualisations of GEL, especially from non-western contexts.
- It became clear that between policymakers and researchers there are overlapping and joint concerns and issues of common interest; there are common values and aspirations; and while there is a policymaker need for research, there is a research concern to have real-world effect – so a common cause.

Bringing the conference entirely online enabled wider participation from a greater number of countries (40) than previous editions. A majority of participants were satisfied with the conference and appreciated the opportunity to gain exposure to new perspectives and research. The discussion spaces, following panels and parallel sessions, allowed participants to share ideas about current research. This is precisely the primary goal of the ANGEL ECR conference - creating a space for open discussion and facilitating critical friendly comments on research.



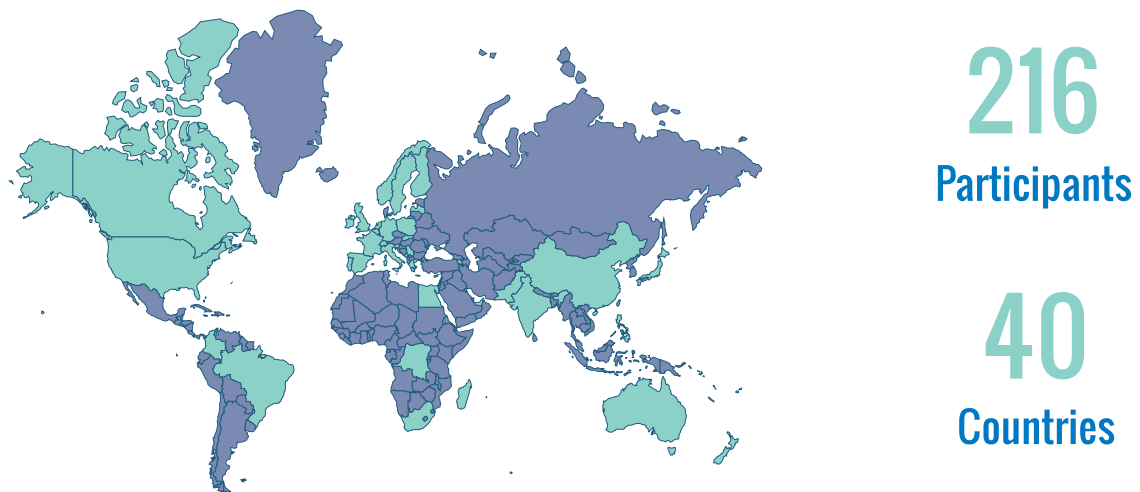
*"This event was very enriching. It gave me contacts for researchers in my area of work and offered new perspectives for my own investigation"*

The organisers wish to thank the ANGEL advisory board and the Global Education Research in Finland network (GERIF) coordination team for their support and advice, abstract reviewers, the University of Oulu technical team, as well as our sponsors, namely the European Union for providing financial support.

# 1. Introduction

The ANGEL Early Career Researchers Conference 2020 was held online on 11-12 June 2020 and was hosted by the University of Oulu, Finland. The conference focused on research into Global Education and Learning (GEL). The aim was to provide early career researchers with an inspiring platform for discussing, re-visiting and analysing the complexity of conceptualisations. Leading scholars were invited to share their knowledge and research on conceptualisations framing understandings of Global Education and Learning. The expectation was that, through critical constructive dialogue, participants and especially, ECRs would have an opportunity to re-check their standpoint or re-conceptualize their own research approaches.

Due to the coronavirus pandemic, the ANGEL ECR 2020 was hosted entirely online. The conference received a total of 216 registrations from a total of 40 countries and hosted over 40 presenters and panellists.



## **Origins of the ECR Conference and ANGEL**

The origins of the ANGEL Early Career Research Conference lie in a collaboration between the University of Oulu (Finland), Otto-Friedrich Universität Bamberg (Germany), and Development Education Research Centre (DERC) at the UCL Institute of Education (London) who for the past few years have organized an annual workshop for PhD students and post-doctoral researchers of the three institutions who are conducting research in the areas of Development Education, Global Learning and Global Citizenship. Following the foundation of ANGEL, the Academic Network on Global Education & Learning, this biennial international collaboration continued, but is now delivered as part of the activities of this network.

ANGEL is a partnership project between DERC and Global Education Network Europe (GENE), which aims at forging an international community of researchers and scholars in the field of Global Education. It brings together existing Finnish, German-speaking (Austria, Germany, Switzerland) and UK-based networks and links them to emerging networks in other countries. The Network was launched at a [conference](#) at the IoE, University College London in May 2017 that brought together academics from the Global Education community.

### **Importance to policymakers**

GENE co-founded ANGEL with one simple idea – to support networking between academics in the field, in order to build a bridge between policymakers and researchers. The intention was to create a space so that, eventually:

- policymakers could draw on the best of research, and support research in GE and
- researchers might take account of the concerns of policymakers in considering research agendas.

ANGEL ECR 2020 did just that – elaborating the latest in cutting edge research in the field, combined with the concerns of policymakers – all the while focused on ECRs in Global Education; so that there is a strong, policy-focused emerging and future-oriented research base for policymaking, and a strong policy focus in emerging research in the field.

### **Organisers and funders**

The conference was hosted and organized by the University of Oulu in collaboration with ANGEL, the Global Education Research Network in Finland (GERIF, a special interest group with the Finnish Educational Research Association), and the University of Oulu Graduate School (UniOGS).

The conference had the support of Global Education Network Europe (GENE) and was made possible with co-funding from the EU, from the national Ministries and Agencies that support GENE, the University of Oulu Graduate School (UniOGS), and the Faculty of Education, University of Oulu.

