

SYMPOSIUM

Navigating Difference(s): Empirical Findings on Global Learning from North & South



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(Facilitation / Critical Friend)

ANGEL Conference 2025
Berlin, June 05th – 06th 2025

01 Introduction

The Construct of Difference within Educational Research (Sonja Richter)

02 Navigating 'Difference(s)' Empirical Findings

- Implicit Perceptions of Difference(s): Teachers in heterogenous Classroom Setting (Zebiba Teklay)
- Construction of Differences in Classroom Settings in Bukavu, DR Congo (Barthelemy Mulawiza & Abraham Tangwe)
- Navigating Differences within Volunteering in the Global South (Sonja Richter)

03 Comments & Discussion Claudia Bergmüller-Hauptmann

01 Introduction

01 Introduction

Why this Symposium?

“Global Education is about understanding people from diverse backgrounds, [...] learning from other cultures [...] understanding geopolitical relationships” [GENE 2023 p.8]

THE EUROPEAN
DECLARATION
ON GLOBAL
EDUCATION
TO 2050

A FUTURE
WE CAN
ALL LOOK
FORWARD
TO

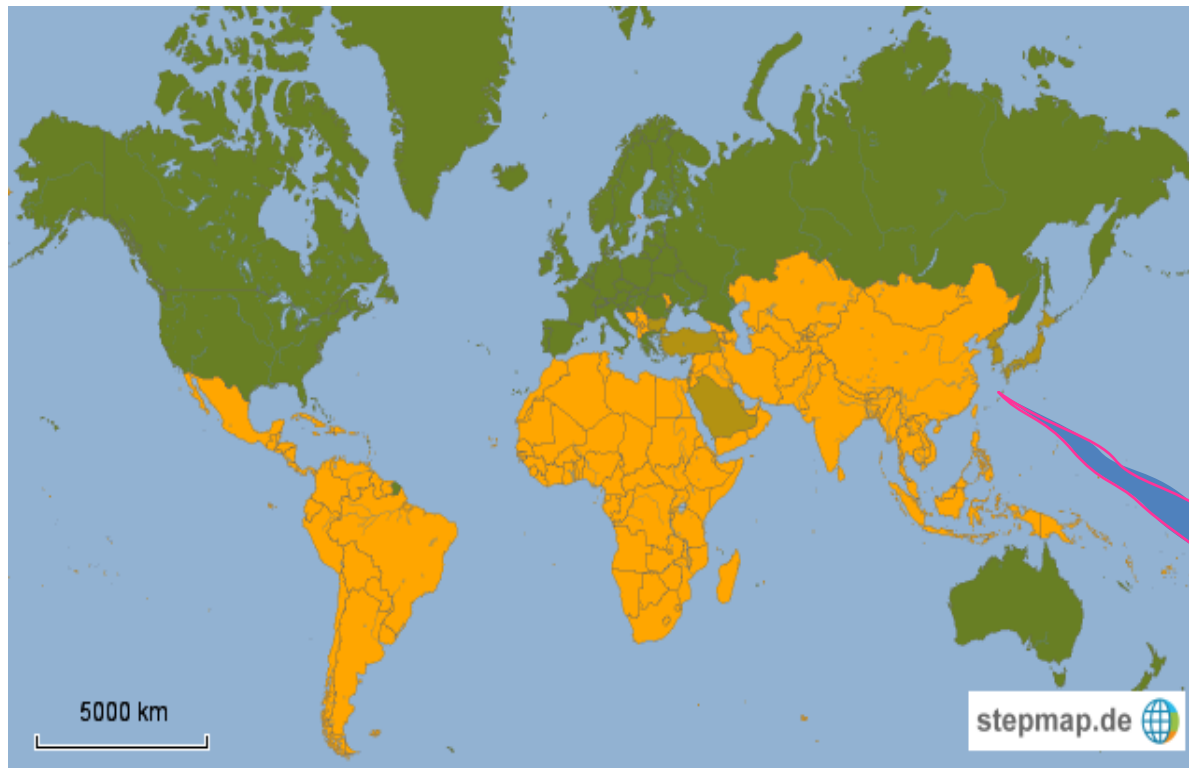
The European
Declaration on
Global Education
to 2050 and
what it means



GENE (2022, 2023)

01 Introduction

Global North and Global South



Geopolitical
,concept'

Difference
or
Differentiation?

