Syllabus
Course description

Course title:	Global Citizen Education and Education for Sustainable Development
Course year:	Optional
Semester:	1
Course code:	64159 Bachelor for Social Education 51069 Bachelor in Social Work
Scientific sector:	SPS/08
Lecturer:	Sara Franch
Module:	-
Lecturer other module:	-
Credits:	3 Bachelor for Social Education 4 Bachelor in Social Work
Total lecturing hours:	30
Total Hours of availability for students and tutoring:	9 Bachelor for Social Education 12 Bachelor in Social Work
Office hours:	from Monday to Friday on request
Attendance:	according to the regulation
Teaching language:	English
Propaedeutic course:	none
Course description:	Rights-based welfare services are an expression of social citizenship. However, these rights have so far been tied largely to national citizenship so that, in the light of globalisation and world-wide mobility, the notion of citizenship, in all its dimensions, has to be re-examined. The course aims to introduce students to the theory and practice of Global Citizenship Education (GCE) and how GCE is interlinked with Education for Sustainable Development (ESD). It is particularly relevant for Social Work and Social Education students interested in acquiring knowledge and skills to understand the complexity of today's globalised system and its reality of interconnectedness and interdependence. The term Global Citizenship Education emerged in the 1990s at a time of increased interest in the concept of citizenship and in the need to reconceptualise it in relation to the global dimension of the contemporary world. In the context of increased global interdependence and challenging global problems, there is an interest in fact in the idea of a globally aware and responsible citizenship, and in the role of education in fostering a sense of global-mindedness that encourages citizens to develop a consciousness of global connectivity and responsibility. GCE is today a very popular concept in educational policy, theory and practice. It is supported and implemented, in both formal and non-formal education settings, by international organisations, governments, regional & local authorities and Civil society Organisations (CSOs). This course explores opportunities for creating such awareness and skills in areas beyond the school settings.
Specific educational objectives:	The course is in an "area affine integrative" and is part of the scientific area SPS/08. While providing a general overview of GCE as a complex, ambiguous,

and contested concept, the course promotes primarily professional skills and knowledge in the implementation of these concepts.

The objectives of the course are to:

- provide students with a basic understanding of GCE and in particular the different perspectives that characterize it;
- introduce students to the actors promoting GCE, and the approaches, methods and tools used to put it into practice;
- facilitate a critical analysis of a few key GCE themes, helping students to identify the lenses and frames that inform their perspectives on these issues;
- stimulate students to reflexively analyse their own perceived role as citizens of a globalized world;
- enable students to reflect on how, as future professionals, they can use GCE to work in multi-cultural contexts

List of topics covered:	Some of the topics that will be covered in the course include: - Citizenship & Global Citizenship; - Historical evolution of Global Citizenship Education and linkages to other concepts; - Key actors & approaches in Global Citizenship Education; - Global Citizenship Education competency frameworks; - Focus on specific GCE themes, such as global poverty, inequality & development; sustainability - Global Citizenship Education in practice – presentation & analysis of projects in formal and non-formal education
Teaching format:	The teaching format includes introductory lectures; structured plenary discussions; group analysis and discussion of articles, book chapters, videos; group work. Practitioners working on Global Citizenship Education will be invited to present their work and introduce specific GCE themes through interactive activities.
Assessment:	Knowledge and skills acquired will be assessed on an ongoing basis through oral and group presentations on the topics covered. Final assessment will include a written and an oral component: - the written part will consist of an individual review of one of the articles included in the required reading. It should summarise the key points in the article and draw links to key concepts covered in the lectures and in other readings; - the oral exam will be an opportunity to present the written review of the article and comment on its relevance and applicability to the own personal and professional experience
Evaluation criteria and criteria for awarding marks:	Written review of an article: - accuracy of the content in relation to the relevant literature; - ability to summerise key points in own words; - ability to draw links and connections between concepts; - ability to organise the text in a logical structure Oral exam: - ability to relate concepts to the own personal and/or professional experience; - ability to critically analyse key concepts; - ability to present key concepts and arguments in a logical

	way
Required readings:	Andreotti, V. (2006). Soft versus critical global citizenship education. *Policy & Practice: A Development Education Review, 3*, 40-51.