### **Conference documentation available online**

The documentation about the conference can be found online in the page of the [ANGEL conference at the University of Oulo](#)

You may read there the [profiles of the panellists](#) and download the [conference programme](#)

In a separate tab, you can view the list of the ECRs and the titles of their presentations. A publication containing the abstract of the papers presented is also available for download:

- [ANGEL \(2020\) Abstract Booklet](#). ANGEL 2020 Early Career Researchers Conference, 11-12 June 2020, hosted online, University of Oulo

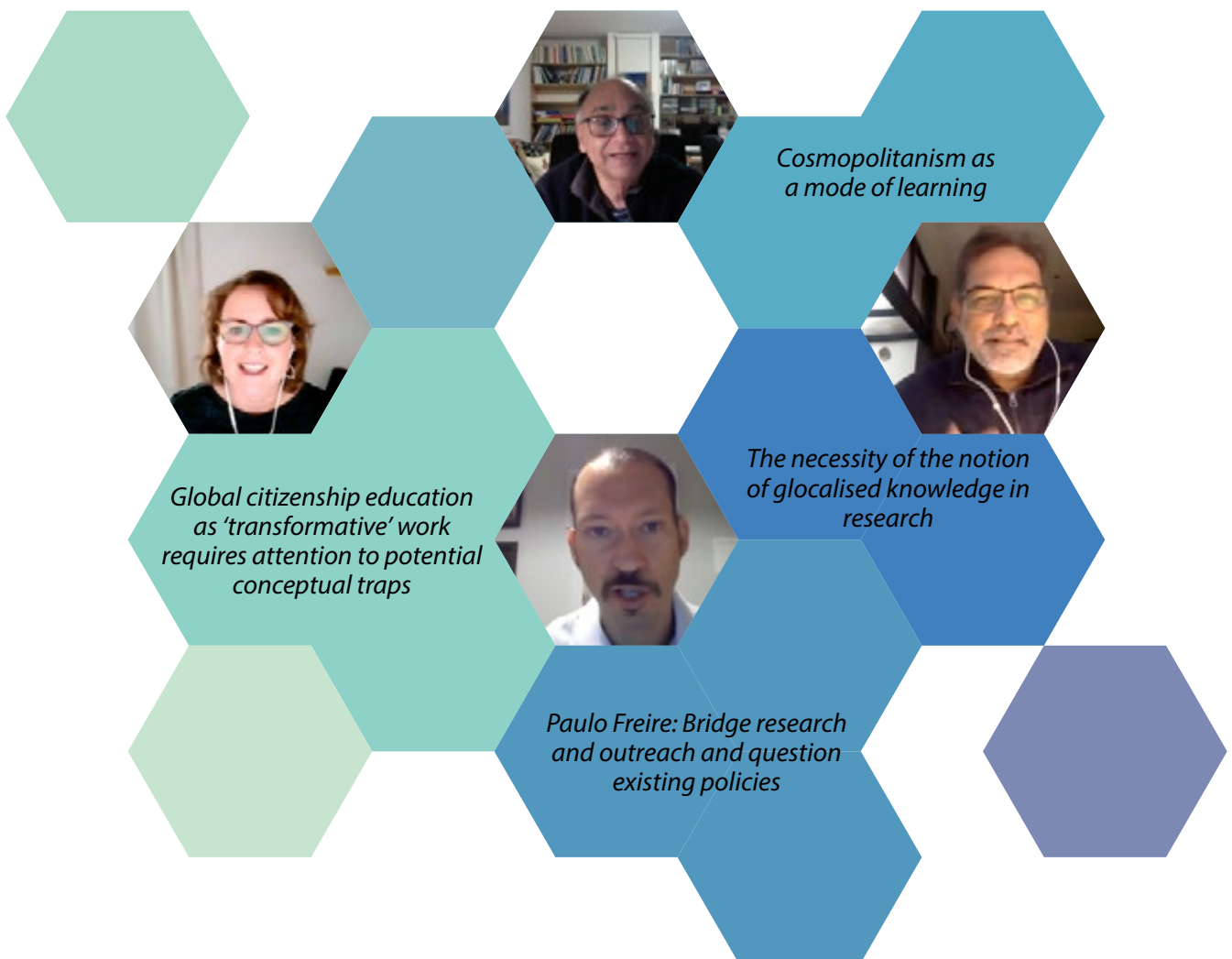


The videos of the plenary sessions are available are also to watch online following the links below:

- **Conceptualisations of Global Education & Learning.** Fazal Rizvi (Univ. of Melbourne, Australia); Yusef Waghid (Univ. of Stellenbosch, South Africa); Karen Pashby (Manchester Metropolitan University, UK) and Thiago Gehre Galvão (International Relations Institute, Univ. of Brazil). Chaired by Elina Lehtomäki (Univ. Oulu, Finland).
- **Global Education & Learning as a career perspective.** Massimiliano Tarozzi.
- **In the wake of pandemics & global threats, what is education's counter-narrative to growing nationalism?** Anssi Paasi (Univ. of Oulu); Caroline Rau (University of Bamberg, Germany); Tao Xi (UCL, UK). Chaired by Joffy Conolly (University of Oulu, Finland)
- **Policy-focused research in Global Education - identifying emerging issues and opportunities, imagining the future.** Annette Scheunpflug (GENE Chair, Univ. Bamberg) & Liam Wegimont (GENE Director).

## 2. Conceptualisations of global education & learning

The opening session saw our panellists elaborating on the importance of conceptualisations throughout the entire process, from idea and planning to reporting, and in relation to the timeliness of our field and topics. Prof. Fazal Rizvi emphasized cosmopolitan virtues and analysed cosmopolitanism as a mode of learning. Prof. Yusef Waghid explained the necessity of the notion glocalised knowledge in research aiming to increase understanding of our positions in the world. Dr. Karen Pashby clarified global citizenship education as 'transformative' work that requires researchers' attention to potential conceptual and theoretical traps with ethical implications. Prof. Thiago Gehe Galvão valued Paulo Freire's approach that seeks to understand the linkages between and bridge research and outreach activities as well as to question existing public and social policies.



The panel discussion elaborated the connection between the notions and the need to develop ways to analyse and understand the existing tensions. The panellists agreed on that coloniality, diversity, complexity and inequality continue to challenge globalised knowledge. Encounters and dialogue are needed to recognize multiple knowledges and perspectives, to re-visit the social role of education and universities, for teaching and learning critical self-reflection, and for participation in translation of global issues in local contexts.

As an advice to early career researchers, Fazal Rizvi stated that it is difficult to do research in this unsettling world with political, health and economic crises yet these offer new possibilities for exploring “how things could be otherwise”. Karen Pashby described this time of crises as inviting debates and encouraged young researchers to look at frameworks and to map out where to position themselves, and to “push the boundaries and debates”. Thiago Gehre Galvão advised engagement in transformation to use education to bring more peace, stability and happiness in diverse realities. Yusef Waghid emphasized the importance of rapturing as a means to open oneself to what comes or may come, potentiality, imagination and new becomings that may enhance pedagogical approaches.

