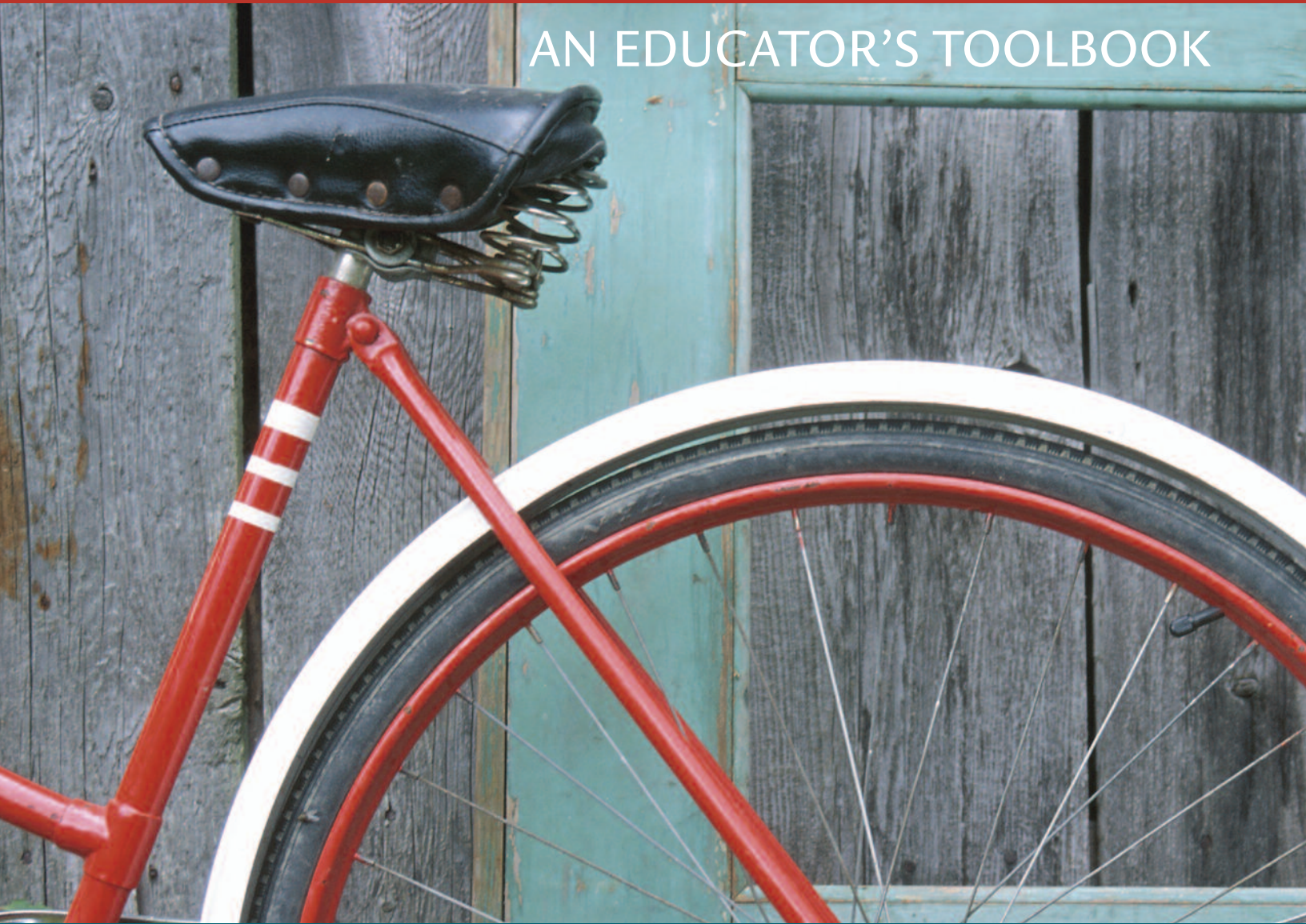# Road to Global Citizenship

AN EDUCATOR'S TOOLBOOK

Edited by Yael Harlap

Created by Global Citizenship Community of Practice,
Centre for Teaching and Academic Growth

UBC

THE UNIVERSITY OF
BRITISH COLUMBIA

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Road to
Global Citizenship

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EDITOR: YAEL HARLAP, PH.D.

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TAG

TEACHING & ACADEMIC GROWTH

Acknowledgements

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How to use this toolbook:	Raman Grover, Yael Harlap
What is global citizenship?:	Koyali Burman, Erica de Castro, Julian Gonzalez, Charlene Morton, Bill Thompson, Joy Kaufman, Leah Macfadyen
About the teacher:	Maryam Amin, Mario Brondani, Silvana Costa, Yael Harlap, Qin Liu, Zuzana Vasco
About students:	Koyali Burman, Tim Came, Judy Chan, Maraiba Christu
Learning goals and objectives:	Alice Cassidy, Maryam Nabavi, Yona Sipos
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Foreword

It is with great pleasure that I write the foreword to *Road to Global Citizenship: An Educator's Toolbook*.

Like no other time in history, the world is experiencing the ever increasing effects of our ability to cross borders and access areas that were, not so long ago, all but closed off even to neighboring countries. In Canada today, and in the Lower Mainland in particular, there is a significant ethnic diversity in our population. Reflecting these changes in Canadian society and on our campuses, UBC has endeavoured to build significant international connections with partner universities. UBC students come from across Canada and around the world, and therefore are exposed to a wide variety of cultures, languages and customs while studying and preparing to take on their varied roles as global citizens. It is the duty of universities today to promote a global perspective in the education of students, and it is for this reason that I am encouraged by the development of this workbook; it provides a substantial guide for instructors towards the education of global citizens.

As an international lawyer, educator and President and Vice-Chancellor of a major university, I am strongly supportive of encouraging our students to become global citizens, but I admit that it was discomforting initially due to the obvious association of the term "global citizenship" with the prevalent and typically uncritical invocation of the term "globalization"; however, in speaking of our goal to promote global citizenship and a global role for the public university, we must not be constrained by the rhetoric of globalization, as global citizenship is about more than preparing students for exciting jobs in Hong Kong, London or New York. Global public universities must be about something different than re-colonizing the world through global citizens who are merely agents of economic domination.

The education of global citizens, in my opinion, should be motivated by something other than the desire for profit or the will to power. Great public universities today are required to teach, conduct research *and* serve. Universities cannot be simply cogs in a "global knowledge industry." Our students must be able to navigate through cultural diversity not merely so that business can thrive, but so that our interacting societies can be enriched and our ideas made available across the globe. Our educated students move across many boundaries, and our faculty are enabled to live and work internationally. The ideas we create flow globally. Our service commitments are not limited by state borders.

As a leading institution of higher education, UBC must never lose sight of its goal: to prepare students, educators and future leaders for the globally interconnected societies they must serve. To become global educators, we need world teachers who are not bounded by regionalism, intrusive regulations or even national boundaries. This workbook is an excellent resource in the development of a comprehensive approach to global citizenship, offering ways in which we all may incorporate these ideals into our language for everyday life and in our work.

Stephen J. Toope
President and Vice-Chancellor
The University of British Columbia

Introduction

Road to Global Citizenship: An Educator's Toolbook serves as a comprehensive resource for educators to critically explore different facets of global citizenship, with a particular focus on higher education. The toolbook explores a wide range of topics specific to curriculum, instruction and assessment, affording the reader the opportunity to develop a heuristic for how global citizenship can be applied inside and outside the classroom.

This project is born out of the belief that universities have a pivotal role to play in educating tomorrow's global citizens and in contributing to the healthy functioning of societies and the world community. Increasingly, university educators recognize that their obligation to students stretches beyond the traditional scope of the academic discipline. The toolbook, created by faculty members, students and staff at UBC, is designed for educators as they prepare students to respond to problems they may encounter as individuals—and ultimately inspire them to find ethical, innovative, and workable solutions to the pressing issues relevant to their field and beyond.

UBC's commitment to global citizenship

The University of British Columbia currently serves approximately 45,000 students who reflect the growing diversity of Canada's population. It also hosts more than 5,420 international and exchange students from over 138 countries. It is in this context of perceived change and challenge that the University of British Columbia adopted a strategic plan, Trek 2000, in 1998. This initiative called for the intentional implementation of transcultural and intercultural approaches to learning, with the goal of integrating global knowledge, skills and perspectives. In 2000, during a Global Citizenship Conference held at UBC, then President Martha Piper affirmed the Trek initiative and vision for the future of the university:

> *As responsible members of society, the graduates of UBC will value diversity, work with and for their communities, and be agents for positive change. They will acknowledge their obligations as global citizens, and strive to secure a sustainable and equitable future for all.*

In 2005, UBC extended the University's commitment to the Trek vision by launching a new strategic plan, Trek 2010. The UBC vision statement reads:

> *The University of British Columbia, aspiring to be one of the world's best universities, will prepare students to become exceptional global citizens, promote the values of a civil and sustainable society, and conduct outstanding research to serve the people of British Columbia, Canada, and the world.*

Faculty, students and staff at UBC have initiated a variety of activities on campus that have contributed to the Trek vision. Faculty members in the arts and sciences created the Terry Project, launching a website and a speaker series to educate the UBC community about global issues from an interdisciplinary perspective. A number of departments have incorporated issues of global citizenship

into both core and elective courses. The Faculty of Education in conjunction with the Centre for Intercultural Communication developed a new distributed-learning course about global citizenship that brings students in three countries together in an online environment. A Global Students Speakers' Bureau supports international and domestic students in developing their global citizenship narratives, and those students have toured their stories to UBC classrooms as well as community settings. A Global Service Learning Endowment was established to support students as global citizens responding to those in need around the world. In addition, students initiated a number of programs, such as the Global Outreach Students' Association (GOSA), the Youth Millennium Project, and the Community Health Initiative by University Students (CHIUS), which address health and development issues abroad and in marginalized communities at home. The Learning Exchange was established to offer educational opportunities to people in Vancouver's Downtown Eastside as well as to engage UBC students, faculty and staff in a process of service and reflection as they contribute to civil society through volunteer work.

In 2004, 180 students and alumni took part in the Global Citizenship Project, initiated by Brian Sullivan, Vice President Students, to discuss the meaning of global citizenship and how to put it into practice. Among their many recommendations, students suggested faculty and staff needed to become more fully engaged in the process—to "walk the talk"—and that changes be made to the curriculum in order for such a project to be successful. Their recommendations were made public in the Global Citizenship Guide, available online and in print. This toolbook is a next step in the commitment to developing a globally-minded, active, and engaged UBC.

Road to Global Citizenship: An Educator's Toolbook

The pages that follow are divided into eight chapters. Starting with an overview of how global citizenship is understood in the context of this toolbook, the following two chapters assist in situating the educators as well as students within a global citizenship model. The middle chapters are dedicated to setting learning goals and objectives, choice of content and pedagogical approaches. The last two chapters focus on assessment of learning and feedback on instruction. Nestled within each chapter are experiences shared by UBC colleagues, which put into perspective the content of each section. Each chapter concludes with a set of exercises and questions that will assist you in developing your own framework for global citizenship. We wish you a rewarding journey on the road to global citizenship!

How to use this toolbook

There are many different ways we could have approached the topic of global citizenship in teaching and learning. Think of this toolbook as providing you with some points of departure that can help you develop your "global citizenship lens" on the world. The goal is to sharpen your ability to look at your teaching and your students' learning through a lens of global citizenship. The toolbook is designed to be an easy-to-use, hands-on resource that you can apply to suit your needs, whether...

- you are teaching a lesson, a course or a program
- you are a novice teacher or a seasoned educator
- you have full responsibility for a curriculum or you are working within pre-defined constraints
- you have been thinking about global citizenship, sustainability, equity, conflict resolution, social responsibility and justice for years or you are just starting out on this path

To benefit from this toolbook all you need is the motivation to a) think about what it means to be a global citizen as an educator and b) incorporate your insights into your everyday work. Be prepared to assess your current teaching habits. You may find yourself affirming some of your teaching approaches and challenging others as you find creative ways to foster global citizenship through the concepts, exercises and examples in the toolbook.

Each of the eight chapters in the toolbook covers a different aspect of teaching and learning. Every chapter shares a common structure, comprising a brief overview of the topic, learning goals for the chapter, and 3-6 main points of succinctly presented information with plenty of examples and case studies, as well as exercises and activities to try out on your own.

You may find that some of the main points and exercises don't apply to your teaching situation; we hope that most of the points are open enough to apply to most educators most of the time, but be prepared to think creatively about how any given point is relevant to your work. We have designed the exercises to foster reflection about your own teaching approaches and values, and to inspire you to think about new possibilities. You may find that you get the greatest benefit from repeating some of the exercises.

Here are the things you WILL find in this toolbook:

- A self-reflective approach to understanding and applying concepts in each chapter
- Information presented succinctly and clearly so that it is easy to read and easily applicable
- Exercises to help you find your own answers
- A plethora of examples of how other educators foster global citizenship
- Creative ways to incorporate elements of global citizenship education into your curriculum, instruction and assessment

- Information that might challenge and question the teaching methods you currently use
- Self-reflective exercises that will help you think critically about what and how you teach

Here are the things you WON'T find in this toolbook:

- Prescriptive declarations about 'good teaching' or how to foster global citizenship
- A one-size-fits-all approach to teaching
- Lengthy research reviews on global citizenship and instruction

How to begin?

