Technical Meeting to Develop a Modality for Teachers to Embed GCED into the Curriculum

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Session 9: The Scope and Framework for a GCED Template for Teachers and Teacher Educators

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DRAFT OUTLINE

(A) INTRODUCTION

(B) VISION, RATIONALE & CONCEPTUAL UNDERPINNINGS

(C) PEDAGOGICAL PRINCIPLES & STRATEGIES

(D) EXEMPLARS OF HOW GCED CAN BE INTEGRATED IN CURRICULUM

(E) ASSESSMENT & EVALUATION

(F) CHALLENGES & FACILITATING CONDITIONS
B) VISION, RATIONALE & CONCEPTUAL UNDERPINNINGS

1. Contradictions & crises facing humanity

2. Transform culture of violence to culture of peace

3. Holistic & multi-dimensional framework of culture of peace (flower metaphor)

4. Role of education in building a culture of peace indispensable

5. Emergence of diverse fields of transformative education

6. River & tributaries metaphor
7. GLOBAL CITIZENSHIP EDUCATION (GCED) most recently advocated field of transformative education.

8. GCED conceptually not totally “new”.

9. Recognize interconnections, synergies and complementarities among various fields of transformative education.

10. UNSG Ban Ki-Moon’s GEFI
11. GCED gains momentum – UNESCO and partners organized meetings, conferences, forums

12. Rationale, perspectives & dimensions:

a) Globalized world – values, communication, 21st century skills
b) Global contexts of problems requires global solutions
c) Interdependence and interconnectedness of people and places
d) Think and act locally/globally
e) Citizenship without borders
f) Belonging to common humanity
g) Shift from passive citizenship to active citizenship

h) Engagement to build peaceful, just and sustainable societies/world

i) Global citizen simultaneously an active and effective local and national citizen. (i.e. GLOCAL citizens).

j) GCED and SDGs

k) GCED and QUALITY EDUCATION – INCHEON DECLARATION

GCED in curriculum –
   lifelong learning
   all levels and forms (FE, NFE, IE; primary to tertiary)
   separate subject and/or
   infusion/integration model
   whole school approach
Conceptual dimensions:
i. Cognitive
ii. Socio-emotional
iii. Behavioral

Objectives:
understanding of global governance & local-national-global connections
appreciate difference and multiple identities
Civic literacy
Values and skills – empathy; analyze inequalities…..
Engaged, responsible and responsive global citizens.

• UNESCO (2014) GCED Topics and Learning Objectives
In sum, **Global citizenship education** seeks to:

- develop citizens who have the values, attitudes, knowledge, capacities and skills to actively and responsibly participate in all dimensions of societal development at local, national and global levels;

- promote a critical consciousness and understanding by citizens of the root causes of multiple conflicts in local, national and global levels of life, including the interconnection of global relationships and structures with local and national realities; and

- empower such active citizens to engage in personal and social action to build a peaceful, just, compassionate, loving, respectful and sustainable world

*COUNTRY GROUP REFLECTIONS*
(B) PEDAGOGICAL PRINCIPLES & STRATEGIES

Both content and process of educating-learning equally important

Transcend hierarchical “banking” model of pedagogy

Principles of holism, dialogue, values formation, critical empowerment
Dialogical creative pedagogies include:

- Brainstorming
- Web charting
- Talking circles
- Story-telling
- Drama, popular theatre
- Poetry
- Singing, song composition
- Dancing
- Games
- Field project (PBL)
- Design thinking
- Content analysis
- Games
- Painting, posters, murals
- Social media
- Meditation
- Appreciative inquiry
- Simulation, talk-show, rallies
- Group analysis
- Meditation
- Content analysis

Etc. ..................................................
Creative pedagogies

P.E.A.C.E. pedagogy of GCED

Participatory; empowering; arts & culture based; creative & critical analysis; estranged.