The conference participants engaged in the discussion and asked questions related to global education and learning in terms of notions of universal knowledge; relevance of education in diverse contexts and in multicultural, multilingual contexts; connections between theories, praxis and poesis; critique of SDGs with one of aims to ensure economic growth; equity in access and achievement; applying and publishing with new concepts such as glocal citizenship; glocalised knowledge in relation to global goals and neoliberal governance; connections between cosmopolitan virtues and Ubuntu; and, accountability and leadership for global education and learning. The conclusion was that this kind of dialogue on conceptualisations, that brought a depth of wisdom, was welcome.

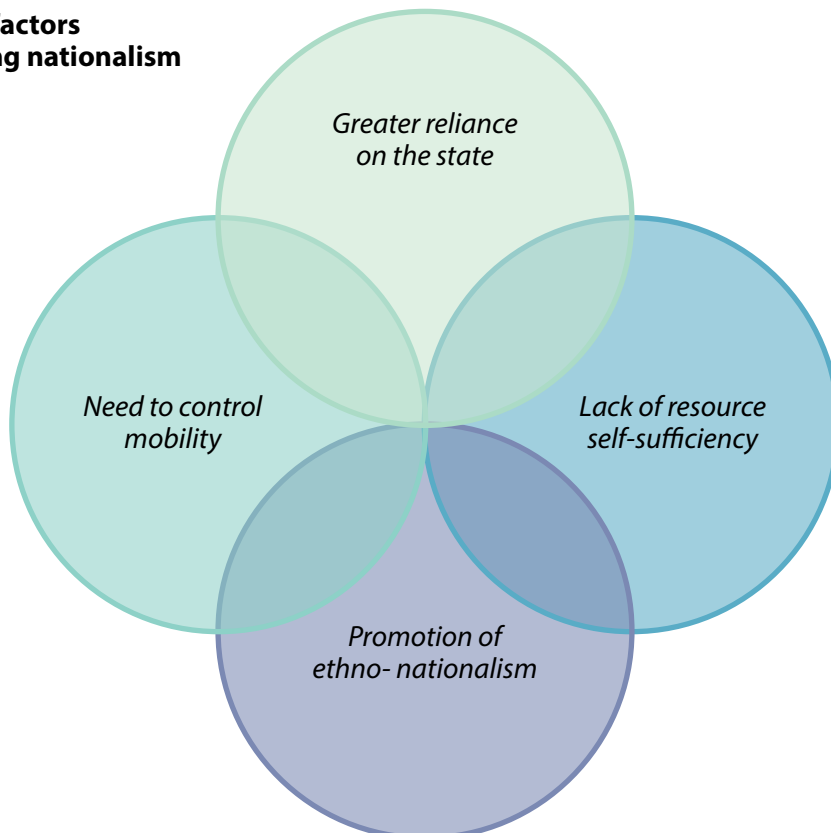
Read more about [the panellists](#) and [watch the online panel discussion](#).

### 3. In the wake of pandemics & global threats, what is education's counter-narrative to growing nationalism?

A multidisciplinary panel discussed how the recent pandemic has shaped nationalism and its impact on education.

Prof. Anssi Paasi began by reminding us how increased mobility and narrowing ecological corridors have left us more susceptible to global pandemics. He also outlined four factors fuelling the resurgence of strong nation states during the pandemic. Firstly, a greater financial (and emotional) reliance on the state by individuals and businesses. Secondly, a shortage of medicine and equipment driving calls for improved national self-sufficiency in areas such as medical resources. Thirdly, a need to reduce mobility by controlling borders in order to minimise disease transmission. Finally, a rise in ethno-nationalism, fuelled by right-wing anti-immigration rhetoric, which blames the pandemic on others.

#### **Pandemic factors encouraging nationalism**



The impacts of these latter two points, border control and ethno-nationalism, were illustrated by doctoral student Tao Xi, who revealed how some international students have become 'double-victims' of nationalism, censured by both their country of residence and country of origin. She advocated for universities to act as small global communities to support these students. Meanwhile, Dr. Caroline Rau identified five areas for education to focus on. These included the importance of altruism and showing solidarity with others; the necessity of an effective EU response; the risk of increased education inequality; the requirement for robust knowledge production to combat disinformation; and the desirability of sustaining a sense of environmental urgency and resisting a post-pandemic 'return to normal'.

Panellists concluded that more (and freely available) international research cooperation is needed. Suggested research areas include exploring the role of universities in providing identity to students and international student exchanges; how nationalist beliefs arise, and which methodological and didactic arrangements contribute to counteracting them; education for understanding social media; and critical cosmopolitanism.

As Prof. Anssi Paasi cautioned: the swift reversion to nationalism suggests that many have been too quick to assume that we are already globalised. A more holistic attitude towards the world and international understanding is therefore needed.

**[Watch online the recorded panel discussion](#)**

## 4. Early Career Researcher paper presentations.

A key part of the conference lay in the opportunity for ECRs to present their research and engage in meaningful discussion with professors and peers. There were 30 paper presentations by early career researchers from 21 universities, representing 12 different countries.

The presentations explored a variety of issues on Global Education and Learning (GEL), that spawned across the following themes: GEL in schools and teachers engagement with GEL; implementing GEL and online GEL; Global citizens education outside school and NGO and GEL; Critical, decolonial and non-western conceptions of GEL; and GEL through social justice and culture. They also shed light on the various research methods being used to study GEL such as field ethnography, action research, survey method, content analysis and policy review.

See in the table below the titles of presentations organized according to the conference topics.

Topic	Title
GEL in Schools	Learning through play to build inclusive contexts together. A training experience in Italian multicultural schools.
	Teaching culture in the humanities – the education of pupils for a life in the world society.
	Peace in Education as a Foundation for Global Learning. The Case of Cameroon.
Teacher engagement with GEL	Global Learning in Greek Primary Schools: Teachers' Professional Identity.
	Glocal affective citizenship? Transcending national-global debate around citizenship education.
	Forming Critical Perspective: Rural School Teacher Perception towards Global Education in China.
Implementing GEL	The Contribution of Empathy-based Pedagogy towards Global Citizenship Education: Kazakhstani context
	Articulating and Implementing Global Citizenship Education: A Constructivist Grounded Theory Study.
	The extent to and ways in which global learning can be used to raise the profile of primary science education.
Online GEL	Rethinking independent learning as a practice of academic freedom using student vlogs.