Flip through the toolbook. Jump to the chapter that catches your interest. Or start at the beginning and work your way through. Alternately, open the toolbook to the chapter that covers a topic that has caused you concern in the past. Read examples—look for the bicycle logo—for inspiration. Take your time working through the reflective exercises, main point by main point. Wait a week and try an exercise again; see how your ideas have shifted after trying something new in the classroom. Add your own main points as you think of them. Take notes in the margins.

Education for global citizenship, as we have defined it in the toolbook, shares much in common with other approaches to education that have as their goal social, environmental or personal transformation. Some other approaches that have significant overlap with our way of envisioning education for a better world include‡ :

- Education for peace and conflict resolution
- Anti-racism education
- Environmental and sustainability education
- Transformative education
- Social justice education
- Education for eco-justice and community
- Amongst others

Email us examples from your teaching practice to include in the next iteration of the toolbook. Email us your questions. Form practice groups with other educators inside or outside your discipline to discuss the exercises and the outcomes of your teaching experiments. Join the Global Citizenship Community of Practice at the Centre for Teaching and Academic Growth.* Consider engaging in the scholarship of teaching and learning: assess your students' skills, knowledge and attitudes related to global citizenship before transforming your teaching practices, compare that to their learning by the end of the course, and publish your findings.

Or simply read the toolbook, consider the concepts, try the exercises, explore the examples. A journey awaits you!

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*   Go to http://www.tag.ubc.ca to learn how.
‡   Several of the approaches here are included in Sipos, Y., Battisti, B. & Grimm, K. (2008). Achieving transformative sustainability learning: engaging head, hands and heart. *International Journal of Sustainability in Higher Education. 9*(1), 68-86.

What is global citizenship?

In this toolbook we see global citizenship education as an approach to teaching and learning, not an addition to the curriculum. Approaches to education that create global citizens can be engrained in the core of any learning environment, in any degree program, course or curriculum.

Our working definition of a global citizen is someone who feels a duty to respect and protect the Earth, the global community of fellow human beings and all other living creatures. We envision global citizens as individuals who have developed an understanding of the interconnected world and who deeply appreciate and value ecological sustainability and social justice. Global citizens are individuals who are willing and enabled to take action to make the world a fairer place for ourselves and other living creatures.

The key elements in developing global citizenship include:

- knowledge and understanding
- cognitive, social and practical skills
- dispositions (values and attitudes)

IN THIS CHAPTER we will introduce:

- Our working definition of global citizenship
- The key elements in developing global citizenship
- Our approach to fostering global citizenship in higher education settings

Table 1* on pp. 8-9 expands upon these key elements. The elements can be built into learning objectives tailored to a particular course of study. All of the learning outcomes identified by the key elements transcend disciplinary content; at the same time, they will manifest differently in different teaching and learning contexts.

TABLE 1 - Key elements in developing global citizenship

KNOWLEDGE AND UNDERSTANDING	DISPOSITIONS (VALUES AND ATTITUDES)
Social justice and equality · Causes and effects of inequalities within and between societies · Changing perspectives on the process of social change · Competing views on the eradication of poverty **Diversity** · Values and cultures in specific societies and across global society · Indigenous peoples' issues and perspectives · The interaction of different values and beliefs in our lives · Evolving conceptions of human and planetary rights and freedoms **Globalisation and interdependence** · Interpretations of the process and effect of globalisation · Interconnectedness of issues on different scales and in different contexts · Shifting patterns of local-global relationships · Responses to the process of globalisation **Sustainability** · Local-global people-environment relationships · Steps towards a more sustainable global environment · Measuring and monitoring sustainability **Environment and Resources** · Ecological footprint · Environmental health · Biodiversity **Peace and conflict** · Peace and justice in cultural and religious contexts · Arms control and international security · Alternatives to violence as a response to conflict · Conflict resolution and negotiation	**Individual self-esteem** · Sense of identity and self-worth · Awareness of own emotions and needs · Curiosity and openness **Empathy and respect** · Empathy with others' views and needs · Respect for others' views and needs · Associate perspectives and predicaments **Commitment to social justice and equity** · Sense of fairness · Concern for justice · Willingness to speak up for others **Valuing and respecting diversity** · Value difference and diversity · Welcome opportunities to learn from other cultures and societies · Respect human rights and fundamental freedoms **Concern for the environment** · Concern about over-consumption, environmental degradation and resource depletion · Concern for the future of the planet and future generations · Commitment to sustainable livelihoods and lifestyles **Commitment to action** · Belief that people can make a difference · Being prepared to take a stand on important issues · Being prepared to work for a more equitable future

SOCIAL SKILLS	COGNITIVE SKILLS
Communication · Active listening: Listen to and summarise an argument, ask open questions · Ability to empathise · Verbally present an argument · Argue a case through essays and papers **Education and public information skills** · Research the needs and interests of a particular target group · Develop an information/education programme relevant to a particular target group · Design information/learning materials appropriate to the needs and interests of a particular target group **Participation** · Active participant in a diverse team · Participate in decision-making processes, including consensus · Act sensitively in decision-making processes · Involve different actors in the decision-making process · Manage, mitigate or resolve conflict **Leadership** · Manage change with a given group of actors · Enthuse, involve and support relevant actors · Make difficult but reasoned decisions	**Critical thinking** · Detect bias, opinion and stereotypes in own and others' thought, words and actions · Determine key elements in complex issues, problems and questions · Identify tension and consonance in complex issues, problems and questions **Analytical thinking** · Collect information/data from relevant sources · Synthesise information/data from relevant sources · Identify commonalities and connections in issues on different scales and from different contexts · Evaluate information/data from relevant sources **Reflective thinking** · Review cycles of thought and action · Critically appraise earlier cycles of thought and action · Plan new cycles of thought and action based upon what has been learnt **Strategic thinking** · Advance an optimal solution to a particular problem, question or issue · Propose the means by which such a resolution may be attained · Anticipate likely problems and consider unanticipated outcomes

Our approach to fostering global citizenship in higher education settings helps us think about how to design programs, courses, lessons and activities that incorporate the key elements of global citizenship in Table 1 to make sure that our teaching offers opportunities:

(a) To develop **global literacy** (an understanding of the generic themes) about the wider world: students will develop the knowledge and awareness of the interdependent relationship among individuals, societies and the environment; and the impact of personal, social and economic choices;

(b) To participate in a **community of inquiry**: students will develop the skills and dispositions to engage in dialogue that is caring (supportive of all participants), creative (encouraging of new ideas), critical (rigorous in requesting evidence to support ideas) and open to correction (acknowledging fallibility);

(c) To foster **individual agency and collective action**: students will develop the skills and dispositions needed to identify problems, strategies, and solutions for challenging local and global inequities and suffering, and promoting the ecological sustainability and social justice required for the well-being of all.

Throughout the toolbook we will return to both the **key elements** of global citizenship and to the three-pronged **approach to fostering global citizenship education** that has been articulated.

About the teacher

Your beliefs, values and approaches drive the design of your teaching materials and your behaviour with students inside and out of the classroom or lecture hall. Some of these you may have articulated in writing a teaching philosophy for purposes of tenure and promotion or for a job application. They include how you believe learning happens, how you believe you can intervene in the learning process, the goals you have for students, and the actions you take as a teacher.* In addition, you make day-to-day decisions about who you are in the classroom that influence both what you model for your students and the classroom atmosphere. It is useful to think of yourself, as well as your philosophy of teaching and learning, as a work-in-progress as you develop as an educator over the years.

The following are typical questions that people might ask themselves as they consider who they are as teachers:

- What motivates me to learn about the subject I am teaching?
- What are the ideal conditions for my own and others' learning?
- What code of ethics guides me?
- What values do I impart to my students and why?
- How does what I do in my teaching make a difference in the lives of others? Why is it relevant?
- To what extent am I comfortable in a position of relative power and ability to influence others' views and actions?
- What theme(s) pervade(s) my teaching?
- What are my favorite statements to make about teaching? Why are they favorites?
- How have I grown as a teacher over the years? What are my challenges? What are my long term goals?

IN THIS CHAPTER, we will pose exercises to inspire and stretch your imagination to find new ways of thinking about yourself and your teacher role as you consider:

- Your motivation for fostering and modeling global citizenship
- What global citizenship means to you
- How your identities and experiences affect your work as a teacher
- How your identities and experiences affect your ideas about global citizenship
- How you choose to draw boundaries between your personal and professional selves

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* Van Note Chism, N. (1997-1998). Developing a philosophy of teaching statement. *Toward the best in the academy: Essays on teaching excellence, 9*(3).

1 *Your motivation for fostering and modeling global citizenship* **through your teaching: Remember that you may have both** *intrinsic motivation***, derived from your own values and beliefs, and** *extrinsic motivation***, spurred by factors outside of yourself, such as encouragement (or pressure) from students or your dean.**

Identify the multiple intrinsic and extrinsic motives at play in this example:

I was in the room where people were brainstorming about developing a global citizenship course for students to get academic credit for their YouLead international summer placement. I've been doing so-called international work for 15 years or more, and I've been worried sometimes about the idea of sending UBC students to the 'third world' to 'find themselves.' So when I knew there was interest in designing a course, I got really enthusiastic and jumped in and said "I'll do it!"

My personal reason for volunteering like that: I was worried about what the course would be like. It's not that I don't trust my colleagues. And I'm not saying that all the students approach their international experience as if they're going to do 'missionary work' and be 'better people' for it. But I know that even if students have really good intentions, getting ready to do international fieldwork requires a lot of preparation. The YouLead staff prepare them around things like culture shock and homesickness. But I want them to develop a set of critical skills for understanding North-South relations, so they could understand why Westerners might not be welcome everywhere, and that development by outsiders may not always be a good thing. It's always the problem: you want

them to be critical, but if you're too critical they're going to be so demoralized that they'll say "What's the point of going?"

It's different than other teaching I've done; the class dynamics are going to be more important in this course than most other courses. The challenge of finding the balance between something that is critical but isn't too critical — I still do international work, so I obviously think the whole thing has value. So, the challenge is how to inspire students, but not send them off with a 'do-good' mentality. I'm looking forward to teaching this course. I'm getting towards the end of my career; it's experiential learning for me, if you want to know the truth! But the instructor has to be someone who has done a lot of international work, it has to be somebody who really believes in the value of that. That was part of my motivation for doing it, and I also wanted to make sure the course had a strong feminist, anti-racist approach. I think teaching something like 'citizenship,' if you'd asked me a year ago I wouldn't have been interested. I'd have said, "Oh, give me a break!" I think there are good skills to teach students: going beyond what's self-evident, being critical, being self-reflexive. If you can teach students those skills, they'll come out of university a better person.

-Dawn Currie,
Professor, Sociology

2 *What global citizenship means to you* **and what makes you excited and apprehensive about the project of fostering and modeling it through teaching. What do you want to have happen as a result of teaching for global citizenship? How will your students be different at the end of the term? How will you be different?**

A MAP OF MYSELF

Who are you as a person? What have your past experiences been? What has shaped, and continues to shape, your worldview? Who are you as a global citizen? Creating a map of yourself is a useful starting point in identifying some of the assumptions that guide your values and beliefs about teaching and about global citizenship.

The map does not, in itself, identify assumptions for you, but it can spur your thinking about how different domains of your identity and past experience shape a) who you are today and b) how these affect the lenses you use to understand the world.

Almost all of us have some experiences of privilege and some of marginalization. Note that these experiences are relative, and context matters. For example, a person may face discrimination or marginalization in the context of Canadian society but still privileged in a global context, or vice versa.

Remember: Assumptions are beliefs that ground, motivate or explain other beliefs or actions. We are generally not aware of our assumptions until we engage in critical reflection to make them explicit. The assumptions underlying our choices as teachers can be shaped by personal, disciplinary, cultural or other norms. Unrecognized assumptions will drive our choices in teaching, perhaps to places we would rather not go! Becoming aware of our assumptions is a first step towards making intentional choices that foster and model global citizenship.

DOMAINS	My identity/identities or experiences	Does this identity give me a position of privilege or marginalization relative to most people in:		
		The country I live in	My local community	The world
Physical landscape of the place(s) I call home today	Vancouver, Close to the University, Close to the beach, mountains	?	-	maybe P
Physical landscape of the place(s) I called home as a child	Ocean, mountain	?	-	?
My citizenship and immigration status	Canadian/South African	P	P	P
My first language	Zulu	M	M	M
My ethnicity and/or race*	Black South African	M	M	M
My gender expression/identity‡	Female	M	M	M
My sexual orientation or preference	Queer	M	M	M
My socioeconomic status now	Below Canadian Low Income Cut-off (LICO)	M	M	maybe P
My socioeconomic class as a child	Middle-class (South African context)	somewhat P	P	P
My physical condition (including any disability status)	Able-bodied	P	P	P

* 'Race' is not a meaningful biological category. However, a great deal of research demonstrates that race is a meaningful social category. Our racial identity, and what others perceive our race to be, have a powerful influence in shaping our experiences in the world—and in the classroom. We include Aboriginal/indigenous status in our understanding of race and ethnicity.

‡ Gender expression is the gender that a person presents to the world. Gender identity is the gender that a person feels inside. Often, gender expression and gender identity correspond with biological sex, but this is not the case for all people.

