

<b>Projekttitlel</b>	<b>Global Learning/ Planetary Pedagogy and Social Space (Erweiterung Sub Projekt: Disputed territories in education)</b>		
<b>Projektleitung</b>	<table><tr><td>Prof. Dr. Angela Stienen PHBern Institut für Forschung, Entwicklung und Evaluation Fabrikstrasse 8 CH-3012 Bern Telefon+41 31 309 22 36 E-Mail angela.stienen@phbern.ch</td><td>Prof. Dr. Kathrin Oester PHBern Institut für Forschung, Entwicklung und Evaluation Fabrikstrasse 8 CH-3012 Bern Telefon+41 31 309 22 36 E-Mail kathrin.oester@phbern.ch</td></tr></table>	Prof. Dr. Angela Stienen PHBern Institut für Forschung, Entwicklung und Evaluation Fabrikstrasse 8 CH-3012 Bern Telefon+41 31 309 22 36 E-Mail angela.stienen@phbern.ch	Prof. Dr. Kathrin Oester PHBern Institut für Forschung, Entwicklung und Evaluation Fabrikstrasse 8 CH-3012 Bern Telefon+41 31 309 22 36 E-Mail kathrin.oester@phbern.ch
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<b>Projektteam</b>	<p><i>Mitantragssteller:</i></p> <p>Prof. Hilda Mar Rodríguez Gómez, Universidad de Antioquia Prof. Alexander Yarza de los Rios</p> <p><i>Projektteam:</i></p> <p>Bettina Zumthurm, PHBern Luisa Genovese, PHBern Natalia Patino H., Universidad de Antioquia Juan Camilo Estrada C., Universidad de Antioquia</p>		
<b>Abstract</b>	<p>This project looks at the transformations of teacher education provoked by globalisation and educational reforms during the 1990s in Switzerland and Colombia. It explores how reforms directed to establish inclusive schools address the integration of (vulnerable) learners such as migrants, refugees, internally displaced, ethnic minorities, learners with special needs into the school system in both countries. Using document analysis in both national contexts the project investigates the underlying theoretical paradigms by which diversity and vulnerability have been addressed in the curricula and guidelines of teacher education at Antioquia University and PHBern in the context of the reforms. The project asks whether and how a 'Planetary Pedagogy'-perspective, developed through collaborative research, contributes to reframe the debate about 21st century competencies of teachers.</p>		
<b>Schlagworte</b>	Higher Education, Teacher Education, Planetary Pedagogy, Global Learning		
<b>Laufzeit</b>	01.01.2012 bis 31.12.2015		

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