Andreotti, V. (2015). Global citizenship education otherwise: Pedagogical and theoretical insights. In A. Abdi, L. Schultz & T. Pillay (Eds.), *Decolonizing global citizenship education* (pp. 221-230). Rotterdam: Sense Publishers.

Appiah, K. (1997). Cosmopolitan Patriots. *Critical Inquiry, 23*(3), 617-639.

Bourn, D. (2014). The Theory and Practice of Global Learning. Development Education Research Centre. Research Paper Number 11

Bowden, B. (2003). The Perils of Global Citizenship. *Citizenship Studies, 7*(3), 349-362.

Dower, N. (2000). The Idea of Global Citizenship - A Sympathetic Assessment. *Global Society, 14*(4), 553-567.

Gaudelli, W. (2016). *Global Citizenship Education. Everyday Transcendence*. New York, Abingdon: Routledge (chapters 1, 2)

Oxley, L., & Morris, P. (2013). Global citizenship: A typology for distinguishing its multiple conceptions. *British Journal of Educational Studies, 61*(3), 301-325. doi:10.1080/00071005.2013.798393

Pike, G. (2008).Reconstructing the legend: Educating for global citizenship. In A. A. Abdi, & L. Shultz (Eds.), *Educating for human rights and global citizenship* (pp. 223-237) Albany, NY: State University of New York Press.

Pike, G. (2008). Citizenship education in a global context. In M. O'Sullivan, & K. Pashby (Eds.), *Citizenship education in the era of globalization. Canadian perspectives* (pp. 41-51). Rotterdam/Taipei: Sense Publishers.

Additional articles and extracts of books and reports will be used during the course. |
| **Supplementary readings:** | Abdi, A. A., Shultz, L., Pillay, T. (Eds.). (2015). *Decolonizing Global Citizenship Education*. Rotterdam: The Netherlands, Sense Publishers

Andreotti de Oliveira, V., & De Souza, L. M. (Eds.). (2012).*Postcolonial perspectives on global citizenship education*. New York/London: Routledge.

Bourn, D. (2015).*The Theory and Practice of Development Education. A Pedagogy for Global Social Justice*. London, New York: Routledge.

Davies, L. (2006). Global citizenship: Abstraction or framework for action?. *Educational Review, 58*(1), 5-25. doi:10.1080/00131910500352523

Dower, N. (2003) *Introduction to Global Citizenship*. Edinburgh: |

Edinburgh University Press.

Langran, I. & Birk, T. (Eds.). (2016). *Globalization and Global Citizenship. Interdisciplinary Approaches*. London & New York: Routledge.

O'Sullivan, M. & Pashby, K. (Eds.). (2008). *Citizenship Education in the Era of Globalization. Canadian Perspectives*. Rotterdam: Sense Publishers.

Pashby, K. (2011). Cultivating Global Citizens: Planting New Seeds or Pruning the Perennials? Looking for the Citizen-subject in Global Citizenship Education Theory. *Globalisation, Societies and Education, 9*(3-4), 427-442. doi:10.1080/14767724.2011.605326

Rizvi, F. (2009). Towards cosmopolitan learning. *Discourse: Studies in the Cultural Politics of Education, 30*(3), 253-268. doi:10.1080/01596300903036863

Scheunpflug, A., & Asbrand, B. (2006). Global education and education for sustainability. *Environmental Education Research*, 12(1), 33-46.

Tarozzi, M., & Torres, C., Alberto. (2016). *Global citizenship education and the crisis of multiculturalism*. London; New York: Bloomsbury Academic.