Topic	Title
	Approaching an online course on Global Education Development through decoloniality and social constructivism.
	(Un)expected Learning Outcomes of Virtual School Garden Exchanges in the Field of Education for Sustainable Development.
Global Citizens	Supporting Development Education in the Adult and Community Education Sector: a Case Study of a Strategic Partnership in Ireland.
	Learning world citizenship and democracy for German-Turks.
	Global Citizens in the 21st Century Classroom: A Mixed-Methods Study of Motivational Aspects of Global Awareness.
NGO & GEL	Cooperation between schools and NGOs in the global education context: orientations of NGO professionals towards schools and global learning.
	The complexity of analysing 'politicization' in global education research: examples from a study on NGO-school cooperation.
	Global Learning Reconceptualised as Embodied and Knowing Practice: Perspectives from Practitioners in DEC's in England.
Critical Typologies	Supporting student teachers to develop critical thinking skills through engagement with global education.
	Constructing global citizenship in vocational education: critical analysis of the future competency needs of the working life.
	Foundations of a Concept of "Didactics 5.0" in the Age of the "Society 5.0".
Decoloniality	Examining Problem-Spaces in Development Education Policy
	Global Education for the Privileged: power and 'transformative' pedagogy in a gap year programme.
	History and Integration: A Qualitative Case Study of Brazilian South-South Cooperation in Higher Education.
Non-Western Perspectives	Seeking Alternatives: A post-secular approach to education in India.
	Indigenous and local knowledge engagement in formal education, is just a fantasy or reality? A policy analysis on Indonesian education system.
	Conceptualising Global Education: perspectives from Sub-Saharan Africa.
Social Justice & Culture	Enhancing student global learning through Social Justice Education: Conceptual clarification, learning and teaching methods.
	Concept mapping and visual harvesting: Conceptualizing equity and social justice in cross-cultural research.
	Global Learning and Culture: a theoretical approach to specify global learning as a cross-sectional discipline.

While the presentations focused on several contexts from the Global North and South, an emergent issue across the two days was how to move away from normative definitions and understandings of GEL to make space for more generative ideas and conceptualisations of GEL, especially from non-western contexts.



In a very interesting and in-depth analysis of takeaways from the conference in the Education and Social Research Institute's Blog, Cheryl Ng, Katie Ormrod and Nay Myo Htet, commented:

*"The presentations compelled us to think beyond our own perceptions and consider the views of diverse participants' professional and cultural backgrounds related to global education. These little sessions were an enjoyable element of the conference and were also an opportunity to network and interact with academics with whom it would have been difficult for us to meet otherwise at this stage in our careers".*

The Abstracts Booklet is available at the conference website:

- **ANGEL (2020) Abstract Booklet.** ANGEL 2020 Early Career Researchers Conference, 11-12 June 2020, hosted online, University of Oulo.



## 5. GEL as a career perspective.

Annette Scheunflug outlined three main reasons why research in Global Education and Learning is more relevant than ever, both today and in the future:

- The challenge of climate change and global warming shows the need for global social justice;
- Global anti-racist movements recently raised around the Black Lives Matter protests urged new ways to address global social justice;
- The Covid 19 pandemic has given a sense of urgency to GEL.

Prof. Scheunflug concluded:

*“The concurrent climate crisis, health crisis and racialcolonial crisis demonstrate how strongly global social justice is needed, and also the need for research to promote a Global Solidarity. GEL research on these issues is vital today and in the future.”*

Massimiliano Tarozzi stressed how research on GEL has grown in the last ten years. He referred to two recent ANGEL projects showing the growing number of publications in Global Education. One is a multilingual Global Education Digest, edited by ANGEL, currently under development. It provides a systematic review of research outputs in six languages in the last five years: English, French, German, Italian, Portuguese and Spanish. The Digest, due to be published during 2020, features more than 300 books and 700 articles that have been published in the last five years in the above-mentioned languages.



Another important development is the new ANGEL Member Directory, available to ANGEL website. Here users can access a member database, and it is possible to search by name, research topic, and country. It demonstrates that the number of scholars is growing, and will make it easier to find colleagues and research partners all over the world. This is also one of the key roles of ANGEL - facilitating networking and the dialogue between members, and allowing policy makers to find experts and consultants.

Annette Scheunpflug mentioned that this platform is an example of the mission of ANGEL to encourage and support ECRs in advancing their research projects by connecting, working together and sharing cooperative research.

Following one of the issues raised during the panel discussion about journal rejection, Massimiliano Tarozzi observed that ECRs are by definition innovators and they are able to provide eccentric and provoking research. However, this is sometimes confrontational and may cause rejections from top ranked journals. International peer reviewed journals and also academic institutions tend to be conservative by nature. Yet the role of ECRs is to be revolutionary.

*"You do not have to simply reproduce the well-established mainstreaming thinking, but to produce a new thinking and an innovative way of thinking through research".*

## 6. Policy Focused Research in Global Education: Recurring Issues, Emerging Possibilities, Imagining the Future.

Liam Wegimont, Director of GENE, led a discussion about policy-focused research in Global Education (GE), reflecting on the linkages between the issues that concern researchers and those that concern policymakers in Global Education.

He began the reflection by introducing GENE, its origins, purpose and activities, and highlighted how research has been at the heart of the organization since its inception. GENE, the network of Ministries and Agencies with national responsibility for GE/DEAR in European countries, brings together policymakers for increased and improved GE and facilitates policy learning through networking. Central to that objective is giving policymakers the opportunity to draw on the best research and, to that effect, GENE has been working with leading researchers in GE in Europe since 2001.

With the rise of Global Education research and policy-focused research, there was a need to create a research network in which policymakers could source evidence from the researchers, and researchers could consider the concerns of policymakers. That was why the ANGEL network was born.

To highlight the links between researchers' concerns and policymakers, Prof. Annette Scheunpflug, from the University of Bamberg and Chair of GENE, started by identifying the main issues emerging from the conference that concern early career researchers; Liam Wegimont then discussed how these research issues correspond to the issues that policymakers identify as being crucial to the increase and improvement of global education.

### Issues emerging from research #ANGELConference 2020

- Challenges to deepening the discourse and to reflecting on the **philosophical bases and biases** of GE and limitations of our thinking in the field;
- Issues around **conceptualisations, typologies and frames of understanding**, local/global/glocal, decolonisation, etc.
- Issues of **political contexts** – from global threats to the rise of nationalism
- Relationships between overlapping **traditions within the GE umbrella** – DE, ESD, HRE, Anti-racist education, cosmopolitan education, etc.

