



Post-Doctoral Research Assistant  
Department for Teacher Education and School Research  
Leopold-Franzens-University Innsbruck  
Innrain 52a, A-6020 Innsbruck (3rd floor – 03E110)  
Office hours: By appointment  
Email: [Sunet.Grobler@uibk.ac.at](mailto:Sunet.Grobler@uibk.ac.at)

At the ILS since 10/2020

Sunet Grobler is a Post-Doctoral Research Assistant at the Institute for Teacher Education and School Research at Leopold-Franzens-University, Innsbruck, Austria. Her doctoral thesis, titled "Sustainable Development Goal 4 (SDG4) and Teacher Education: Global Perspectives for Change," explored global perspectives on quality teacher education. Her master's thesis focused on "Life Sciences Teachers' Understanding, Application, and Experience of Indigenous Knowledge and Cooperative Learning Before, During, and After a Professional Development Intervention."

Her research interests include the professional development of teachers, interventions for integrating indigenous knowledge into science teaching, self-directed learning strategies with a focus on cooperative learning, the concept of quality education (SDG4), and how

Agenda2030 can be supported and implemented in teacher education programs. Currently, she is pursuing research in the fields of artificial intelligence and differentiated instruction to advance SDG4 in the classroom.

Publications:

- Grobler, S. and Dittrich, A.-K. (2024), "Envisioning quality education for sustainability transformation in teacher education: perspectives from an international dialogue on Sustainable Development Goal 4", *International Journal of Comparative Education and Development*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/IJCED-06-2023-0048>
- Grobler, S. (2022, June). Quality Education in the Context of the Sustainable Development Goals. In *Forum Oświatowe* (Vol. 34, No. 1 (67), pp. 153-164). University of Lower Silesia.
- Jacobs (Grobler), S., de Beer, J., & Petersen, N. (2016). The professional development of teachers in terms of their understanding, experience and application of indigenous knowledge and cooperative learning in life sciences education.