3 **In the context of your map of yourself, consider** *how your identities and experiences affect your work as a teacher*. **Although these identities and experiences often highlight the ways we differ from others, including our students, they can also make salient the common experiences and the common humanity we share. Think about how experiences of privilege and marginalization affect who you are, who you have been, and who you are perceived to be as a scholar, a student and an educator.**

What your students *assume* about your age, gender, race/ethnicity, class, sexual orientation, religion, and place of origin—and the meaning they assign to these—may or may not be an accurate reflection of who you are... but it *will* affect the way they experience you as a teacher.

"What is a white woman like me doing teaching a First Nations course?"

I always address that specifically and up front because often I think First Nations students come in and are worried about that issue. It is my research field, and I've published a lot on Aboriginal literature. Part of my justification is that I was the first person to teach First Nations literature here, in English. Students had wanted the course. I told the students that I did not initially come here to teach the First Nations course, and I didn't teach it until I got to know the First Nations people here on campus, particularly at the First Nations House of Learning. This was before the First Nations Studies program began. And I asked them: did they see my teaching this course as a good thing or a bad thing? And they saw it as a good thing, because students needed and wanted this course. I point out to students that obviously the ideal would be to have a credentialed Aboriginal professor teaching the course. But given the history of Aboriginal education in Canada, it's been difficult for Aboriginal people to become professors, and those that have become professionals have usually chosen fields other than English. But it's changing. Of course, you also don't want to spend too much time talking about "me me me" and how your credentials are so great. You want to just get things started, and see what you get back from the students.

In every First Nations Studies course that I've taught, there has been at least one First Nations student who was extremely resistant to my being there. At the other end of the spectrum, there were people who I didn't know were Aboriginal, whose position was not identified to me or to other students. After a course I had someone email me and say "Did you give me that good mark because I was Aboriginal?" I said, "No! Because I didn't even know you were Aboriginal!" I'm not making any assumptions in my class; you'll see someone who you think is Aboriginal and they're not, or you wouldn't think so and they are.

You know there are people in the class who know way more than you do about some of the issues. I say that to students. And I tell them, "If I say something that you know is wrong, you can either raise your hand right away and let me know or you can come tell me about it after class." It's a difficult situation, asking a minority student to challenge you in front of the class. But you also don't want to find out about your mistake a year later.

One of the other things that I do is a lot of small group work. In a class of around 40, I had students in groups of four, and in different groups, almost every class. You try to balance between people who want to be in a group together and people who should be split up. So I count off, every class. That solved a lot of problems like Aboriginal students not talking, or feeling like they should talk because of their cultural knowledge. For non-Aboriginal students to sit in a room with Aboriginal students and have knowledge mediated by a non-Aboriginal instructor, that's strange for the non-Aboriginal students, too. In the small groups, everyone has a chance to talk and learn from each other. So the small groups really solved a lot of problems — and I could circulate and get involved on a more intimate basis with the group.

It helps that I am also open to project proposals that come out of the students' needs and experiences, as long as they run them past me first.

I don't think I've ever had to tell a student, "That's an inappropriate project for a literature course."

-Margery Fee,
Professor, English

4 The experiences of privilege and marginalization that you have had will *affect your ideas about global citizenship*.

One of the ways I think about global citizenship is that as a teacher, you need to be aware of your location in the world. You have to understand how power is operating in how you're positioned, on the hierarchy of privilege and oppression.

When I look at myself: how does my privilege, say as a faculty member, impact what I think is important to include in a course? I'm constantly mindful of my partial knowledge because of that privilege. For example, I might think, "This is a really important set of principles to introduce in a class on Adult Education." I have to remind myself that these principles that I want to include come from a particular worldview, and I have to go out and look for principles that come from other points of view. That's hard because I have to look in the published world, which is from a Eurocentric view. I try to find pieces that come from the majority world, from the South. Just to be mindful that you're not unwittingly saying, "This is *the* approach" and instead always saying "This is one approach among many." It's a work in progress, to recognize how your worldview reflects how you teach and the curriculum you use. It makes the job harder.

When we get to topics in class about poverty or class issues, then my ability to understand or bring in other stories is going to be limited because of my privileged experience. So some of the ways I deal with that is I try to bring in materials that represent different worldviews. I also invite students that bring in different worldviews to bring it into the discussion; I don't want to make it their responsibility, though.

You need to be asking over and over, because you never really know: "Who's here?" and "Who's not here?" I sometimes have that as an activity at the beginning of class. We do our typical introductions, and then we talk about who's here in the room, and who's not here, and we talk about why. We talk about things like access, but also why some courses may not attractive to people of colour, if they're going to feel uncomfortable, if they don't reflect their lived reality, if they're going to be the only person [of colour] in the class. That question, who's here and who's not here, is never going to be completely answered. You never know the lived experience of a person; it is never fully available to you or to everyone else. You can have topics or moments that you perceive to be unproblematic as a topic that can trigger a very strong reaction from someone in the room. In that moment you can start to understand the assumptions you made about that person's experience with race, class, poverty, violence, or any of those issues.

-Shauna Butterwick,
Associate Professor, Educational Studies

5 Consider *how you choose to draw boundaries between your personal and professional selves* in the classroom. Fostering global citizenship does not necessarily mean sharing everything about yourself with your students, and all teachers draw their boundaries differently. At the same time, reflecting on who your students know you to be will help you determine whether you are serving as a role model as a global citizen.

Exercises

1 **Think about your *motivations* for considering how to foster and model *global citizenship* through your teaching. Try answering these questions:**

1. What intrinsic factors motivated you to pick up this toolbook?

2. What extrinsic factors motivated you to pick up this toolbook?

2 **Consider *what 'global citizenship' means to you*, and what makes you excited and apprehensive about the project of fostering and modeling it through teaching. Try completing the following sentences:**

1. When I think, "I would like to foster and model global citizenship," I feel excited because...

2. When I think, "I would like to foster and model global citizenship," I feel apprehensive or worried because...

3. When I think, "I would like to foster and model global citizenship," what I mean is that the difference I would like to see is…

_____

_____

_____

_____

3

Try completing your own map using the table on the following page...

Then, in the context of your map of yourself, consider *your work as a teacher*. Select one, two or more of the domains featured in your map of yourself to consider for the following questions. Once you're done, you can go back and pick a few more domains to consider if you wish.

1. How do these experiences of privilege and marginalization affect your attitudes towards higher education?

_____

_____

_____

_____

2. How do they affect your experiences at UBC?

_____

_____

_____

_____

3. How have they affected your experiences as a student?

_____

_____

_____

_____

DOMAINS	My identity/identities or experiences	Does this identity give me a position of privilege or marginalization relative to most people in:		
		The country I live in	My local community	The world
Physical landscape of the place(s) I call home today				
Physical landscape of the place(s) I called home as a child				
My citizenship and immigration status				
My first language				
My ethnicity and/or race*				
My gender expression/identity‡				
My sexual orientation or preference				
My socioeconomic status now				
My socioeconomic class as a child				
My physical condition (including any disability status)				
My religion				

* 'Race' is not a meaningful biological category. However, a great deal of research demonstrates that race is a meaningful social category. Our racial identity, and what others perceive our race to be, have a powerful influence in shaping our experiences in the world—and in the classroom. We include Aboriginal/indigenous status in our understanding of race and ethnicity.

‡ Gender expression is the gender that a person presents to the world. Gender identity is the gender that a person feels inside. Often, gender expression and gender identity correspond with biological sex, but this is not the case for all people.

4. How do they affect your experiences in the classroom as a teacher?

5. How might they affect your students' experiences of you as a teacher?

4 **Again in the context of your map of yourself, consider the *meaning of global citizenship* according to our definition. Using the same one or two, or more, domains from your map of yourself that you used for the exercise above, try answering these questions:**

1. How have these experiences of privilege and marginalization affected your current **global literacy**? List two examples.

a)

b)

2. How have they affected your experiences of being part of a **community of inquiry**? List two examples.

a)

b)

3. How have they affected your experiences of asserting your **agency** and engaging in **collective action**? List two examples.

a)

b)

5 Consider *how you choose to draw boundaries between your personal and professional selves* **in the classroom. Try completing these sentences:**

1. What my students know about me includes...

2. What students know about me that models global citizenship includes…

3. What I choose not to share with students includes…

4. What I could share with students that might model global citizenship includes…

WHAT WOULD BE DIFFERENT?

Much of the next chapter encourages you to get to know your students better, which takes both time and effort. Why bother? How does this foster global citizenship?

Here are just a few ways that knowing more about your students' motivations, identities, expectations, and concerns about the world relates to fostering and modeling global citizenship, as we have defined it. Perhaps you can think of even more.

- Knowing where your students are coming from will help you encourage their global literacy because you will be able to **shape your content and approach** based on their prior knowledge, experiences, interests, and motivations.

- You will be able to model global citizenship by being explicit about how the content you are teaching is **relevant** to their experiences and motivations, and **connected** to their past, present, and future.

- Considering who your students are as individuals and being attentive to how each unique individual contributes to and is affected by the experience of the group will facilitate the development of a **community of inquiry** in your classroom.

- Paying attention to your students' experiences and identities, inside and outside the classroom, will help you to both create and model an **inclusive community**. This can help contribute to a greater understanding of and openness to diversity among different groups and individuals. An inclusive community also heightens awareness of our interdependence, encouraging students to focus on commonalities and connections.

- By staying oriented not only to your students' pasts but also their **futures**, and to our **common future**, you will model concern for sustainability and well-being for all.

- Being aware of your students' past and present engagement in taking action and creating change, you will be able to **target how you foster individual agency and collective action** at an appropriate level.

About the students

Your students' experiences of your teaching will be shaped by, among other influences, what they bring with them into the classroom. By taking into consideration the motivations, identities and experiences that students bring, you can take these into account when selecting goals and objectives, your choice of course content, approach to teaching, and your expectations of how students will learn. By considering students as unique individuals and seeking to understand their needs, interests and prior knowledge, you contribute to their learning and model the basic values of inclusion and respect for persons.

Even before considering global citizenship, you may ask yourself the following questions as you think about your students:

- What do they know already about the content?
- What are their majors or career aspirations?
- What are their motivations for participating in this program/course/activity?
- How much diversity will there be among my students? In motivations? Expectations? Identities? Prior knowledge?
- What are their expectations of the learning content?
- What are their expectations of how I will teach and how they will learn?
- What are their expectations of how their learning will be assessed (often framed as how they will be marked)?
- How likely am I to diverge from their expectations, and what effect might this have on them as learners?
- How can I best meet the needs of my students within the requirements of my department?
- What can I do to answer these questions without stereotyping or making assumptions?

IN THIS CHAPTER, we will pose exercises to inspire and stretch your imagination to find new ways of thinking about the inclusion of global citizenship in your teaching from your students' perspectives as you consider:

- Your students' motivations for taking your course
- How your students' identities and experiences might affect their learning and other experiences in your classroom
- Your students' expectations about your course
- What global citizenship might mean to your students

1 Your students may have a diverse variety of *motivations for taking your course*. Some of these motivations may be *intrinsic*—derived from students' own values and beliefs—and others may be *extrinsic*—spurred by factors outside of them. Some extrinsic factors might include significant other people's expectations of them (such as relatives, advisors or friends) and how the course or program fits into their educational plans.

2 Consider *how your students' identities and experiences might affect their learning and other experiences in your classroom*. Here is a list of sample domains of identity and experience that can strongly influence students' experience of your course:

- Physical landscape of the place(s) they call home
- Physical landscape of the place(s) they called home as a child
- Their citizenship and immigration status
- Their first language
- Their ethnicity and/or race*
- Their gender expression and gender identity‡
- Their sexual orientation or preference

- Their socioeconomic status today
- Their socioeconomic class as a child
- Their physical and emotional health
- Their age
- Their religion
- Their intellectual ability
- The ways in which they learn best
- Their past educational experiences

The range, or mix, of identities and experiences in your classroom will also influence the dynamics in the room and how different students experience the course or program. For example, the physical landscapes your students call home might include densely packed cities with few green spaces, rural areas awash in farmland, and hilly suburban neighbourhoods with many parks yet few sidewalks connecting big box superstores. Students from these different kinds of places are likely to carry with them different perspectives on many issues.

Imagining how your students' cultural backgrounds and social identities are related to their experience in your classroom is an important exercise. At the same time, it can lead us to rely on cultural stereotypes.

Keep in mind that your knowledge about students' cultural backgrounds and social identities are limited, and are often based on visible cues that may be misleading. In addition, not everyone identifies in the same way with their culture of origin. Some people who do not fit the image we expect when we think of a social group may still identify strongly with it; likewise, others may seem to us to typify membership in a group yet they may not feel a connection to that group.

A fruitful approach to avoid stereotyping has two prongs:

a) do some research on the cultural and social identities that are represented by the student body

b) learn about the individuals in your class or program.

---

* 'Race' is not a meaningful biological category. However, a great deal of research demonstrates that race is a meaningful social category. Our racial identity, and what others perceive our race to be, have a powerful influence in shaping our experiences in the world—and in the classroom. We include Aboriginal/indigenous status in our understanding of race and ethnicity.

