

CASE STUDY: DR. AMIN SHARIFI ISALOO

**Group 1: Academic Staff - Lecturers / Tutors / Educators
(Classroom work)**

Plan for Integration of GCDE into your teaching, research, projects or practice.

Discipline: Sociology

Department and School: Department of Sociology and Criminology, School of Society, Politics and Ethics

Pedagogy

Title of Teaching Module and Book of Modules Code:

Sociology of Globalisation and Development (SC3003)

Module Description:

To introduce the current state of theory in the Sociology of Development and to illustrate how Globalization has transformed understandings of development, this course begins with a historical overview of the concept of globalisation. The second section examines the roots of the development project and the major schools of development theory. The third part of the course reviews various theories of globalisation and explores how these frameworks have altered development theory. The final section of the course examines responses to globalization and reviews case studies illustrating the impact of globalization on development projects.

Learning Outcomes:

On successful completion of this module, students should be able to:

- List, describe and outline the main ideas and arguments of each of the theories presented in the course;
- Summarize, discuss and compare the theories and case studies presented in the course;
- Critically evaluate the relevance of sociological concepts, theoretical insights and research data for the analysis of global inequality in economic, political and cultural forms;

Draw on their experiential knowledge and on theoretical and empirical knowledge in the synthesis of new understandings of contemporary globalization and development issues.

Assessment details:

This module is 24 x 1hr lecture. In all lectures, about 1/3 of the time is devoted to the group discussion and debate. Every week, students are asked to read the article uploaded on their canvas and discuss it with their

group in the class. This module is currently a 5-credit module offered to the third year Arts students in the 2nd semester. Students are free to choose 1 topic out of 8 topics, which are introduced during their course, and complete 1x 3000 word essay. Their participation in the class is also considered during the marking process.

Plan for integration of GCDE approach to your teaching:

Global Citizenship and Development Education Learning objectives are considered by reviewing assessments, class discussion and debate, and module evaluations. As the module focuses on Sociology of Globalisation and Development, particularly theories and concepts, I double check during the academic year whether the above-listed learning outcomes are being delivered and whether students can perform their understanding of the theory and concept by applying them to our contemporary examples and case studies, and to what extent.

In their assessments students should be able to discuss about the historical overview of the concept of globalisation and development, relevant sociological and anthropological theories, the roots of the development project and the major schools of development and globalisation theory. At least, students should be able to show that they can deal with learning outcomes, which are listed in Book of Modules and also in the third-year booklet available on the Sociology website:

As a pedagogical framework, Teaching for Understanding (TfU) helps educators to understand how and what students need to know. According to Perkins (1993), it does not aim at radical burn-the-bridges innovation, just more and better versions of the best we usually see. TfU is used as a lens in my classes to review my teaching method and practice. Following Boix and Gardner (1998) and McCarthy (2008: 104), I bear in mind four dimensions of TfU (knowledge, methods, purpose and forms) when planning my classes and teaching. For the TfU framework, Wiske's (1998) introduces four questions (what topics are worth understanding and what is it in these topics that needs to be understood? And how can we foster understanding and what students understand?) to explore understanding. These questions together with TfU dimensions and Universal Design for Learning (UDL), which aims to meet the needs of every student in a classroom and provide equality in learning, can help educators to take careful planning. Hall et al. (2012: 2) lists three UDL principles that Rose and Meyer introduced in 2002. First, multi means of representation which offers flexible ways to present what we teach and learn. Second, multi means of action and expression which provides flexible methods for how we learn and express what we know. Third, multiple means of engagement which offers flexible options for generating and sustaining motivation.

Last few years, I have not only tried to engage further with Boyer's views about the scholarship of teaching and learning, but I have also started to apply TfU and UDL principles during my lectures. Therefore, I have

gradually devoted about 1/3 of the lecture time to the group discussion and debate. Every week, students are asked to read the article uploaded on their canvas and discuss it with their group in their class. To comply with a UDL classroom, the module goals are also explained during the introductory lecture on slides (visually) and verbally, and students can always ask questions if the goals are unclear for them. Students have also enough time to write down the module goals in their notebooks.

As about 1/3 of my lecture time is devoted to the class discussion, participation and debate, students receive feedback during their lectures. The feedback is usually provided to their group. They are encouraged to think and ask openly questions in the class or privately after the lecture time. Students can access all module's materials on canvas. Students with special need who have registered in DSS (Disability Support Service) can access my recorded lectures and the class discussion, but there are no text-to-speech and audiobooks.

I am interested in learning-by-doing teaching philosophy. What excites and interests me most are the students, above all. Teaching is about making a difference in their lives and helping them achieve their educational and career goals. I believe knowledge is far more valuable when shared. Therefore, learning as a teacher and then transferring that knowledge to students has always been a top priority in my career.

The SC3003 module is pretty straightforward and a very interesting module. The main strength of this module is that the students learn the analysis of global inequality in economic, political and cultural forms through study of contemporary examples and case studies. I usually upload a short article related to the next lecture's topic such as Environment, flows and movements, poverty, gender inequality, social injustice and sustainability on canvas and I ask students to read it before attending their class. They discuss about the article in group and each group write down about 4-5 key points/arguments/findings and their names (for the participation mark). Each group nominate a representative to read their points to the class and to discuss it. Then, I lead them to open a debate and/or a discussion on the topic to understand our contemporary issues and the related theories and concepts.

To get to the core of the subject, I focus on understanding rather than coverage. I use real examples, case studies, animations, short video clips and images to provide an integrated and interrelated curriculum. Indeed, it is a move from the assimilation of huge numbers of facts to an understanding of concepts. I try to encourage students to develop thinking and analytical skills rather than memorisation. The main successes of the module are 'learning by doing' and 'learning from each other'.

As President (of Ireland) Michael D. Higgins outlined in 2016, I believe we have a crucial role to play in enabling citizens to foster independent thought, engaged citizens and skills to address challenges such as global poverty, climate change and sustainability. I employ entry points of Multiple Intelligences (MI) theory via the pedagogical framework of Teaching for Understanding (TfU), which create a learning environment conducive to Universal Design for Learning (UDL), to have a fruitful and

interesting classes. I encourage students to participate in group works and discussion, which, in turn, helps them to understand the course theories and concepts. I also provide opportunity to all students (individually) to discuss and debate contemporary issues related to the course topics in their class. I get a midterm feedback and a feedback during the last lecture to understand the strengths and weaknesses of my teaching strategy. As I received very positive feedback from students, I will work further to enhance equality and opportunities for learning in my classes.

To empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies, I try to consider GCED's three domains of learning cognitive, socio emotional and behavioural and to promote a sense of belonging to the global community and a common sense of humanity and global collective responsibility in all my classes. As McLaren and Kincheloe (2007:21) points out students must be able to analyse competing power interests between groups and individuals within a society.

Considering education for sustainable development and global citizenship (SDG goals), I have tried and will try to ensure that all students acquire the 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.