Null curriculum

COUNTRY GROUP REFLECTIONS
Design Thinking

Rush inventor’s workshop

Exemplars of uses of Design Thinking:
• designing materials and toolkits
• problem finding
• empathy maps
• develop media literacy and advocacy kits
• connecting with local communities; processing opinions
• brainstorm ideas for students from different countries
• Rose, thorns & buds metaphor

COUNTRY GROUP REFLECTIONS
ICT for GCED

As tool to be used to empower learners

ICT Exemplars of use of ICT (global learning technology)
for global education for global issues

Learning, creating, sharing, connecting

Connecting classrooms across world project
Global workshop on sustainability and 21st century learning.

Media immersion and literacy project; anonymous chat
Developing empathy
Exemplars from British Council; UNESCO etc

ICT- GCED resources
Tools & apps - Padlet; Mindmapping etc.

Francis’ critical Qs:
problem of digital divide?
GCED is not “global studies”, learning about other “cultures”, ‘countries” etc. - tendency of accentuating “national identities” which may not be inclusive of all group

Swee-Hin’s suggestion:
need for GCED educator-facilitator to integrate in ICT-GCED activities challenging realities of conflicts and problems in participant societies and global relationships (e.g. discrimination, inequalities and injustices; environmental destruction” etc.)
need for activity to include “behavioral” and “critical empowerment” objective/outcome

COUNTRY GROUP REFLECTIONS
Project-based Learning

• In project-based learning (PBL), students work in groups and learn about a subject by addressing a real-world problem or issue. The groups of students then create presentations to share with the rest of the class what they have learned.

• Unlike conventional teaching approaches, which rely on the teacher to direct learning and control information flows, project-based learning gives students the freedom to explore a subject in a way that suits their learning needs.

http://www.unescobkk.org/?id=5828

Exemplars:


COUNTRY GROUP REFLECTIONS
Whole school approach:

“Whole-school approaches means practising what we teach by:

• minimising the paper–practice gap between school policies and the values implied by its actions, for example, discussing climate change in classrooms and taking steps to save energy around the campus

• integrating the curriculum with campus and other practices”

https://www.nationalcollege.org.uk/transfer/open/csbm-managing-the-school-environment/csbm8env-s3/csbm8env-s3t2.html

• Also links school to community.
1. Formal curriculum:
   - Participatory learning
   - Cross-curricular integration

2. Social aspects:
   school culture/ethos
   - Leadership places sustainability at the heart of school practice
   - Whole school participation
   - Reflects key messages from the formal curriculum
   - Regular professional development for teaching, support staff and other stakeholders

3. Campus practices:
   - Greening of the school and its physical surroundings
   - Reducing school's ecological footprint
   - Reflects key messages from the formal curriculum

4. Research and evaluation:
   critical comment
   - Regular monitoring and evaluation
   - Practitioner research

5. Community links:
   - Partnerships
   - Reflects key messages from the formal curriculum
D) EXEMPLARS OF HOW GCED CAN BE INTEGRATED IN CURRICULUM

Elementary levels

Secondary/high school level

Gather suggestions from participating country teams

Collate from existing resources available online - “hypertext” in online version

COUNTRY GROUP REFLECTIONS
Assessment and evaluation of GCED

**Processes** (e.g. teaching and learning practices, learner engagement)

**Outcomes** (e.g. individual and group knowledge, skills, values and attitudes and achievements)

**Contextual issues** (e.g. curriculum documents, teaching-learning resources, institutional policies, teaching competencies, administrative commitment and support, resources, learning environment, community relationships)
Methods of assessment, formative or summative, aligned with the learning objectives and teaching and learning practices.

Avoid evaluation based solely on examinations/tests

Adopt a range of methods relevant to the variety of learning objectives and competencies:
assignments, demonstrations, observations, projects, performance tasks, reflective journals, self- & peer evaluation, tests etc.

Indicators of active global citizens

Include personal and social transformation outcomes

COUNTRY GROUP REFLECTIONS
(F) CHALLENGES & FACILITATING CONDITIONS

Raised in presentations of country reflections (Session 8)

Conclude with statement on “hopeful signs”