‡ Gender expression is the gender that a person presents to the world. Gender identity is the gender that a person feels inside. Often, gender expression and gender identity correspond with biological sex, but this is not the case for all students.

Because we have a lot of students who have had their basic education in other cultures, we have students whose ideas about the learning process are very different from ours. We must be aware of the difficulty for them in adjusting to our norms. Another approach would be to adapt our learning environment to respond to what some of our students have expected from their previous education. We're not necessarily prepared to do that. But we can be sensitive to where they are coming from.

In some environments, respect for teaching is so fundamental that students find it difficult to understand why they're being expected to question what they're being told or to formulate opinions rather than echoing the opinion of the teacher. Let me give an example. In the History Department for a while we had a wonderful practice of teaching graduate courses in comparative history where two members of the department would team-teach the course, each bringing special knowledge to a common theme. One year I was team-teaching a graduate course in comparative revolutions: the English, French, Russian and Chinese revolutions. My colleague and I came up with various ideas about what books we'd teach. We didn't always see eye-to-eye, so we'd assign a text and he'd say what a great argument it was and I would say I

didn't think so. We were able to show our students that here were two historians who didn't see eye-to-eye. We had a few grad students in the class who had gotten all their previous education in the People's Republic of China. I heard from one Chinese graduate student that another of the students in the class was very troubled because he perceived a lack of harmony between the two professors; he interpreted that as a lack of respect for each other. I had to communicate to him that lack of intellectual harmony was not indicative of lack of respect, and we wanted to encourage our students to understand that two good historians could differ in their evaluation of a book. It was very revealing to me that the student misunderstood the situation and because of the cultural context he was coming from, he did not feel that he could voice that to me directly.

On the other hand, when we talk about seeing certain patterns in certain cultural groups, there's an enormous danger of stereotyping. So we have to be equally careful to avoid thinking something like "This is a student from X culture, of course she's not going to speak up." We've got to be sensitive to cultural difference, but we also have to avoid stereotyping.

-Christopher Friedrichs,
Professor, History

3 *Your students' expectations or assumptions about you, about the course, about how they will be marked, about the discipline, about the institution and about good and bad teaching will influence their experience of your course. How you choose to address those expectations will also have a significant impact on your students' experiences. This is especially worth considering if you are using teaching approaches that are unfamiliar to your students.*

Unless we take care to link unconventional courses to the rest of the curriculum and to the expectations for our graduates, the teaching of these unusual courses can be a miserable experience. I teach a required technology and society course within an engineering curriculum. Both the course content and its delivery are unusual relative to the engineering science courses in the rest of the curriculum. Students tend to think that the content in the "tech and soc" course is irrelevant to their professional education. When I first started teaching the course, it was very difficult to motivate the students to learn the material. Now, I try to clearly link the content to expectations of our professional associations.

For example, in the "tech and soc" course, sustainable development and global citizenship are linked to the engineering profession's code of ethics that the students learn in their first year of study. The code gives the message that "you need to learn about your professional responsibilities to society." Sustainable development and global citizenship connect to the code by informing the social context for the professional application of technical knowledge.

Also, instead of learning global citizenship and sustainability concepts from lectures and academic texts, the students lead small group discussions, critique mass media messages, read articles from professional journals, dialogue with panels of practicing engineers, and participate in community service learning projects. Many students are shocked by the emphasis in professional practice on societal issues! "I thought engineering was about mathematical models and applied physics, not about people."

In addition to letting students know that the content in the "tech and soc" course is relevant to their education, I've found that the first two weeks of the course is my window of opportunity to motivate the students to learn. It's helpful to give the students a heads-up that the course is unusual: "This is different from your other courses — be prepared and have fun!" Also, a detailed course syllabus (maybe eight pages) is presented. It's still hard for the students. So, this is the period of time in the course where I concentrate my effort to engage the class. As a general guideline, if enthusiasm for the material can be created during the first two weeks of the course, then the students seem to be willing to contemplate and construct personal knowledge about sustainability and global citizenship during the remainder of the term — no matter how uncomfortable they feel with this open-ended material.

From a curricular perspective, it seems that the seeds connecting global citizenship, professionalism, and sustainability need to be planted in the first two years of study. By fourth year, students are generally not interested in these subjects unless they have previously encountered them in earlier courses or other life experiences.

I teach in a professional program, so global citizenship can be introduced in the context of professional responsibilities. But I wonder if global citizenship could be introduced in the context of social responsibilities and good citizenship to all university students. The story goes something like: "with education comes power and with power comes responsibility. As a university student, your responsibility to society is to become a critical thinker; that is, you must learn to be able to express the rationale for the decisions you make and the opinions you have. Further, you must learn to continually call on public decision makers to express the rationale for their decisions. By applying your critical thinking skills in these ways,

you will ensure rigorous public discourse on issues that affect all of us, including those of us who are disempowered." Surely critical thinking is in the heart of every global citizen.

-Susan Nesbit,
Senior Instructor, Civil Engineering

4 Consider *what global citizenship might mean to your students,* and which social, economic and environmental issues matter to them and why. This will influence how they perceive your efforts to foster global citizenship. It can also shape how you choose to engage students in connecting course content and process with real-world issues and applications.

The concept for the student-directed seminar "Think globally, act locally: Citizenship in Vancouver" came from Esther's experience in a UBC online course on global issues. "I find a lot of UBC events geared towards global citizenship are geared towards people who are interested in what is outside, [in international issues]. I thought it would be good to look at global citizenship in terms of our local communities. Global citizenship should be connected to community because local issues have global impacts."

-Esther Yuen and Maureen Mendoza,
Undergraduate students and facilitators,
Student-directed seminar
Think globally, act locally: Citizenship in Vancouver,
Winter 2008
http://www.glocalvancouver.blogspot.com/

Exercises

1 **Your students may have a diverse variety of *motivations for taking your course*. To reflect on your students' motivations, try answering these questions:**

   1. What intrinsic factors motivated my students to sign up for this course?

   2. What extrinsic factors motivated my students to sign up for this course?

   3. How might I learn more about students' motivations for taking my course?

2 **Select *one* of the domains of identity and experience on p. 26 to consider for the following questions. You might want to choose a domain that you expect to play a role in your classroom dynamics, or one you feel you have a lot to learn about. Once you're done, you can go back and pick a few more to consider if you wish.**

   1. Considering the domain I have selected for this exercise, what are (or might be) the *range* of identities or experiences present among students in my classroom?

2. What can I do in order to know anything about each student's identity or experience in this domain *without* making assumptions or stereotyping? Brainstorm at least three strategies.

a)

b)

c)

3. Will I use any of these strategies? *There may be good reasons not to, at times*. Either way, what are three implications for how I teach?

4. How might each student's identity or experience in this domain affect that student's experience of the course/program? How might it contribute to feelings of marginalization? Exclusion? Entitlement? Discomfort? Belonging? What else?*

5. Given the many possibilities for how students' identities/experiences in this domain may affect their experience of the course/program, what are three implications for how I teach?

a)

b)

c)

---

* Note that you will likely be guessing in your answers to this question, and perhaps others as well. It is useful to think carefully about these issues and to make educated guesses here, but a) consider on what evidence you are making these assumptions and b) be very cautious about applying these guesses without gathering some evidence to check them out first.

6. How might the range of identities/experience in this domain present in the classroom affect each student's experience of the course? That is to say, how might the diversity of the group on that domain affect each student's experience of the course?

7. How will I know without making assumptions or stereotyping?

Consider returning to the list, picking a new domain, and tackling these questions again on a fresh sheet of paper.

3 **Answer the following questions to help guide you through thinking about *student expectations and assumptions*.**

1. What are my students' expectations of or assumptions about the course content?

2. What are my students' expectations of or assumptions about me? About how I will teach and how they will learn?

3. What are my students' expectations of or assumptions about how their learning will be assessed (often framed as how they will be marked)?

4. How likely am I to diverge from their expectations or assumptions? What effect might this have on them as learners?

_____

_____

_____

_____

4 **Try completing these sentences to consider _what global citizenship means to students_.**

1. If my students were to hear me say, "I would like to foster and model global citizenship in this course," they might _expect_...   because....

_____

_____

_____

_____

2. If they were to hear me say, "I would like to foster and model global citizenship in this course," they might _feel_...   because....

_____

_____

_____

_____

3. Some of the social, economic and environmental issues (locally, regionally, globally) that are likely to frustrate, frighten, alienate, inspire or motivate my students are...

_____

_____

_____

_____

4. My students' _own_ definitions of global citizenship are...*

_____

_____

_____

_____

*   You may need to consult with your students to complete this sentence.

Learning goals and objectives

Goals and objectives help educators organize learning from the curriculum level down to a single lesson. They relate directly to student assessment and all other aspects of teaching and learning. A key value of goals and objectives is to clearly express to students what is expected of them and what they can do to achieve success in a course or program. Hence, goals and objectives help educators to design effective lessons that promote student learning and are efficient for teachers.

Even before considering global citizenship, you may ask yourself the following questions as you think about learning goals and learning objectives in your teaching:

- With what knowledge, skills and dispositions do students enter my course? (Another way to ask this is what do students already know, what can they do, and what do they believe before they come to my course or program?)

- What knowledge, skills and dispositions do I expect students to have when they leave the course?

- What will happen in the course to allow students to have developed in these areas? (What lessons, activities, assignments, group processes and materials will help them meet the learning goals and learning objectives of the course?)

IN THIS CHAPTER, we will pose exercises to inspire you to think about your learning goal and learning objectives in the classroom and to assist you to:

- Create a framework for the use of interconnected terms to do with 'goals' and 'objectives'

- Consider the assumptions that underlie the choices you have made

- Build global citizenship, expressed in the three domains below, in designing a lesson, course or curriculum:

  - knowledge and understanding (from p. 8)
  - skills (from p. 9)
  - dispositions (values and attitudes; from p. 8).

1
In setting learning goals and learning objectives, it is important to *create a framework for the use of interconnected terms to do with 'goals' and 'objectives'*. In everyday language, terms such as goal, aim, purpose, outcome and objective are often used interchangeably, but in teaching and learning, they have more specific meanings.*

Term	Described	Additional Tips
Learning goal	General intentions of the learning experience. Broad description of what it is expected students will have achieved by the end of a program or course.	Roughly analogous to aims or purposes, often called core course objectives in syllabi. In a 3-credit course, (approximately 40 hours contact time) a reasonable number of learning goals is 4-7.

Similar to a learning goal, **learning objectives** are worded to identify what you expect students to know, believe or be able to do, but *by the end of a lesson*. Learning objectives are subdivisions of the broader learning goals. *What is one learning objective for that lesson? How does that particular learning objective help students meet a broader learning goal?* You may ask yourself the same question for a specific assignment.

Term	Described	Additional Tips
Learning objective .	Specific intentions of a discrete lesson or assignment. More detailed description of what it is expected students will have achieved by the end of the lesson or assignment.	Describe the desired learning accurately enough that you will know when it has been achieved. Do this by saying *who* (the learner), *will do what*, under *what conditions* and *how well* (to what standards or criteria). Consider objectives in all three domains (knowledge, skills, and attitudes). In a 50-minute lesson, a reasonable number of learning objectives is 1-3.

Effective goals and objectives are written a) from the learner's perspective (what will the student be able to do at the end of the lesson or course), b) are measurable, and c) cover all three domains: knowledge, skills and attitudes.

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* *ISW International Advisory Committee*. (2006). ISW Handbook for Participants. http://www.iswnetwork.ca

2

Consider the assumptions that underlie the choices you have made in *creating a set of learning goals and/or objectives*.

Remember: Assumptions are beliefs that ground, motivate or explain other beliefs or actions. We are generally not aware of our assumptions until we engage in critical reflection to make them explicit. The assumptions underlying choices about learning goals and objectives can be shaped by personal, disciplinary, cultural or other norms. Unrecognized assumptions will drive our choices in teaching, perhaps to places we would rather not go! Becoming aware of our assumptions is a first step towards making intentional choices that foster and model global citizenship.

In the course "Doctor, Patient, Society," offered in years 1 and 2 of the undergraduate medical school curriculum, a specific learning objective for one assignment is: *Demonstrate through a community service-learning activity an appreciation of community health, including the effects of health disparities, access to care, and the impact of the broad determinants of health.*

In British Columbia alone one in every four children belongs to a family that lives below the poverty line. Then you start unpacking that a bit more and realize that people who are vulnerable, disadvantaged, impoverished have different health outcomes, deal differently with the health system and interact differently with providers than people without those disadvantages. There's a huge disconnect between (a) how we educate health professionals and (b) health service delivery and (c) health outcomes. We've never really looked at that connection. Overwhelmingly education in the health professions trains future providers to clinically diagnose and treat illness. We don't do a good job educating future providers to look beyond that. What I've been struggling with in all the courses I teach is: how do you do that? How do you train people to be socially responsive, responsible, accountable?

In my learning objective, I've taken for granted that in order to demonstrate an appreciation of these issues, the learning environment needs to help students develop and nurture appropriate attitudes and related knowledge, and ultimately help them integrate these into practice. So in this case, at the very least, in this teaching and learning activity you're going to help students develop an awareness of the issues. Once you've helped them developed an awareness, you need to help them develop an increasingly sophisticated knowledge about the issues and related connections – so they can begin to connect some of the dots. And then you need to help students develop the necessary skills so they can engage. Knowledge and attitudes are foundational, but without the capacity to engage, what's the use?