- Global Education and **global understandings**, practices and policies
- Global Education research in **a variety of settings and sectors**: from ITE to non-formal sectors to informal education
- Global Education **practice and pedagogy**; interrogating practices, moving from more and better to the beginnings of meta-analysis.
- GE and **Policy Analysis**

### Issues Emerging from European GE Policymakers

- **Conceptualisation**: developing clarity of thought in GE as the basis for good national strategy and policies;
- **Political and policy contexts**: how to deal with, for example, the
- **National Strategy Development Processes**: how to ensure access to quality GE for all people
- **Sector-wide and Sector-specific strategies**: developing learning across borders regarding what works in particular sectors (e.g Curriculum reform, Initial teacher education, youth work, adult education, informal education)
- **Evaluation**: how to develop models of evaluation in GE that are adequate and appropriate to the field (rather than imported or foisted upon or faddish) and that improve quality and reach
- **Research**: How to ensure a strong evidence-base?
- **Funding**: How to achieve adequate levels of funding

In addition to the more perennial concerns, more recent issues include: How do we turn the current challenges and crises into opportunities? How should we reflect on and rethink priorities? What kind of normality do we want to return to? How can we overcome new nationalisms and threats to democracy?

In conclusion, there are overlapping and joint concerns and issues of common interest between policymakers and researchers; there are common values and aspirations and desires. There is a policymaker need for research, and a research need to have real-world effect – so, a common cause.

Prof. Scheunpflug and Mr. Wegimont concluded by reflecting on how to imagine a different future of global education and for global social justice. They recalled Prof Rizvi's words on the requirements of GE research: criticality, imagination, empathy, historicity, and understanding of complexity and Prof. Tarozzi words about the need for innovation and the challenge to be revolutionary.

*"We encourage early career researchers to be revolutionary, try to avoid reproduction and to be the avant-garde of educational research."* (M.Tarozzi)

**Listen to the recorded panel discussion**

## 7. Planning future events. What next?

### Participants evaluation

A large majority of participants were satisfied with the conference and appreciated the opportunity to hear about Global Education contexts in countries around the world and gain exposure to new perspectives and research. They highlighted the opportunity to improve understandings of decolonial education and the importance of the recommendations for future reading.

The discussion spaces, following panels and parallel sessions, allowed participants to share ideas about current research. This is precisely the primary goal of the ANGEL ECR conference - creating a space for open discussion and facilitating critical friendly comments on research. Most importantly, researchers emphasised the importance of the network and of feeling that they are part of a worldwide community.

### Online access

Participants called for the need to revisit the way conferences are organized in the future.

*"It is vital we do not go back to face to face versions of the conference given the climate emergency. We can't claim to be doing global education and then not practise good stewardship of our environment."*

Despite a minor technical issue on the first day, the move to an entirely online conference was successful overall and demonstrates that ANGEL has the technical capability to host such an event. More importantly, the online event provided greater accessibility, particularly to colleagues from lower-income countries, as well as reducing the event's carbon footprint to almost zero. Feedback shows that a significant majority of participants favour future events that permit online participation.

Nevertheless, being completely online may restrict networking opportunities and informal discussion unless these are facilitated further. So, there is a need to rethink alternative models for hosting conferences.

*The career workshops need investment. I thought it was a great idea ... post-docs/ECRs are in a particularly fragile position now ... therefore access to funding and career prospect [...] are really serious issues.*

### **Develop early career researcher workshops further**

The career workshops were positively received, and consideration should be given to continuing them. Post docs and Early Career researchers are in vulnerable positions, and therefore, having the possibility to discuss access to funding and career prospects is extremely important to them. It would be very useful if these workshops could be continued with a deeper involvement of experienced academics.

### **Promote ANGEL events to a wider range of institutions**

Despite greater participation, half of the registrants came from the three countries which host ANGEL's founding academic institutions (Finland, Germany, and UK). As ANGEL seeks to move beyond hegemonic conceptualisations and bring in a wider range of voices, consideration should be given to create conditions that favour participation beyond these academic territories.

## HIGHLIGHTED COMMENTS

### Take-aways, thoughts, suggestions



*"I learned a huge amount from listening to fellow presenters. It was particularly insightful to hear about global education contexts in countries around the world."*

*"Networking with other researchers, improved understanding of decolonial education, recommendations for further reading. And the first panel discussion was fabulous, as far as panel discussions go!"*



*"Because it was virtual, I missed the times between sessions to network, visit with colleagues I haven't seen since the last conference we were at together, and reflect together about the papers. If this continues to be virtual, maybe setting up a separate place where people can 'mingle' and request smaller breakout sessions for visiting would be nice."*

*"Very happy to be member of a worldwide community!"*



*"The value of online is also that you can pop in and out of sessions without disturbing people, you can move about, drink tea, and therefore you don't get as fatigued with sitting and being talked at as you do in a usual conference setting. It is easier to manage one's participation. Also very importantly it allowed access of people from around the world at relatively little cost, which seems to me also to be in the spirit of global education."*

*"It could have been nice to have one, a bit longer keynote eg. on the second day, 30 minutes for example, followed with ample time for Q&A."*



*"I gained a lot of knowledge and felt encouraged to network with everyone. A fantastic event which I would happily attend again."*

# 8. Appendices

## 8.1 Conference Programme



### EARLY CAREER RESEARCHERS CONFERENCE 2020 PROGRAMME

**IMPORTANT NOTE:** All times are GMT. Most of the northern hemisphere is on summer-time, thus 0730 GMT = 0830 in UK, 0930 in Germany, 1030 in Finland.

For details of the paper presentations in the breakout sessions, please consult the abstract programme available separately on the website.

#### THU 11 JUNE 2020 ANGEL CONFERENCE DAY 1

**0730 - 0825 GMT Panel discussion: Conceptualisations of global education & learning, chaired by Prof. Elina Lehtomäki (Oulu).**

*Panellists: Prof. Fazal Rizvi (Melbourne); Prof. Yusef Waghid (Stellenbosch); Dr. Karen Pashby (Manchester Metropolitan); & Prof. Thiago Gehre Galvão (Brasilia).*

0825 - 0840 GMT BREAK

**0840 - 0915 GMT Questions to panellists from participants.**

0915 - 0930 GMT BREAK

**0930 - 1100 GMT Breakout session 1 – paper presentations by researchers.**

Session # & theme	0930	1000	1030
<b>1A</b> <i>GEL in schools</i>	Tangwe, A.	Malusà, G.	Rau, C.
<b>1B</b> <i>Social justice &amp; culture</i>	Chong, E.	Green, C.	Timm, S.
<b>1C</b> <i>Implementing GEL</i>	Strachan, A.	Hanley, N.	Palmer, N.
<b>1D</b> <i>Teacher engagement with GEL</i>	Efthymiou, G.	Li, C.	Grano, P.

