

Hackathons in (Critical) Language Teacher Education for Sustainable Development and Global Education

Keywords

Hackathons, (Critical) English Language Teacher Education, Education for Sustainable Development, Global Education, Critical Global Diversity Competence

Biographical Note

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Research interests (selection):
Global Education: global citizenship, critical global diversity competence,
Education for Sustainable Development: curricula development, material and task design, hackathons in ESD,
GE and (Critical) Language Teacher Education,
Plurilingual education, Language Awareness

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Abstract (500 words)

Abstract (300 words)

Various aspects of Education for Sustainable Development (ESD) and Global Education (GE) have been discussed in depth, also in the context of language education (cf. Cates 2004, Lütge 2015, Römhild 2023, Surkamp 2022, Matz & Römhild 2024, to mention just a few who have made highly valuable contributions to the field). Our research addresses not only several of these aspects but also and in particular the relevance of GE and

ESD in (critical) language teacher education (CLTE) with a specific focus on using hackathons. There is still a noticeable gap as far as hackathons in research and English language education are concerned. That is why the focus of our research is on the potential of using hackathons as research and learning opportunities in these contexts.

In this qualitative longitudinal study hackathons are used as a tool in the context of ESD, GE and CLTE. English language students, teachers and teacher educators act as participants and co-researchers. This is ongoing research with several parts that have been completed and parts that are still work and research in progress.

The major findings of the data collected and analysed so far show that hackathons are particularly revealing and suitable in the context of ESD, GE and CLTE. The remarkable value for students, teachers and teacher educators becomes visible. Creativity, communication, collaboration and solution-orientation which are characteristic of hackathons can be analysed in greater depth. Specific aspects of 'twin sisters' (Torres 2024) like ESD and critical diversity competence (Kroschewski 2015) or specific SDGs can be analysed in combination with different types of texts used.

Hackathons have proven to be successful and can make a significant contribution to CLTE, curricula, material and task design. This can fill the research gap as far as hackathons in the context of language education for sustainable development are concerned.

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Track Klassifizierung: Research Papers