My philosophy of learning is that learning means never being able to go back to seeing the world and being in it in the same way. Being aware about something can certainly create that state, never being able to see the world in the same way. Having a tangible sense of it, a knowledge base to provide you with different perspectives, again that supports your never going back to see the world in the same way. But all of that is fruitless if at some point you don't have the skills necessary to go and engage, to change something for the better, and having the skills isn't enough. It's then using those skills, and that's what I mean by never going back to being in the world the same way.

- Shafik Dharamsi,
Assistant Professor, Family Medicine

3 Global citizenship will include learning goals and objectives that target students' *knowledge, skills <u>and</u> dispositions*. The key elements on pp. 8-9 form a valuable resource to guide the creation of goals and objectives that foster global citizenship.

In a co-taught course in the Resources, Management and Environmental Studies program to 20 graduate students, the instructor explains that students come from a wide variety of backgrounds, but with interests in resources and the environment, from technical, social science or anthropological perspectives. "The goal of the course, in some senses, is how to do interdisciplinary and trans-academic research on sustainability issues." Within that goal, the instructors have developed learning objectives for the course that include:

In their own words	Overarching concept	Key elements of global citizenship (from pp. 8-9)
"It's a messy world out there, and students have to be able to take those problems and structure them. We give them a case, we give them tons of material to go through, and they have to make sense of it."	Structuring large, unstructured problems	*Determine key elements in complex issues, problems and questions (Cognitive skill: critical thinking)*
"We do this a few different ways. In the case study, students are divided into three groups. Each group receives the same materials but with different cover letters from different clients. One client is a large environmental organization, another is a national government agency, and another a municipality. Students learn how not only their academic background impacts what they think is important to analyze and how to analyze it, but also how who their client is affects what they look at and what they don't."	Framing how a student's disciplinary background as well as the particular context will impact how the student approaches a problem	· *Identify tension and consonance in complex issues, problems and questions* · *Evaluate information/data from relevant sources* · *Associate perspectives and predicaments* *(Cognitive skills: critical and analytical thinking, and Dispositions: empathy and respect)*
Same as above	Working together as a group	*All of the Participation skills, especially being an Active participant in a diverse team (Social and practical skills)*
"Students take one of the projects they're working on, and as individuals they have to write an opinion piece that would be appropriate for a major newspaper."	Translating complex issues for multiple, broad audiences	*Design information/learning materials appropriate to the needs and interests of a particular target group (Social and practical skill: education and public information skills)*

"I think all those skills are actually quite important in anyone going out to try to use their education as global citizens: understanding how you frame a problem, the questions you ask, knowing how to work in a group, how to communicate to an audience who hasn't been looking at those issues in depth."

- Hisham Zerriffi, Assistant Professor,
Liu Institute for Global Issues
Hisham co-teaches this course with one of its co-creators,
Gunilla Öberg, Director,
Institute for Resources, Environment and Sustainability

Exercises

1 To practice *developing interrelated learning goals and objectives* for your program or course, try this exercise.

Try completing the sentences below with the particulars for your program or course. You may choose to start from scratch or to work on goals and objectives you have already written. The prompts we have provided are only examples; feel free to use them or create your own as appropriate for your course or program.

Knowledge:

Learning goal (for a course or program)
   Think critically about...

_____

_____

_____

Learning objectives for the goal (might relate to one or more lessons or assignments)
   List one or more ...

_____

_____

_____

   Identify current....

_____

_____

_____

   Rank the importance of.....

_____

_____

_____

Skills:

Learning goal (for a course or program)
   Demonstrate your ability to....

_____

_____

_____

Learning objectives for the goal (might relate to one or more lessons or assignments)
Adjust levels in order to....

Design and conduct....

Create a working model of....

Dispositions

Learning goal (for a course or program)
Articulate your own values and beliefs about....

Learning objectives for the goal (might relate to one or more lessons or assignments)
Recognize the range of values and beliefs individuals might hold about....

Discuss your own values and beliefs about....

Relate views held on actions taken on.....

2 **To *explore the assumptions that underlie the choices you have made*, try completing the following sentences for each learning *goal* that you created above. Once you have completed this exercise for goals, consider using a new sheet of paper and completing the sentences for each learning *objective* you created or adapted above.**

1. I believe that it is important for students to meet this goal or objective because:

2. My department or faculty would argue that it is important (or not important) for students to meet this goal or objective because:

3. My discipline or profession would argue that it is important (or not important) for students to meet this goal or objective because:

4. Society would argue that it is important (or not important) for students to meet this goal or objective because:

5. Having reflected on the assumptions—personal, institutional, disciplinary, societal—that underlie why you have selected the particular goals and objectives that you have, note where the assumptions are aligned and where they may be at cross-purposes. Which of the assumptions support your interest in fostering global citizenship: developing global literacy, a community of inquiry, and individual agency and collective action?

6. Which of the assumptions work against your interest in fostering global citizenship?

_____

_____

_____

3 **Try completing the following exercises in order to select and address some of the _key elements of global citizenship_ in your program, course, lesson or activity.**

1. Look back at Table 1, pp. 8-9. List the key elements of developing global citizenship that are your highest priorities to help students develop. Note whether you tend to emphasize one or two of the three domains (knowledge, skills or dispositions), and consider achieving a balance.

_____

_____

_____

2. Now look at the learning _goals_ that you just created or adapted. Referring to Table 1 on pp. 8-9, make a list of all the key elements of developing global citizenship that are addressed by these goals.

_____

_____

_____

3. Now look at the learning _objectives_ that you just created or adapted. Referring to Table 1 on pp. 8-9, make a list of all the key elements of developing global citizenship that are addressed by these objectives. NOTE: If you have listed key elements for your goals (above) that are _not_ listed here, you may want to re-think your objectives so that they meet your learning goals effectively.

_____

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_____

4. Are there any high priority elements that you identified in question #1 above that are not addressed by your goals and objectives? If so, try adapting a goal or objective in order to address that element of global citizenship. NOTE: You may add goals or objectives, but be careful not to overwhelm yourself or your students. Remember that in a 3-credit course (approximately 40 hours contact time), a reasonable number of learning goals is 4-7, and in a 50-minute lesson a reasonable number of objectives is 1-3.

_____

_____

_____

WHAT WOULD BE DIFFERENT?

How would content be different—regardless of academic discipline or profession—if you were intent on fostering and modeling global citizenship?

*Content would be **global**:*

· It is inclusive, meaning that many points of view are presented; as many 'voices' as possible are heard—whether those 'voices' are actually present in the room or not

· Students are exposed to a wide range of perspectives and alternative paradigms

· It includes value issues and ethical considerations that ordinarily may not be considered

· It is not ethnocentric, fragmented or trivial, meaning that it avoids a "museum" or "tourist" approach

Examples of a "museum" or "tourist" approach to **avoid** might include:

· A special unit on indigenous perspectives appended to a course on Canadian history—rather than integrated throughout

· Focus on food, dance and clothing when learning about distant peoples

· Discussing a nation or topic as if it comprised a single, monolithic culture (e.g., "Canadian culture") or a single perspective (e.g., "Canadians think that…")

*Content would be **connected**:*

· Interconnections, interrelationships, interdependencies, and systems are emphasized

· Students' experience and background are honoured

· Past, present, and future perspectives are included

Organization and choice of content

The organization of your program, course, lesson or activity will be shaped by the learning goals and objectives that you have determined. The sequencing of your program, course and lessons can go from simple to complex, general to specific, concrete to abstract, or chronological.* The choice of content will be driven by the demands of the curriculum, by the amount of time you have, by your own areas of interest and expertise, and possibly by the students' interest and expertise as well.

Even before considering global citizenship, you may ask yourself the following questions as you think about organization and choice of content in your teaching:

· What will students already have learned before they come to my program, course, lesson or activity?

· What will they learn following this learning experience?

· What content is central to the topic I am teaching? What themes, principles or synthesizing ideas are central to the topic I am teaching?

IN THIS CHAPTER, we will pose exercises to inspire and stretch your imagination to find new ways of thinking about fostering global citizenship through your choice of content and organization of material as you consider:

· The assumptions that underlie your choice of content

· Being open and explicit with students about your choices

· Alternative perspectives that you might include

· The relationship between content and your goals and objectives

· Who your students are in relation to your choice of content

· How you organize and sequence your content

· What will I choose to leave out because of the demands of time?

· What are the major units into which I can divide the content?

· Who are considered the most important thinkers in the area I am teaching?

· What are considered the most important concepts or theories in the area I am teaching?

· What readings (films, music, etc.) are seminal to the topic I am teaching?

· What readings most clearly express the important concepts I want to teach?

* Ministry of Education, Skills and Training. (1997). *British Columbia Provincial Instructor Diploma Program: Instructional and Curriculum Design*. Victoria, BC.

1 **There are *assumptions that underlie your choices of content*. These assumptions may be based on your past experiences, your social and cultural background, your values, the prevailing norms in your department, or in your discipline or profession.**

One of the courses I have taught is History 235, "Canadian history from pre-confederation to the present." It used to be a first year course, and it can be hard to engage students in a first year history course, because the kind of students who liked high school history are not necessarily the kind of students who like history as a discipline. What they've been told that history is in high school is not necessarily what historical practice is. The kinds of students who appreciate the approach I use are not always the students who voluntarily take history courses. Some students feel pretty ripped off when I say on the first day that memorizing dates is not important in this class, and memorizing facts is not the goal. I tell them that, but it's difficult for them to process that and understand what it means. The students who like it were students who were inherently engaged anyhow. Students used to getting really high marks may not like it. Students too often want the 'History Channel'—a colourful story with facts and some biography—and that's not what I'm prepared to give them, because the kinds of things I'm trying to teach them are transferable skills.

I want students to see how the shape of the narrative and the shape of the material we're learning are the result of choices made by me, or by the author of what we're reading. I make a conscious effort to present material in a way so that students can see the assumptions behind the choices, the assumptions that shape the narratives they're getting. To learn about how those choices work students do have to learn some facts and information, but the point is to learn the process. They're going to get a lot more facts in the course than they can possibly remember. So, rather than expecting them to remember everything when they're being assessed, I instead want them to remember enough facts to be able to make their own story and make their own argument.

One of the first lectures I give asks what students

Remember: Assumptions are beliefs that ground, motivate or explain other beliefs or actions. We are generally not aware of our assumptions until we engage in critical reflection to make them explicit. The assumptions underlying choices about content and organization in our courses can be shaped by personal, disciplinary, cultural or other norms. Unrecognized assumptions will drive our choices in teaching, perhaps to places we would rather not go! Becoming aware of our assumptions is a first step towards making intentional choices that foster and model global citizenship.

anticipate is going to be included in a course on Canadian history. I have them all draw a quick map of Canada by hand—they don't write their name on it, they just hand it in. I also ask them things like 'name three people from pre-confederation Canadian history.' And to pick a date for the beginning of Canadian history. Before the next class I take note of the most common answers. In the next lecture—and similar things emerge every year—I use the results of that exercise to talk about people's assumptions and where those assumptions come from. For example, most people draw a modern map of Canada, and that gives me an opening to talk about how our idea of the geographical space of Canada is itself a historical construct with particular assumptions behind it. I want them to see that it's not at all obvious that a course on Canadian history would include 18th century events on the west coast. The fact that we do study such events as part of "pre-Confederation Canadian history" is the result of what happened in subsequent centuries and the fact that British Columbia became part of Canada. But from the get-go, I want them to understand that it wasn't

obvious things would turn out this way. If B.C. had joined the U.S., it would now be a part of U.S. history.

Many students can't think of any pre-Confederation historical figures, and those who do mostly think of male political figures; no women or Aboriginal people. This is something else I reflect back to them by asking them: "Here's what all of you are bringing to the class, and I want you to think about what that means. What might this tell us about your assumptions about who qualifies as a historical figure? Or about the assumptions embedded in the previous history books that you've read?"

There's something else I've done in a third year course. I've only done it once, but I really liked it. It's also a big survey course, a survey of Aboriginal people in Canada and the U.S. There's just so much material that's left out of the course. There was no textbook. I wanted them to know I was making choices. I wanted them to be exposed even in small bits to the material I was skipping. Also, I had found I had too much material in my lectures. So I weeded out. Each class I would tell them: "The theme of the day is this, and I'm going to use these two examples. Here are four other examples of, say, the Indian wars in the U.S. There's a series of war and conflicts, we're going to talk about two today, here are the other four." I'd give them a bit of a tease throughout the lecture. For example, I'd talk about one of my examples and then mention one of the examples we weren't talking about in depth; I might point out that it had some similarities but a different outcome. This way, I would give them a bit of an idea about how the other conflicts that we didn't have time to talk about played out.

