Development education(or globle learning)practice of UNESCO Academic Level : Professional Paper details A range of organisations, including UNESCO, the British Council, YCare International, and Oxfam among many others, have begun to create online resources and guides for educators with an interest in integrating global issues and themes into their work (links to these are provided on the reading list). The ‘Open Spaces for Dialogue and Enquiry’ and ‘Through Other Eyes’ initiatives, for instance, provide teachers with an approach to development education/ global literacy which is rooted in Postcolonial Theory. The UK’s Global Dimension website also provides a range of online teaching resources, while Oxfam UK, UNESCO and others have produced useful guides on global citizenship in schools. England’s Global Learning Programme also provides online resources and a programme of professional development for educators. Although a great deal of the available materials are aimed at teachers working in schools, there are also some useful resources for those engaged in global youth work (see YCare International’s website) as well as in higher education (see chapter and resources from Dillon (2016)). [These are just a few examples – you will all probably be aware of many more in your own context, so please do share them with the group. The MA team is always happy to find more resources and guides from around the world!] Research shows that a lack of confidence and support in integrating global and development issues into practice is one of the key obstacles for many educators. So, in this activity we will review some of the resources currently available and consider the strengths and weaknesses of the support they offer. In particular, we will examine how they reflect key debates and ideas within development education and global learning. This will allow you to assess their value and usefulness in practical terms, and also to think more broadly about the challenges of translating development education and global learning theory into practice. As noted above, this work will also provide the starting point for your final coursework assignment – a 5,000 word critique of one of these resources/ guides or an area of professional practice. This assignment follows on from the work you did in Activity 5 by asking you to write a critique of an educational resource, guide, or area of professional practice in light of what you have been learning about development and global learning in the module. This might be something that we have looked at during the module (especially the resources and guides we explored in Activity 5) or an example from your own practice. Areas of professional practice might include, for instance, teaching in a specific subject or curriculum area (e.g. geography, history), working with specific types of learners (e.g. with special needs or English as an Additional Language), or working in a particular kind of organisation (e.g. an NGO, INGO or government agency). The assignment should be 5,000 words (+/- 10%) in length. Please see the module handbook for information about the penalties for work that is over- or under-length. In order to complete the assignment effectively, it is expected that you will: draw on the literature that we have been exploring in the module in order to summarise what you think are the key debates in development education and global learning; clearly set out your own understanding/ definition of DE/ GL (you might like to look back at your learning blog entries about this); elements your own definition of DE/ GL as a framework to critique the chosen resource/ guide/ area of practice. Key questions for your critique might include, for instance: What are the learning aims of this resource/ guide/ area of practice? What kind of approach to teaching and learning underpins it, and what are the implications of this for an approach to DE/ GL(Development Education/Globle learning)? What kinds of learning outcomes (e.g. areas of knowledge or particular skills) might be expected for learners?