

Syllabus

Course description

Course title:	Global Citizen Education and Education for Sustainable Development (optional)
Course year:	3rd
Semester:	1st
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:	<p>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.</p> <p>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.</p> <p>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.</p>
Specific educational objectives:	The course is in an area affine integrativa and is part of the scientific area SPS/08.

	<p>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.</p> <p>The objectives of the course are to:</p> <ul style="list-style-type: none"> - 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
<p>List of topics covered:</p>	<p>Some of the topics that will be covered in the course include:</p> <ul style="list-style-type: none"> - Globalisation - Citizenship & Global Citizenship; - Mainstream and critical Global Citizenship Education; - Focus on specific GCE themes, such as global poverty, inequality & development; fair trade - Global Citizenship Education in practice – presentation & analysis of GCE projects
<p>Teaching format:</p>	<p>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.</p>
<p>Learning outcomes:</p>	<p>As a result of completing this course, students:</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> • have acquired knowledge and understanding of the complex and contested nature of concepts such as globalisation, citizenship and global citizenship; • have acquired a basic knowledge and understanding of GCE and its different perspectives and approaches; • have acquired knowledge and understanding of the global-local dimension of many social justice issues <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> • are able to draw from GCE perspectives to critically reflect on their sense of identity and role as citizens of a global and interdependent world; • are able to connect GCE perspectives and approaches to their future practice as social workers and social educators; <p>Transversal/soft skills</p> <ul style="list-style-type: none"> • have developed intercultural skills and the ability to relate to difference <p>Making judgements</p> <ul style="list-style-type: none"> • can critically assess situations that are reproducing unethical and problematic perceptions of and relationships towards the 'others'; <p>Communication skills</p> <ul style="list-style-type: none"> • have improved their ability to use the English language (oral and written) <p>Learning skills</p> <ul style="list-style-type: none"> • have the ability to recognise the frames and lenses that shape their perspectives on global justice issues and begin to "read the world through other eyes"

<p>Assessment:</p>	<p>Knowledge and skills acquired will be assessed on an ongoing basis through individual and group presentations on the topics covered.</p> <p>Final assessment will include a written and an oral component:</p> <ul style="list-style-type: none"> - the written part will consist of an individual review of one of the articles included in the required or supplementary reading list. 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.
<p>Evaluation criteria and criteria for awarding marks:</p>	<p>Written review of an article:</p> <ul style="list-style-type: none"> - ability to summarise key points in own words; - inclusion of a personal commentary with links to concepts covered in the lectures and in other articles/books in the reading lists - accuracy of the content in relation to the relevant literature; - ability to draw links and connections between concepts; - ability to organise the text in a logical structure <p>Oral exam:</p> <ul style="list-style-type: none"> - 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
<p>Required readings:</p>	<p>Andreotti, V. (2006). Soft versus critical global citizenship education. <i>Policy & Practice: A Development Education Review</i>, 3, 40-51.</p> <p>Andreotti, V. (2015). Global citizenship education otherwise: Pedagogical and theoretical insights. In A. Abdi, L. Schultz & T. Pillay (Eds.), <i>Decolonizing global citizenship education</i> (pp. 221-230). Rotterdam: Sense Publishers.</p> <p>Biesta, G. (2014). 'Learning in public places: Civic learning for the twenty-first century'. In G. Biesta, M. De Bie and D. Wildemeersch (Eds.), <i>Civic Learning, Democratic Citizenship and the Public Sphere</i>. Dordrecht: Springer, 1-11.</p> <p>Oxley, L., & Morris, P. (2013). Global citizenship: A typology for distinguishing its multiple conceptions. <i>British Journal of Educational Studies</i>, 61(3), 301-325. doi:10.1080/00071005.2013.798393</p> <p>Pike, G. (2008). Reconstructing the legend: Educating for global citizenship. In A. A. Abdi, & L. Shultz (Eds.), <i>Educating for human rights and global citizenship</i> (pp. 223-237) Albany, NY: State University of New York Press.</p> <p>Sant, E., Davies, I., Pashby, K., & Shultz, L. (2018). <i>Global citizenship education. A critical introduction to key concepts and debates</i>. London, New York: Bloomsbury Academic.</p> <p>Additional articles and extracts of books and reports will be used</p>

	during the course.
Supplementary readings:	<p>Abdi, A. A., & Shultz, L. (Eds.) (2008). <i>Educating for human rights and global citizenship</i>. Albany, NY: State University of New York Press.</p> <p>Abdi, A. A., Shultz, L., Pillay, T. (Eds.). (2015). <i>Decolonizing Global Citizenship Education</i>. Rotterdam: The Netherlands, Sense Publishers</p> <p>Andreotti de Oliveira, V., & De Souza, L. M. (Eds.). (2012). <i>Postcolonial perspectives on global citizenship education</i>. New York/London: Routledge.</p> <p>Bourn, D. (2015). <i>The Theory and Practice of Development Education. A Pedagogy for Global Social Justice</i>. London, New York: Routledge.</p> <p>Davies, L. (2006). Global citizenship: Abstraction or framework for action?. <i>Educational Review</i>, 58(1), 5-25. doi:10.1080/00131910500352523</p> <p>Dower, N. (2003) <i>Introduction to Global Citizenship</i>. Edinburgh: Edinburgh University Press.</p> <p>Gaudelli, W. (2016). <i>Global Citizenship Education. Everyday Transcendence</i>. New York, Abingdon: Routledge (chapters 1, 2)</p> <p>Langran, I. & Birk, T. (Eds.). (2016). <i>Globalization and Global Citizenship. Interdisciplinary Approaches</i>. London & New York: Routledge.</p> <p>O'Sullivan, M. & Pashby, K. (Eds.). (2008). <i>Citizenship Education in the Era of Globalization. Canadian Perspectives</i>. Rotterdam: Sense Publishers.</p> <p>Pashby, K. (2011). Cultivating Global Citizens: Planting New Seeds or Pruning the Perennials? Looking for the Citizen-subject in Global Citizenship Education Theory. <i>Globalisation, Societies and Education</i>, 9(3-4), 427-442. doi:10.1080/14767724.2011.605326</p> <p>Rizvi, F. (2009). Towards cosmopolitan learning. <i>Discourse: Studies in the Cultural Politics of Education</i>, 30(3), 253-268. doi:10.1080/01596300903036863</p> <p>Scheunpflug, A., & Asbrand, B. (2006). Global education and education for sustainability. <i>Environmental Education Research</i>, 12(1), 33-46.</p> <p>Tarozzi, M., & Torres, C., Alberto. (2016). <i>Global citizenship education and the crisis of multiculturalism</i>. London; New York: Bloomsbury Academic.</p>