Then, at the end of each class, I'd ask a couple of people to volunteer to follow up on something from the lecture that they were interested in and that sparked their curiosity. Then they had to go research it, and post what they learned on WebCT for the class. Initially I thought they'd just pick from the examples of events that I had skipped. It wasn't a very serious research assignment; they could look

it up on any relatively reputable website. I just wanted them to do something with that little bit of curious energy they have at the end of the class and that dissipates when they go on to their English class, or whatever. But I found that students chose to follow up on a lot of things that I hadn't expected. A certain First Nation would appear because of something we'd talk about, and then they'd ask "What happened later on?" and I'd say "We don't have time to talk about that," but then they could go after the class and look it up and update everyone through WebCT [now Vista]. Often students chose to explore the contemporary state of a historical situation that we looked at, and that was really great, for them to have a chance to make those connections, and explore them more deeply than we did in the class. This assignment also worked well when someone asked me a question that I didn't know the answer to; I could say, why don't you go look that up and post it on WebCT this week. It helped shift the power balance. The thing I loved about this assignment was that there was never a shortage of people who had a topic they wanted to pursue at the end of the lecture.

They had to do a certain number of these little research assignments by the end of the semester and I didn't grade them individually; it was basically pass/fail. I graded it as part of a larger assignment which asked them to create a portfolio of informal reflections on the course material, and so these postings formed part of that portfolio. The portfolio didn't count for a huge percentage of their grade and this allowed me to give them a grade for the overall effort that went into it. It was a device for them to get credit for following up on their own curiosity.

It was really exciting to me to see them finding stuff they were interested in and following up on it. I think it worked well. I have had a lot of feedback from students that WebCT creates a lot more work: they complain about having to read other students' postings and that these are often really boring. I try to use WebCT in a way that doesn't overwhelm their time. I hoped that sometimes

they'd read other students' postings, and I know that sometimes they did because it would come up in class conversation. But this wasn't a requirement. Grading them on each posting they made or requiring them to respond to the postings of other students would have been counter to my purpose of letting them explore by following their own curiosity.

-Paige Raibmon,
Associate Professor, History

2 **By being *open and explicit with students about your choices* and why you have selected the content you are including, you are modeling global citizenship. Demonstrating your own critical thinking process to your students is a powerful way to model that you value both critical thinking and democratic processes.**

In addition, research suggests that students benefit from understanding why the content is meaningful and important for them to learn. Adult learners value learning that they perceive as relevant.* Furthermore, casting new content in terms of potential applications and with examples across multiple contexts can help students retain and transfer what they learn to new settings.‡

The course I teach in Nursing, "Socio-cultural construction of health and illness," is about raising awareness around notions of how historical, economic and political contexts can impact our perceptions and the construction of health and well being. As nurses working with people we need to understand first where we stand in relation to the issues, how we locate ourselves as we discuss each of the topics in class.

I keep going back to the students anytime there is tension, opposing views, or when students are feeling that I have an agenda that I'm trying to promote, I say, "Let's take a moment here and locate ourselves. OK, why do you think this is important to learn and discuss this issue? Or, why do you think I have an agenda? What questions are important to you? Would you be interested in knowing what my location is around this topic?" They are quite surprised! These are skills I think we need to teach; we have to be conscious about who we are first before we can care for others. We ourselves [as teachers] need to grapple with these issues first; we've got to locate ourselves. I tell the students, "Not until you can argue a topic from both sides of the coin can you really come to understand what that issue is about."

When you talk about the location of self, it's a circle that doesn't end. In order for me to be competent and confident, and engage myself in what I teach, I have to locate myself first in relation to this content. My location is never static as it changes as context changes but I must always ask why is it shifting and what consequences will this have on my learners. I hold beliefs about topics I teach and I have to be careful to share these with my students: my own location and the impact this may have on others. Colleagues challenge me to move beyond my comfort zone (e.g. teaching race and racialization) and to relocate. By doing so, I begin to see the types of questions students might raise and the distinction between the students and the educator begins to blur. Relocating and locating is healthy but not always easy and students are encouraged to take this journey.

- Elsie Tan,
Senior Instructor, School of Nursing

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* Knowles, M. et al. (1984). *Andragogy in action: Applying modern principles of adult education*. San Francisco: Jossey Bass.
‡ Gick, M. L., & Holyoak, K. J. (1983). Schema induction and analogical transfer. *Cognitive Psychology, 15*, 1-38.

3 Consider *alternative perspectives that you might include* on your topic. Providing students with multiple perspectives is an important component in developing their critical thinking skills. Seek out perspectives that challenge your own approaches to your content area. Also seek out international perspectives and minority perspectives from voices that are often not heard: people of colour, women, working class and poor people, and so on.

Sociology professor Neil Guppy and Post-doctoral Fellow Catherine Corrigall-Brown captured funding from the Teaching and Learning Enhancement Fund to revise their sections of the department's "Introduction to Sociology" course. "We're trying to teach core concepts of sociology using contexts that are global in nature," Prof. Guppy explains. "A standard Intro to Sociology course would first talk about theories, then research, institutions, and so on. This course talks about ways of seeing, different ways we construct knowledge of the world." The biggest challenge in revising the course was finding a textbook that includes content on globalization without simply tacking it on. Prof. Guppy and Corrigall-Brown abandoned textbooks and have chosen a set of readings that they have made available on the course website instead.

Examples of topics covered in the course include:

· The scramble for Africa: How did people in different European countries construct the sense that it was right and proper to lay claim to Africa?

· The production of Ethiopian coffee in different parts of the world where they are not indigenous: How does capitalism function on a global scale?

Examples of major paper topics:

· The trade in human body parts, such as blood and kidneys

· Vancouver 2010 in local and global context

4 There is a close *relationship between the content you are selecting and your goals and objectives* for the program, course, lesson or activity (see *Learning goals and objectives*, pp. 35-43). Make sure that content will serve to support the goals and learning objectives that you have established.

We tend to overpack our lessons and courses with information. Consider how this privileges our *knowledge* goals over goals related to *skills* and *attitudes*; the 'head' takes priority over the 'hands' and 'heart.' How does your choice of content enhance or detract from students' development of *skills* and *attitudes* that you perceive as central to global citizenship?

5 Consider the *relationship between who your students are* (see *About the students,* pp. 24-34) *and what content may have resonance for them*. Some content may tend not to be compelling to students, either because it is difficult to grasp, presents an unpopular perspective, or may be seen as 'boring.' If you consider this content important, you might share with students why you have included it despite negative feedback from students. At the same time, when you are making choices about content, it is worth thinking about who your students are and what may be of particular interest to them.

A Greek friend who is a professor at a University in Greece came to UBC a few years ago. He visited classes that I give every year and he was amazed by the fact that I could not rely on a common cultural canon to get my points across. So when it comes to illustrate, for example, the difference between religion and science, you could always draw your science examples from the West and the religion examples from the Judeo-Christian tradition. But when half of your students are Iranian and the other half are Chinese and Indian, you can't do that! If I want to illustrate my stories with examples from the ancient Greeks, many of my students who are from India and East Asia would not know what I mean. If, as a Westerner, you want to get anything across, you have to ask yourself a deeper question: what is the human experience beyond that which is embodied in the Greeks or the Judeo-Christian experiences? So I draw on examples of scientists from all over the world to illustrate certain points, turning points in history, and examples to contrast the scientific approach with the major religions and the major cultures of the world. Here, it helps that I read a lot.

Another thing, I'm a strong Darwinian. When you look at the reinterpretation of culture that neo-Darwinism offers through evolutionary psychology,

you cannot illustrate that with only examples from a certain culture. If you agree that evolutionary psychology offers an understanding of part of culture, and part of human behaviour and human nature, then you have to illustrate this through behaviours from all continents. If you can use examples only from Europe and North America, it could mean it is not universal! So evolutionary psychology forces you to back your points with examples from a wide range of cultures.

In the course that I teach every year, I also spend quite a bit of time explaining the origin of modern *Homo sapiens*. I want students to realize the profound unity that humankind shares. If that doesn't foster global citizenship, I don't know what does! So in my course we do the evolution of modern humans, and I also explain the similarity of the evolution of languages to the evolution of biological diversity. I try to illustrate my points with examples drawn from all over the world. I'll speak about Austronesian languages with the same ease as Indo-European languages. It is a rather literal global citizenship that I promote.

-Daniel Pauly,
Professor and Director, Fisheries Centre

6 Consider why you *organize and sequence your content* the way you do. Your assumptions about your students' prior knowledge, cultural backgrounds, and motivations are likely to shape your choices. Your own past learning experiences and common practices among your colleagues or in your discipline are also likely to affect your strategies for organizing and sequencing content.

Exercises

1

There are *assumptions that underlie your choices of content*. Complete these sentences for each topic, content area, or reading material you assign:

1. I believe that it is important to include this content because...

2. My department or faculty would argue that it is important (or not important) to include because...

3. My discipline or profession would argue that it is important (or not important) to include because...

4. My social and cultural background, identity and values influence my selection of this content because...

2

By being *open and explicit with your students about your choices* and why you have selected the content you are including, you are modeling global citizenship. Consider sharing with them what you learned from exercise #1, above:

- How your choices relate to your own values
- How your choices relate to the values and norms in your department and your discipline
- How your choices relate to cultural norms—both your own, and (if different), the mainstream dominant culture

What are three strategies I could use to be open and explicit with students about why I have selected particular content?

1.

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2.

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3.

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3 **Consider *alternative perspectives that you might include* on your topic.**

1. What are some of the prevailing paradigms in my discipline or profession?

_____

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_____

_____

2. What might be missing? Can I identify gaps that might be 'blind spots' in my discipline in relation to global citizenship?*

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3. What are theoretical perspectives that may illuminate new ways of thinking about the discipline, particularly in terms of developing global literacy, a community of inquiry, and individual agency and collective action?

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4 **There is a close *relationship between the content you are selecting and your goals and objectives* for the program, course, lesson or activity (see *Learning goals and objectives*, pp. 35-43). Try the following exercise:**

1. List learning goals and objectives you have established for your course, program, lesson or activity. (You can refer back to those goals and objectives you may have developed on pp. 40-43). Draw a star next to the goals/objectives that you believe will foster global citizenship.

_____

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*   Jon Wagner distinguishes 'blank spots' and 'blind spots.' Blank spots are spaces where we "know enough to question but not answer," and blind spots—the places where we need to be particularly cautious—are spaces where we "don't know well enough to even ask about or care about", where "existing theories, methods, and perceptions actually keep us from seeing phenomena as clearly as we might". (Wagner, 1993, p.16; cited in Gough, N. (2002). Thinking/acting locally/globally: Western science and environmental education in a global knowledge economy. *International Journal of Science Education, 24*(11), p. 1228.)

2. For each goal/objective, complete the following sentences:

- The content I have selected will *help* meet this goal by...

_____

_____

_____

_____

- The content I have selected could *prevent* the meeting of this goal by...

_____

_____

_____

_____

5 **Consider the *relationship between who your students are* (see *About the students,* pp. 24-34) and *what content may have resonance for them*. Try completing the following sentence for each topic area or material that you include:**

1. The aspects of this content that *all* of my students are likely to relate to are...

_____

_____

_____

_____

2. The aspects of this content that may make it challenging for my students to relate to are...

_____

_____

_____

_____

3. The aspects of this content that *some* of my students are likely to relate to are…

4. Having considered this, when I think about teaching this content/material, I *feel*…

5. Having considered this, when I think about teaching this content/material, I *believe*…

6 **Consider why you *organize and sequence your content* the way you do. Look at your organizing and sequencing (for an activity, a lesson plan, a course, or a program), and try answering the following questions in order to consider alternatives that may better fulfill your intention to foster global citizenship:**

1. When I choose how to organize and sequence content and activities, how am I influenced by my own past learning experiences? My past teaching experiences?

2. When I choose how to organize and sequence content and activities, how am I influenced by my colleagues' practices and expectations? If I organize and sequence in ways that are generally accepted as good practice, what reasons might there be for this particular order to be so prevalent?

3. What are alternative ways of organizing and sequencing content and activities that would encourage students to think critically about cultural biases, about the effects of actions on a global scale, or any other goal associated with global citizenship?

4. How might my organization and sequencing affect how students connect their learning to their prior knowledge, attitudes and skills?

5. How might my organization and sequencing affect how students connect their learning to their future actions?

Teaching and learning approaches

Teaching and learning approaches are highly varied, complex and dependent on a myriad of contextual factors. When we refer to teaching and learning approaches, we include:

- · Pedagogical approaches/methods of teaching
- · Classroom norms and agreements
- · Specific instructional techniques and activities
- · Out-of-class activities and assignments, including readings, writing assignments, labs, observations in community, community service, and more.*

Even before considering global citizenship, you may ask yourself the following questions as you think about the approaches you will use in teaching and learning:

IN THIS CHAPTER, we will pose exercises that will stretch your imagination to engage with teaching and learning as you consider how to:

- · Create opportunities for students to work in small collaborative groups within the classroom setting
- · Build on content that is learned within a relevant context, which emphasizes learning that extends beyond the classroom
- · Shape the extent of power and responsibility students have for shaping the classroom environment and their learning experience

- · What teaching approaches will I use to engage students?
- · How are they aligned with the goals and learning objectives I have determined?
- · What tools and technologies will I use to engage students?
- · What demonstrations and examples might I use to illustrate concepts?
- · How will I establish an atmosphere of respectful and engaged listening and learning?
- · What activities will I have the students do inside and outside of the classroom?

Teaching and learning approaches that foster global citizenship are highly varied, but a critical shared element among the many approaches is that they engage students in active learning; that is to say, students are actively manipulating ideas rather than passively receiving information. Three characteristics we find in common across these approaches include: students' active engagement and participation in small groups; context-specific learning that connects to students' past and present experiences; and students' power and responsibility over their learning.