1100 - 1130 GMT BREAK

**1130 - 1300 GMT Breakout session 2 – paper presentations by researchers.**

Session # & theme	1130	1200	1230
<b>2A</b> <i>Global Citizens</i>	Windorf, R.	Bracken, M.	Demorel, P. & Rau, C.
<b>2B</b> <i>Policy Analysis / Non-Western perspectives</i>	Lobo, G.	Mutiarawati, F.	Pieniazek, A.
<b>2C</b> <i>NGOs &amp; GEL</i>	Bullivant, A.	Eich, L.	Henriksson, H.

1300 - 1315 GMT BREAK

**1315 – 1345 GMT Global Education and Learning as a career perspective reflections from day 1**

*Prof. Massimiliano Tarozzi (Bologna/UCL) and Prof. Annette Scheunflug (Bamberg)*

**FRI 12 JUNE 2020 ANGEL CONFERENCE DAY 2**

**0800 – 0845 GMT Panel discussion: In the wake of pandemics & global threats, what is education’s counter-narrative to growing nationalism? Chaired by Joffy Conolly (Oulu).**

*Panellists: Prof. Anssi Paasi (Oulu); Dr Caroline Rau (Bamberg); Tao Xi (University College, London)*

0845 – 0900 GMT BREAK

**0900 – 0945 GMT Small group breakout sessions to discuss panel topic.**

*Participants are invited to join small discussion groups to share reflections and questions on the panel topic.*

0945 – 1000 GMT BREAK

**1000 – 1130 GMT Breakout session 3 – paper presentations from researchers.**

Session # & theme	1000	1030	1100
<b>3A</b> <i>Critical typologies</i>	Suhonen, R.	Golden, B .	Urabe, M.
<b>3B</b> <i>Online GEL</i>	Charbonneau, I.& Menon, S.	Lochner, J.	Anthony-Okeke, L.
<b>3C</b> <i>Decoloniality</i>	Da Costa, M.	Ress, S.	Dalby, P.

1130 – 1145 GMT BREAK

**1145 – 1215 GMT Policy-focused research in Global Education - identifying emerging issues and opportunities, imagining the future.**

*Prof. Doug Bourn (UCL), Liam Wegimont (Director, GENE)*

*Closing words: Kati Mäkitalo, Dean of the Faculty of Education, Oulu*

**1215 – 1300 GMT Researcher workshops: Career Planning & research funding**

*Small-group peer workshops are offered separately for doctoral students & post-doc researchers to share & discuss career planning & funding strategies.*

*Workshop hosts: Madeleine LeBourdon (Queen Mary); Crystal Green (UCLA); Antti Rajala (Helsinki); Audrey Paradis (Oulu)*

*An email offering a place on these workshops will be sent out to registered participants before the conference.*



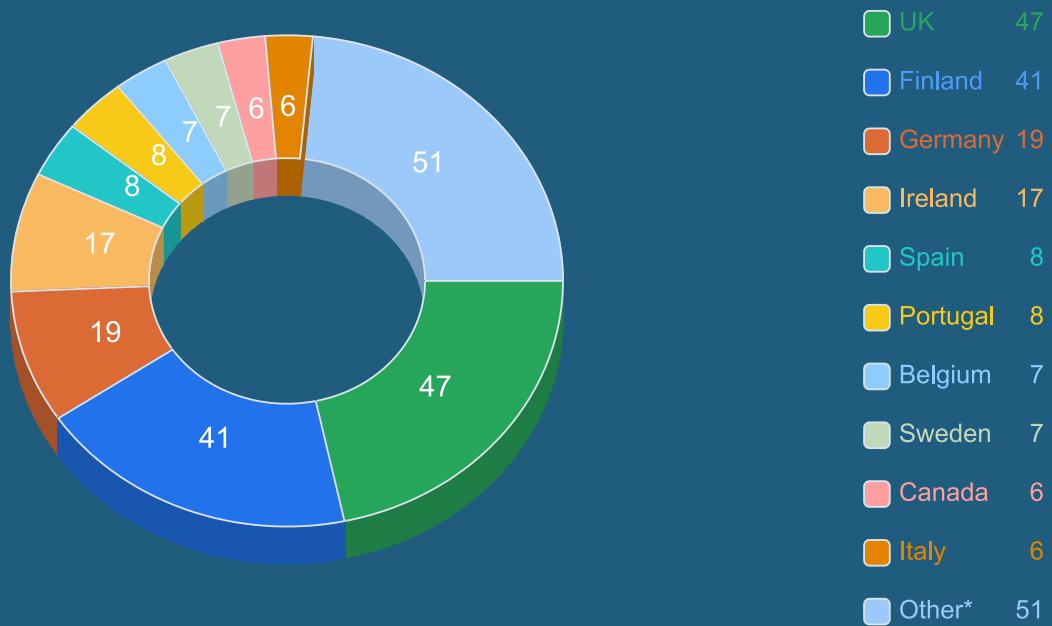
## 8.2 List of authors and paper presentations

Main author	Title
Anthony-Okeke, Loretta	Rethinking independent learning as a practice of academic freedom using student vlogs.
Bracken, Meliosa	Supporting Development Education in the Adult and Community Education Sector: a Case Study of a Strategic Partnership in Ireland.
Bullivant, Andrea	Global Learning Reconceptualised as Embodied and Knowing Practice: Perspectives from Practitioners in DECs in England.
Charbonneau, Irène & Menon, Sharanya	Approaching an online course on Global Education Development through decoloniality and social constructivism.
Da Costa Marta	Examining Problem-Spaces in Development Education Policy
Dalby, Pablo	Global Education for the Privileged: power and 'transformative' pedagogy in a gap year programme.
Demorel, Projekt & Rau, Caroline	Learning world citizenship and democracy for German-Turks.
Efthymiou, Giannis S.	Global Learning in Greek Primary Schools: Teachers' Professional Identity.
Eich, Lena	Cooperation between schools and NGOs in the global education context: orientations of NGO professionals towards schools and global learning.
Golden, Brighid	Supporting student teachers to develop critical thinking skills through engagement with global education.
Grano, Palma	Glocal affective citizenship? Transcending national-global debate around citizenship education.
Green, Crystal	Concept mapping and visual harvesting: Conceptualizing equity and social justice in cross-cultural research.
Hanley, Natalya	The Contribution of Empathy-based Pedagogy towards Global Citizenship Education: Kazakhstani context
Henriksson, Heidi	The complexity of analysing 'politicization' in global education research: examples from a study on NGO-school cooperation.
Li, Cuicui	Forming Critical Perspective: Rural School Teacher Perception towards Global Education in China.
Lobo, Gauravi	Seeking Alternatives: A post-secular approach to education in India.
Lochner, Johanna	(Un)expected Learning Outcomes of Virtual School Garden Exchanges in the Field of Education for Sustainable Development.
Malusà, Giovanna	Learning through play to build inclusive contexts together. A training experience in Italian multicultural schools.
Mutiawati, Fadilla	Indigenous and local knowledge engagement in formal education, is just a fantasy or reality? A policy analysis on Indonesian education system.