01 Introduction

Difference: *Theories*

Constructivism (Derrida 1990)

categories of differentiation construct difference



Poststructural Theory (Derrida 1990)

relational dimension of difference

Postcolonial Theory (Castro Varela/Dhawan 2020/Hall 1993)

normative dimension of difference



01 Introduction

Difference:

Fields of Research in Education

Social Science Research on Education

Describing difference in society and its relation to education

(Blossfeld, Roßbach & von Maurice, 2011)

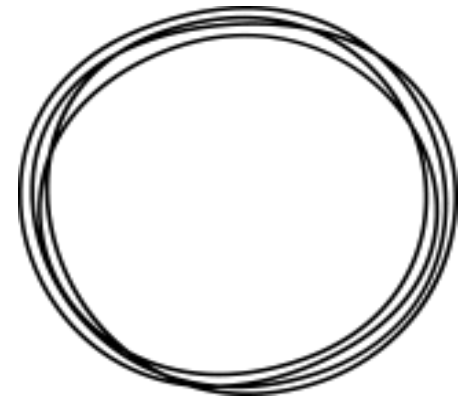
Sectional and Intersectional Research

Research into one/multiple *categories* of difference

(Walgenbach 2021, Butlerxx)

Postcolonial Education Studies

Research on the construction and deconstruction of epistemic inequality and educational approaches to heterogeneity *(Andreotti 2013, 2016)*



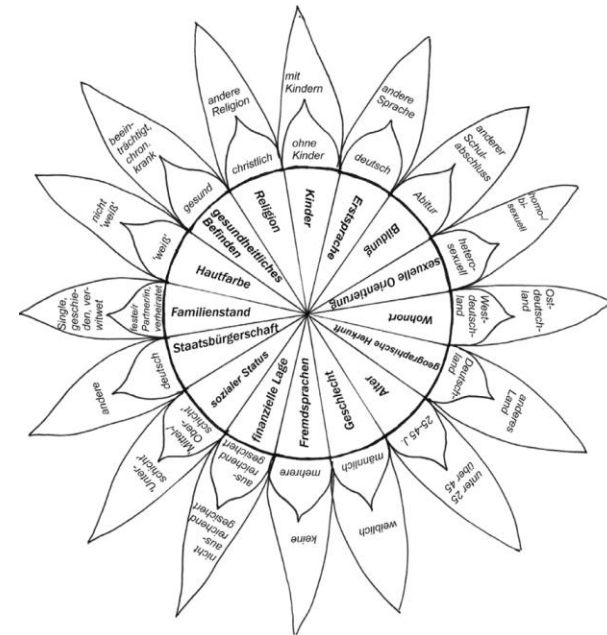
01 Introduction

‘Difference’ within Educational Research

What we know

‘Difference’

- is **subjectively** constructed (Hall 1993, Spivak 1988; empirical: e.g. Timm 2023)
- can **promote** individual learning processes [Bräu 2005]
- is **constantly (re)produced** through narratives, for example in teaching materials, methods and discourses [Sturm 2013]
- is **relative and normative** [Mecheril & Plöber 2024; Mecheril 2010; Scheunpflug & Schröck 2002]



01 Introduction

‘Difference’ within Educational Research: *Research Gap*

“Global Education is education that enables people to reflect critically on the world and their place in it ” *[GENE 2023 p.5]*



Claim:
Deconstruction of of
Difference(s) through
Global Learning

- Lack of knowledge about how differences are constructed and how they can be de-constructed
- Lack of knowledge about competences in de-constructing differences among educational professionals

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02 Navigating Difference(s) Empirical Findings

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03 Comments Claudia Bergmüller-Hauptmann

04 Discussion

Navigating 'Difference(s)' in Educational Settings

Empirical Findings

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03 Comments & Discussion

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‘Difference’ within Educational Research: *Research Gap*

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03 Comments and Discussion

We see:

- Difference is subjectively constructed and implicitly action-leading.
- De-construction of difference needs personal competences and professional accompaniment (didactical competences)

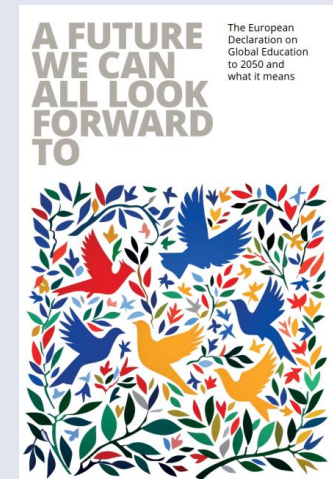
However:

- De-constructing differences is major challenge in globalised societies for Global education in diverse learning setting
- Does Global Education work without construction of difference?
- De-construct the normativity in difference?

Attempt:

- Reflecting the construction of difference (within the own subjective theories as well as within 'context-narratives') can be a starting point to de-construct difference

“There is a commitment to providing educators with the necessary support, skills, and confidence to integrate Global Education into their teaching” (GENE 2023 p 13)



GENE (2023):