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* Assignments are explored in *Assessment of Learning*, pp. 73-82, although clearly they are central to learning as well as modes of assessment. Similarly, readings and other aspects of content are explored in *Organization and Choice of Content*, pp. 45-56.

1 **Consider creating *opportunities for students to work in small collaborative groups within the classroom setting*. As students work collaboratively with peers on complex, open-ended problems, they develop the skills and dispositions for engaging in a community of inquiry, and potentially also for taking collective action on issues important to them. Collaborative work, when set up thoughtfully, encourages students to practice managing and resolving conflict. In addition, carefully designed pair-work and group-work enhances learning whether or not global citizenship is a goal.**

When students engage in collaborative work, they may experience:

- Shifting passive behaviours of listening, observing, and note-taking to active problem-solving, contributing and discussing

- Moving from a private presence in the classroom, with few risks of exposing themselves, to a public one, with many risks

- Moving away from competing with peers to collaboratively working with peers

- Uncertainty of their responsibilities as a learner as they shift from learning independently to learning inter-dependently

- Struggle with seeing teachers and texts as the sole sources of authority and knowledge, to seeing oneself and the community of peers as additional and important sources of authority and knowledge.

When teachers shift to a more participatory classroom learning environment, they may experience:

- Strengthening conflict resolution and facilitation skills

- Relinquishing control and authority over the students learning

- Learning to balance covering course content with student-centred learning

In one of the lab courses at the Faculty of Science we're starting to use group quizzes. The students get a quiz, complete it individually and get 80% of their mark this way. They hand it in and then right away get into a group of three or four and work on the same quiz. It's very helpful for students who don't know the answers—they get immediate feedback on the answers—but it is also helpful for students who do know the answers: they have to articulate and communicate the ideas. Research has shown that there's benefit in articulating and explaining the answer, even if you knew it already; it's easier for an advanced novice to explain something to a beginner than for an expert to explain something to a beginner. The idea is that the advanced novice is closer to the misconceptions; to the experts, the misconceptions make no sense. Twenty percent of the grade in this quiz comes from the group grade. The key is to make sure the students who already knew the

answer understand that they benefit from explaining it. The other students get to see that their peers knew the answer, and they probably could have known the answer themselves if they had been better prepared. They also get more targeted, personal help. Most of them wouldn't have asked the TA for the help. The easiest way to learn is one-on-one, so working with a small group benefits them.

When I teach smaller classes, students can move desks so I use groups of three to four more often. Groups are a little harder in classrooms with fixed seating. It just means you need to be creative, though; it can be done. In a larger class, I'm more likely to have students in pairs. Here's an activity I have found to be very effective if I have two definitions in a row that are a little complex or a source of common misconceptions. Traditionally I would ask students, "Do you have any questions?" But I would get a sea of blank faces, they all think they understand it. So I have them partner off and label themselves partner A and partner B. Partner A describes the first definition and then Partner B describes the second. And then I ask if there are any questions. Because they've had to try to manipulate it, use it, explain it in their own words, they realize that they didn't get it. After that the problem is stopping the questions! Before and after activities such as these I try to be explicit with the class about why I'm doing it. This can help them understand more about their own learning process.

I try to see how something that's traditionally a barrier in engaging students can be turned into an advantage. Many people dislike teaching when students have tiny folding desks attached to seats in some lecture halls. But recently when we were learning about landslides, we needed to discuss forces acting on a slope. I had the students work in pairs using the little folding desks for an experiment. One student raises the desk with an object on it, and the other observes and measures the angle at which the object slides off the desk. Having them do it in pairs makes them more likely to do it! Afterwards they can discuss their results

and the implications in small groups. So this quick group activity made a good introduction to discussion about the forces affecting landslides. I also mentioned the real-life application of studying forces: I tied it directly to Highway 99 and the preparations for the Olympics. It would be embarrassing for Vancouver if there were a landslide and a bus of tourists was wiped out! People can see the implications right away.

The next time I have the students do this experiment, I'm going to have them make predictions before the experiment. Some of the literature I've been reading about teaching suggests if students make predictions first, they're more invested in their learning: they want to find out the results. I'll have them submit their predictions using their clickers (wireless Personal Response Systems). When students key in a response, all of the responses are amalgamated and can automatically appear on the projector as a histogram; you can see the distribution of responses in the room instantly. Then they will work in pairs, complete the experiment, key in their actual results, and again you see that distribution. Then I would say, "Turn to your partner and discuss what forces you think are in play in that object." I have a wireless mic, and I'm a pacer, so I walk around while they're talking. Then I might ask the whole class for their answers, and having discussed it for a while, students are much more likely to volunteer answers.

Using clickers like this or with well thought out multiple choice questions is a great way to get participation and interaction in a large class. You don't need to use them all the time, you can sprinkle just a few in a lecture. Some students get a little frustrated with clickers; they often use multiple choice questions, which challenge some people if there isn't a clear right or wrong answer. However, if your exams are multiple choice, it gives students a chance to practice prior to the exams. The real benefit of the clicker technology over "raise your hands"—which is what I've done for years—is that both the students and the instructor get feedback right away about what students are

thinking. It encourages professors to discuss misconceptions, because you can see right away if many students have those misconceptions. It helps me know what students are thinking, and it engages their participation. People who aren't willing to put their hands up are usually willing to push a button.

For these or any large group activities to work you must start the activities on the first day! Don't toss it in to your classes in week six or it will backfire. People have to get used to it before they settle into their comfort zones. Also, walking around, making sure people are actually in groups is helpful. If I see one person sitting by themselves not doing anything, I'll ask them "Who's your partner?" Often people sitting alone will be in a lower-density area, so there are other singles around to pair them up with, or they can join a pair. After a few classes

they're likely to always sit in proximity to others because they expect they'll have to pair up. Also, I make sure that students introduce themselves to each other not just to people on each side, but also in front and behind. I also remind them introduce themselves repeatedly and not to worry if they forget someone's name.

Tell them why you are doing this and how you think it helps them learn; if they understand why it's important getting them to buy in will be much easier.

-Brett Gilley,
Science Teaching and Learning Fellow,
Carl Wieman Science Education Initiative and
Earth and Ocean Sciences
The Carl Wieman Science Education Initiative has developed a guide for instructors who are interested in using clickers: http://www.cwsei.ubc.ca/

2 **Students develop the knowledge, skills and dispositions of global citizens when *content is learned within a relevant context, which emphasizes learning that extends beyond the classroom*. This can mean that students are provided with opportunities and encouraged to apply content to their own past and present real-life experiences. Learning is also contextualized when students engage in learning experiences outside the classroom that involve applying theory or skills to context-specific situations.**

When contemplating how to locate content in a relevant context, consider:

· What is the real-life situation or need that makes your classroom relevant? Why is it important?

· How can the learning objectives you have established help students take action and address that situation or need?

Having students learn how to think in the discipline takes on a unique angle in my course. It's a 3rd year science course elective for students who are not majoring in the natural sciences. Students major in a variety of disciplines such as human kinetics, literature, poetry, philosophy, sociology and anthropology. One of the objectives of the course is to motivate students, who often don't have any biology background, to think about and explain principles of ecology, so from that perspective they are asked to think in the discipline, albeit one that

they are not used to! It's from a very practical perspective, such as their interests, other courses they take, things they would like to do in the future —so basically their life!

Early in term, I give them a map of the world that doesn't have cities or political boundaries; it's organized by types of habitat called ecosystems. This is a total shift for most people. You expect capitals or countries, and instead you get where chaparral is found, or taiga forest or deserts. I've

done so many different activities with this map! I give it to them early in term and invite them to make notes throughout the course. And I ask them to add a layer of their own personal experience. I want them to make particular kinds of references to their use of the natural world and their potential impacts on it.

We have aspects of world travel running through the course where they talk about where they've been and where they'd like to go. People bring in artifacts, photos, stories, etc. For example, I have had students who have been snorkeling at the Great Barrier Reef in Australia. So, first, they're talking about coral reefs, a habitat type. They might then do a research paper that demonstrates where in the world coral reefs are and something else about their ecology based on the primary literature. They might also choose to do one of their 'flexible assignments' about how to protect coral reefs. Through these assignments, they help show fellow students that if you go on a coral reef tour when you're traveling, reputable companies would tell everyone: "Don't step on the coral, it'll kill it!" And to wash off sunscreen and chemicals before stepping into the water. There is so much potential for linked assignments all based on a students' interests and experiences: what ecosystem is it you have traveled to, what living organisms are found there, how does that relate to abiotic (non-living) components? They can choose. They focus on the ecology and often on learning from their fellow students, and it is often re-packaged into something on the course website or something to be used by future students. "If you go to this part of the world, where there is this ecology, here are five things you need to know to protect it."

This is just one example of how the map triggers the kinds of research and class contributions students do. They then include it at the end of the term as part of a learning portfolio. The world map is then also a focused way for students to pay attention to what other people contribute and what I contribute throughout the term. And they have to figure out a creative and attractive way of presenting it. It shouldn't have every detail from the course on it; they have to choose. What I want to impress to the students is there isn't just one way to describe an ecological system. Science does not have just one answer to every question. The "answer" depends on how persuasive your argument is, and to a great extent, what interests you.

There is a big emphasis in all of the activities and lessons—whether it is about ecosystems, biodiversity or nutrient cycles, which are the basic principles of ecology that we work on in the course—it always has the connection to students and their lives. In another example, the first outdoor classes that we have, I ask students, "Guesstimate how many times have you walked through some part of campus." The next question is, "Can you list five plants or animals that you've seen on campus?" Many of them can't name one! But by the end of the outdoor classes they've got a giant list! I did my best to fit the course to my philosophy that the more people know about something, the more they're apt to care about it, and take action to protect it.

I think even students majoring in ecology would benefit from this course, because it looks at issues from a much broader angle than most biology courses do. I suppose there might be some faculty members who would look at the content in my course and say, "There's hardly anything there!" I would counter by asking them to consider, in their content-heavy courses, "How much learning is in the course? And how much have they acquired tools and attitudes that they can take away and use for the rest of their lives?" I would always choose students connecting one principle of ecology to their lives and really showing that they understand it by how they live it to the alternative of them 'being taught' ten principles that they say back in the final exam but forget as they walk out the door.

-Alice Cassidy,
Part-time Faculty, Department of Zoology,
Faculty of Science, and Associate Director, Centre
for Teaching and Academic Growth

Community service-learning (CSL) is a good way to make the connection between whatever the course content is, and what I consider to be a crucial piece of global citizenship: the motivation and capacity for agency—being able to go from the abstract and theoretical to the active and concrete. What CSL can offer is a way to get students to apply their learning in the world. To me, global citizenship is not a theoretical imperative. It's very much about critical thinking, appreciation for diversity, analysis of the systemic underpinnings of whatever you're seeing on the surface—but if you see all that and you're not doing anything, it's not global citizenship—it's armchair global citizenship. What CSL can offer is a very straightforward mechanism to make the connection between the theory or the analysis, and the linking of that analysis to real-world problems, and *doing* something. One of the fundamental weaknesses in the institution of the university, I believe, is the disconnect between theory and action.

There's a critical need to ensure that students have the *belief* that they can do something, and have the *capacity* to know what's skilful to do in a certain context. There's a perfectionism in the academic environment, a legitimate ethic around not going off half-cocked about a problem, but the way that tends to be practiced results in so much discussion, analysis and contestation that the energy and momentum to actually *do* something is lost and destroyed in the process of argumentation. Part of why the energy and momentum gets lost I believe is because in the university there's not the pragmatism that we see in, say, the business world or the non-profit sector: where they are more likely to say "Yeah, this is really difficult and we don't fully understand it, but we have to do something about it. We don't know the perfect answer, we don't have the empirical data that we might like, so what's the best thing we can do, given what we know, acknowledging what we don't know?" In many respects, the university has the luxury of being in the position of not necessarily having to do something; they're not called upon in the way other sectors are, that have to do something, have

to act. It's one of the things that CSL requires the University to change. I think it's one of the reasons CSL is sometimes a tough sell: you have to take risks and you have to expose yourself to failure, and you have to act in the face of uncertainty, and knowing there are some things you don't know.

Reflection is one of the key components of CSL, and I believe it's the piece that gives it power as a pedagogy. Not all students who reflect have their horizons broadened or minds opened or stereotypes unpacked, but if students are not doing reflection those things are very unlikely to happen. In my graduate course, my students are being taught to be a project leader of a group of undergraduate students for a CSL project during Reading Week. The graduate students are required to write weekly reflective journals that I give feedback on almost every week. Sometimes I give them specific questions as the focus of the journal, sometimes we generate the question together as a class. I ask them to make a connection between the readings and discussion in class, and their own personal experience, thoughts, and feelings. The reflective dialogue space is one where you can think out loud, you can imagine a scenario or imagine an idea without necessarily having all your arguments lined up the way you would need to if you were building an intellectual argument—without risk of being judged or attacked, but understanding that you can be confronted in a curiosity-driven kind of way. Most university students are familiar with talking about a paper and coming to understand what an author was getting at and understanding how that connects with other things you're studying in the course—that kind of construction of shared knowledge is very intellectual. Students are used to that. They're also used to debates and arguments. I don't think in most university courses students are taught how to engage in reflective dialogue.