Main author	Title
Palmer, Nicholas	Articulating and Implementing Global Citizenship Education: A Constructivist Grounded Theory Study.
Pieniazek, Anielka	Conceptualising Global Education: perspectives from Sub-Saharan Africa.
Rau, Caroline	Teaching culture in the humanities – the education of pupils for a life in the world society.
Ress, Susanne	History and Integration: A Qualitative Case Study of Brazilian South-South Cooperation in Higher Education.
Strachan, Amy	The extent to and ways in which global learning can be used to raise the profile of primary science education.
Suhonen, Riikka	Constructing global citizenship in vocational education: critical analysis of the future competency needs of the working life.
Timm, Susanne	Global Learning and Culture: a theoretical approach to specify global learning as a cross-sectional discipline.
Urabe, Masashi	Foundations of a Concept of “Didactics 5.0” in the Age of the “Society 5.0”.

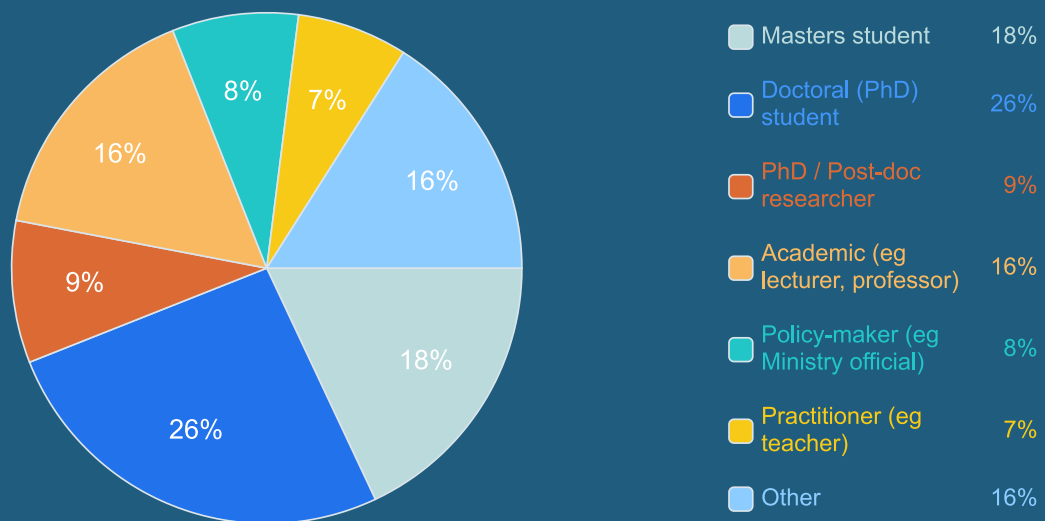
### 8.3 Conference data & feedback

## PARTICIPANTS BY COUNTRY\*

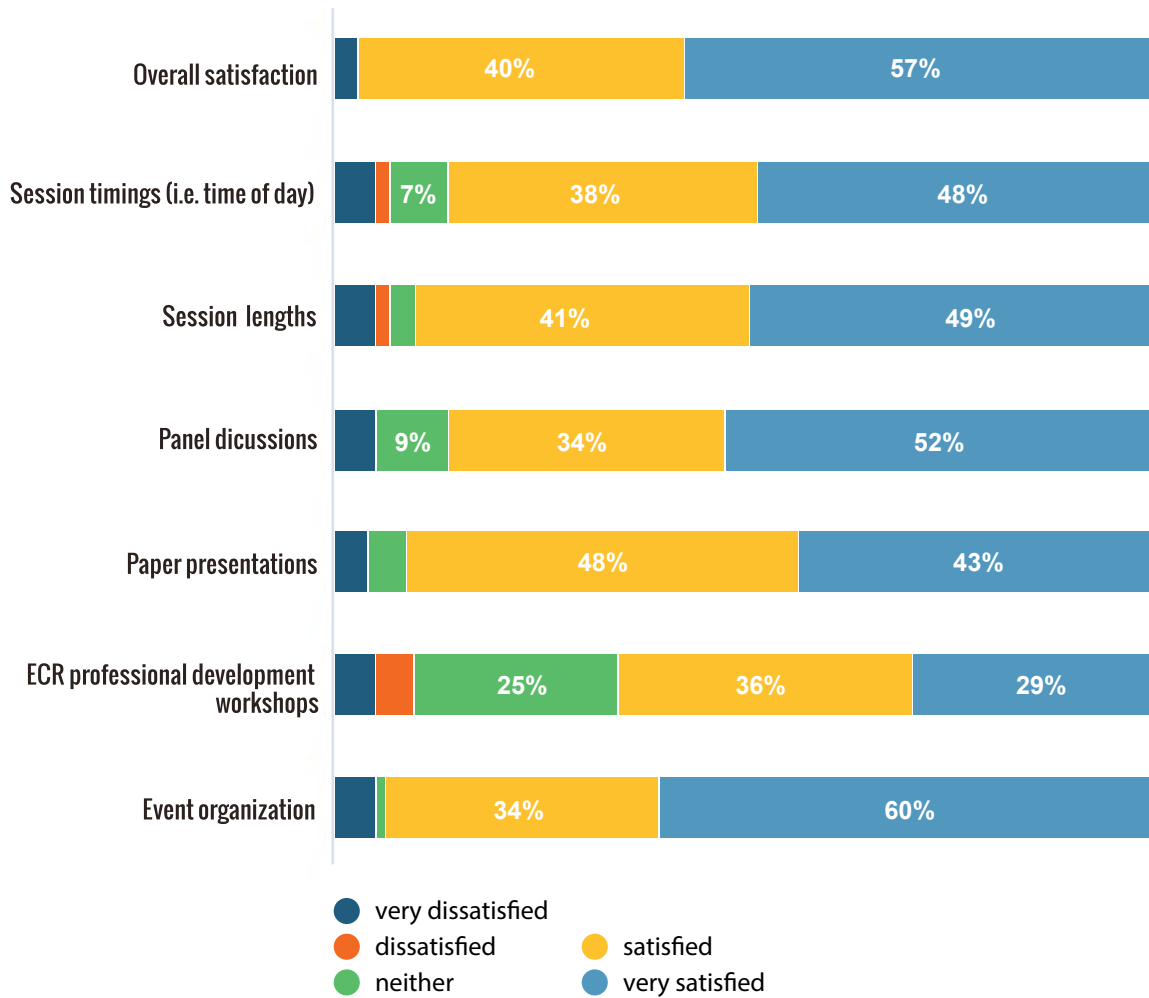


\* ("Other" includes: Norway [4 participants], United States [4], Democratic Republic of the Congo [3], Slovakia [3], South Africa [3], Australia [2], Colombia [2], India [2], Japan [2], Latvia [2], Philippines [2], Poland [2], Switzerland [2], Netherlands [2], Armenia [1], Brazil [1], China [1], Egypt [1], France [1], Greece [1], Hong Kong [1], Madagascar [1], Montenegro [1], New Zealand [1], Pakistan [1], Rwanda [1], Serbia [1], Singapore [1], Slovenia [1], UAE [1].)

## Current Positions of Participants



## Level of Satisfaction of Conference Aspects



## ONLINE CONFERENCE

How likely are you to participate in another ANGEL Conference if hosted online?



**86%**

Promoters



**11%**

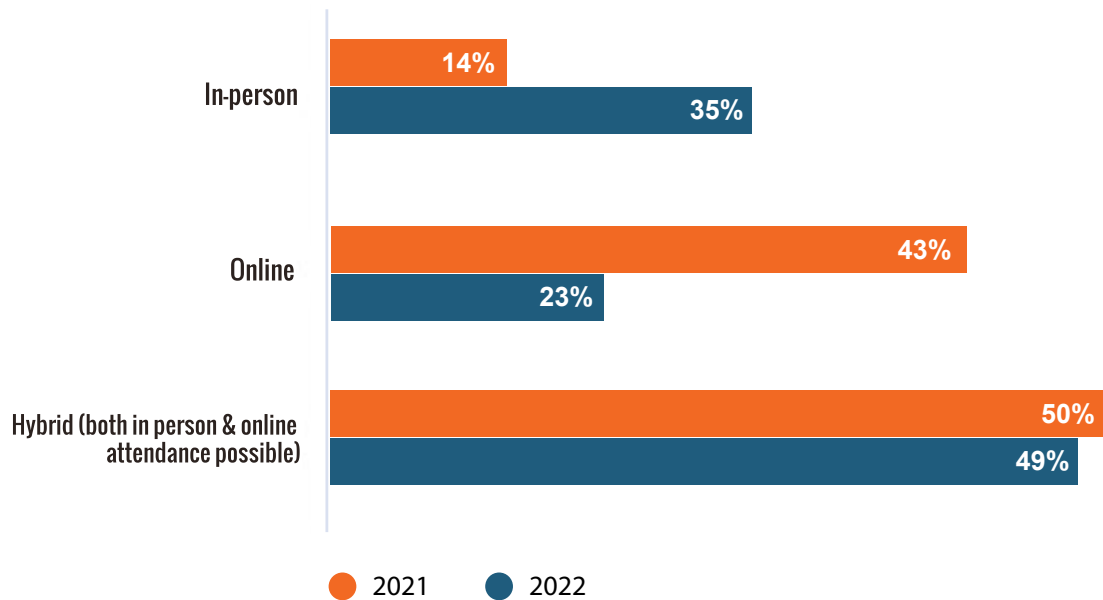
Passive



**3%**

Detractors

## Which options do you prefer for our next ECR conference?



### Social media activity:

The event generated a substantial amount of social media activity as the event unfolded across the two days. Using the twitter tag #angelconference2020, we had hundreds of posts generated.

You can view the [sum total of tweets via this link](#), as well as a [curated selection via this link](#).

The **Academic Network on Global Education & Learning (ANGEL)** network is the most comprehensive network of Global Learning professionals, with members in more than 70 countries. ANGEL facilitates the sharing of research and news, organises networking and conferences, and aims to form a pool of experts which can become a resource for policymakers in search of strong research grounding for policy development.

**ANGEL** is a partnership project of the Development Education Research Centre (DERC) at the UCL Institute of Education and the Global Education Network Europe (GENE). It is co-funded by the European Union and by the Ministries and Agencies that support GENE.

The **UCL Institute of Education (IOE)** is a renowned centre for research and teaching in education and social science. Founded in 1902, the Institute currently has more than 8,000 students and 800 staff. The **Development Education Research Centre (DERC)** is a research centre within the Institute that acts as the hub for knowledge generation, new thinking and quality output on development education, global learning and global citizenship.

**GENE** is the European network of Ministries and Agencies with national responsibility for Global Education. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE works towards the day when all people in Europe – in solidarity with people globally – will have access to quality Global Education. For more information, please visit [www.gene.eu](http://www.gene.eu)

The work of the Global Education Network Europe is funded by the European Union and by the following ministries and agencies: Austrian Development Agency (ADA) and the Ministry of Education, Science and Research, Austria Ministry of Foreign Affairs, Belgium Czech Development Agency, Czech Republic Ministry of Foreign Affairs, Estonia Ministry of Foreign Affairs, Finland Agence Française de Développement (AFD) and the Ministry for Europe and Foreign Affairs, France Engagement Global, with funding from the Federal Ministry for Economic Cooperation and Development, Germany Irish Aid, Department of Foreign Affairs and Trade, Ireland Ministry of Foreign and European Affairs, Luxembourg Ministry for Education and Employment, Malta Ministry of Education, Montenegro Ministry of Foreign Affairs and Camões – Institute for Cooperation and Language, Portugal Slovak Agency for International Development Cooperation, Slovakia Ministry of Foreign Affairs, Slovenia.



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