I think one way you do that is making it clear that reflective dialogue is different from what students are used to doing. Another way I try to highlight the difference between reflective dialogue and traditional academic discourse is pointing out that

reflective dialogue requires bringing in your own subjective personhood, as opposed to some disciplines where students are discouraged from using use the word "I" in a paper or expressing an opinion that is not substantiated by evidence. In reflective dialogue, we're trying to encourage students to make connections between experiences they have had and the substrata of their own beliefs, worldviews, fears, and hopes.

I'm starting to experiment with more fun ways to get students to be reflective, because we also know from the Learning Exchange experience that oftentimes when you get a group of under-graduates together and say, "Oh, we're going to do structured reflection now," they will roll their eyes and groan. So we're trying more and more to build reflection into the CSL experience with informal, unobtrusive kinds of methods that don't set up reactivity and resistance. So it becomes a seamless experience that is integrated with the time students spend in the community.

-Margo Fryer,
Assistant Professor, School of Community and Regional Planning and Founding Director, UBC Learning Exchange

3 **Students always have the responsibility to shape their own learning by choosing how much to engage with the content of the course. However, teachers also *determine the extent of power and responsibility students have for shaping the classroom environment and their learning experience*.**

In a traditional classroom students have, at minimum, the power to decide when and how to do their homework and study. A democratic, power-sharing approach in the classroom is foreign to many students, yet it provides both students and teachers the opportunity for "alternative social development, alternative ways of being, knowing, speaking, relating, and feeling, beyond and against traditional classroom arrangements".* Classrooms that grant more power and responsibility to students model the value of global citizenship by requiring higher degrees of decision-making and participation of students. In addition, they provide learning labs where students can practice critical skills and dispositions of conflict resolution and of engaging in a community of inquiry.

Pedagogical approaches that give power and authority to students°

> Problem-based learning
>
> Critical emancipatory pedagogy
>
> Feminist pedagogy
>
> Participatory action research
>
> Action learning
>
> Community service learning
>
> Amongst others...

Teachers have the authority to decide when to share power and how much power to share with students in setting learning goals and objectives, selecting course content, determining classroom norms and processes, and formulating the questions that guide discussions, lectures and assignments. In addition, teachers determine what role students play in assessment and evaluation.‡

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* Shor, I. (1996). *When students have power: Negotiating authority in critical pedagogy*. Chicago, Illinois: University of Chicago Press. p. 62.
‡ See *Assessment of learning*, pp. 73-82, for more discussion about students' roles in assessment and evaluation.
° Adapted from: Sipos, Y., Battisti, B. & Grimm, K. (2008). Achieving transformative sustainability learning: engaging head, hands and heart. *International Journal of Sustainability in Higher Education. 9*(1), 68-86.

In my first year biology class, "Genetics, Evolution and Ecology," students can choose whether or not they will do a project worth 15% of their grade, and they can choose what kind of project to do. They can write a report on a research paper (chosen from a list or independently); they can write a term paper about creationism and evolution; or they can do a Reading Week community service-learning (CSL) project, teaching children science in Downtown Eastside elementary schools. All of the projects have to be things they can do without much help from me, because I have 450 students.

The Reading Week projects are most popular, but there are only 40 places so it's first come, first served. I pass the students' names over to the Learning Exchange people who coordinate Reading Week CSL projects. The students earn their grade by writing a report for me on 1) what they had the children in the classroom do, 2) what biology they hope the children learned, 3) what biology they learned, and 4) what else they learned. They're encouraged to think about what they've discovered about the world, about themselves, the nature of teaching and the nature of learning. Because grades drive everything, especially in the first year, giving students academic credit for community service learning sends them an important message. It says the instructors attach value to this; as part of your education, we want you to learn these things.

My students are also required to read a book on sustainability, but they each get to choose which of four popular science books to read. Their reading is evaluated by a final exam question asking, in the context of the book they read, "What was the major issue the book was pushing?" and "If you had one day to invest but no money to spend, what would you do that would help make this problem better." My exams are open-book, and the students know in advance that they will to have to write about what they would do to reduce the problem. They are allowed to write only 80 words, so it's basically a long paragraph. Some of the answers are quite naïve and simplistic, but I assess them very gently; if they say anything sensible they get most of their marks. What matters is that they read a book that raised their awareness of global sustainability issues, and that they had to think and write about what they would do to solve these problems.

Some things students have a choice over, but other things they don't. Students have reading quizzes before each Monday's class, just to check whether they have read the chapter assigned for that week. I tried letting students also choose (at the start of term) whether their quizzes would count towards their grade. (With our course-management software [Vista, WebCT] it's quite easy now to keep track of complex grading schemes and options, using different grading sums for different combinations of choices.) However almost everyone opted to do the quizzes last year, so this year it went back to being a no-choice component of the course. I also tested having the 5% mark for in-class clicker question answers be optional, but this year it's instead used as a 'bonus', counting only if it will raise a student's grade.

As an instructor, I think it's important to be open with students about the practices of what I'm doing and why I'm doing it. It's part of the goal of creating self-reflective learners, students who think about the learning process. When I have students do things I try to explain why we're doing it. This helps motivate students around why we're doing things in the classroom. Because they actively chose what to do, they're much more willing to work hard, because it's their choice. They have to choose what they're going to do, and whether they're going to a project, in the first two weeks and they can't back out. Even the ones who said "I had to read that paper six times! It was so hard!" They're not complaining, not blaming; they chose it.

-Rosie Redfield,
Associate Professor, Department of Zoology

Esther and Maureen, both students in Sociology, created a syllabus together for their student-directed seminar and found a professor to support them and sponsor the seminar. Each class session covers a different topic—that the two student facilitators identified in advance—and is lead by a different student in the course.

We set up a framework, but all the details and the frame itself will be shaped by the students. [Prior to the semester's start] we have a meeting with students from the class to get feedback, what they think about the syllabus, to decide 'what I want to do, which week do I want to do it in.' They'll be responsible for providing the class with the readings for one week, on the topic of the week. We're laying the groundwork but everybody is going to be making it what it is.

The seminar is peer-graded. It is kind of problematic, but at the same time it's a good experience for students to reflect: "Does my work really reflect on the class outcomes we set on the first day?" When you get to evaluate other people's work, you see the level other people are at, so that involves another reflection on yourself. Everybody knows where everybody else is at. Having Sociology students evaluate Commerce or Engineering students is challenging: what criteria do you use? We establish rubrics for each assignment together. Sometimes you [as a facilitator] have to give the class choice, and not decide everything from scratch. Everyone has different strengths, so they want their strengths reflected in the assessment. In our role as facilitators, we have to make some decisions as well. For example, deadlines for assignments.

We're giving students a framework, and the entire class is going to be working at the same pace, but students can do their own exploration of the topic they're interested in. Everyone will participate in a community service-learning project we're calling a Creative Project. With so many disciplines represented, people are going to go everywhere! We're going to have an online blog, so people can go more in depth in topics that we couldn't spend a lot of time on in class.

The creative project is mandatory. It involves the community service-learning project, as well as your reflection on your project, as well as anything you develop on that topic. It could be a formal paper, a video, a scrapbook. There is room for everyone to present what they want to present. The last class is dedicated to people presenting what they'll learn.

But it's hard! Until we all come together, it's all up in the air.

- Esther Yuen and Maureen Mendoza,
Undergraduate students and facilitators,
Student-directed seminar
Think Globally, Act Locally: Citizenship in Vancouver,

Exercises

1 **To consider how you might create new *opportunities for students to work in small collaborative groups within the classroom setting*, try answering the following questions.**

1. Make a list of all the ways you have already used collaborative group-work in your teaching.

    - _____
    - _____
    - _____
    - _____
    - _____
    - _____

2. Brainstorm at least three new ways you can integrate small collaborative group-work into your teaching.

    a) _____

    _____

    _____

    _____

    _____

    b) _____

    _____

    _____

    _____

    _____

    c) _____

    _____

    _____

    _____

    _____

Select at least one of the ideas from question #2 to expand in the following questions.

3. What resources and materials might you need to make that change? How can you capture them?

4. What new knowledge and skills do you need to facilitate that change?

5. Where can you find resources to help you gain the knowledge and skills you might need?

6. What are two things you can do to prepare students for the potential discomforts of working actively in groups or pairs during class, when they might be accustomed to receiving information from the instructor?

a)

b)

2

To encourage learning of content within a *relevant context, which emphasizes learning that extends beyond the classroom*, try answering the following questions.

1. What is the real-life situation or need that makes your classroom relevant? Why is it important?

    _____

    _____

    _____

    _____

2. Think of a learning objective you set in *Learning goals and objectives*, pp. 35-43, or of a specific learning objective you have used or plan to use that addresses a key element of global citizenship. If students meet this learning objective, how will they be better equipped to address the situation or need that makes your classroom relevant?

    _____

    _____

    _____

    _____

3. Brainstorm at least two ways that you have, or you could, provide opportunities for students to apply their learning to their own past and present real-life experiences.

    a) _____

    _____

    _____

    b) _____

    _____

    _____

4. Brainstorm at least two ways that you have, or you could, revise your course or program to involve students in learning experiences that extend outside the classroom to context-specific situations.

    a) _____

    _____

    _____

    b) _____

    _____

    _____

Select at least one of the ideas from question #4 to expand.

5. What are the challenges or obstacles to making that change?

6. What resources and materials might you need to make that change? How can you capture them?

7. What new knowledge and skills do you need to facilitate that change?

8. Where can you find resources to help you gain the knowledge and skills you might need?

9. What are two things you can do to prepare students for that change?

a)

b)

3 **To determine the *extent of power and responsibility students have for shaping the classroom environment and their learning experience* when you teach, try answering the following questions.**

1. Make a list of all the ways students have power and responsibility for shaping both teaching and learning in your course/program.

    * _____

    * _____

    * _____

    * _____

    * _____

    * _____

2. Make a list of the decisions you make about teaching and learning in your course/program that students have little power and responsibility for shaping.

    * _____

    * _____

    * _____

    * _____

    * _____

    * _____

    Select one of the decisions that you make about teaching and learning in your course or program that students have little power and responsibility for shaping. Use this for the rest of the exercises in this section. When you are done, you can go back and select another decision to analyze with the same questions.

3. Brainstorm three or four ways that you could involve students in making that decision about teaching and learning in your course or program. For the sake of brainstorming, let yourself be wild: consider power-sharing possibilities that may initially seem too radical for your comfort.

_____

_____

_____

_____

_____

_____

_____

Select at least one of these ideas from question #3 to expand. Remember that this is a thought exercise to challenge your assumptions about the roles students can take in assuming power and responsibility for teaching and learning. Let yourself be creative.

4. What are the challenges or obstacles to making that change?

5. What resources and materials might you need to make that change? How can you capture them?

6. What new knowledge and skills do you need to facilitate that change?

7. Where can you find resources to help you gain the knowledge and skills you might need?

8. What are two things you can do to prepare students for that change?

a)

b)

Assessment of learning

Assessment plays an important role in allowing you to evaluate whether your students have met the goals and learning objectives that you have set for your course. It also provides feedback to help students learn more effectively. In addition, what you assess and how you assess student learning reveals whether you 'walk the talk' of global citizenship education.

Even before considering global citizenship, you may ask yourself the following questions as you think about assessing student learning:

- How can I use the goals and learning objectives of the course to decide what to assess?

- What sorts of assessment techniques will I use and why (e.g., exams, papers, presentations)? Will I assess students only individually, or through some group work?

IN THIS CHAPTER, we will pose exercises to inspire and stretch your imagination to find new possibilities for assessment as you consider:

- Your assumptions underlying assessment of learning

- The importance of assessing the development of global citizenship in the domains of knowledge, skills and dispositions

- Cultural and disciplinary differences that students bring to the classroom

- In what circumstances and for what purposes might it be useful to ask students to assess themselves? What could it look like?

- How can I design assessment methods to function as learning tools for the students as well as the means of assessing their learning?

- Are my students familiar with the approaches to assessment I have chosen? How can I ensure that my expectations for the assessment method are made clear to students?

- How often will I provide opportunities for assessment, and why?

- How will I provide feedback to students about their progress? To what extent will I provide opportunities for students to engage in dialogue with me about their progress?

- How will I translate the assessment methods into marks?

- How will I use the information I will collect from the assessments of student learning? Will they change/effect my teaching? Will they change/effect future assessments?

1 **Consider the *assumptions that underlie how you tend to choose assessment methods*, and the degree to which these may be informed by implicit disciplinary or cultural norms. Traditions and habits may have developed because they lead to sound, tried-and-true practices. On the other hand, they may be rooted in traditional views of the teacher as expert and the student as empty vessel to fill with information and knowledge; from this standpoint—one which is not consonant with our working definition of education for global citizenship—assessment is merely testing whether the vessel is appropriately filled.**

Factors shaped by tradition and habit (which may be based on unexamined assumptions)

· Students expect it

· Students want "objective" evaluation

· What my colleagues do

· A norm in my discipline

· What I experienced myself as a student

· What I have done often and am comfortable with

· I believe it is good teaching practice

Remember: Assumptions are beliefs that ground, motivate or explain other beliefs or actions. We are generally not aware of our assumptions until we engage in critical reflection to make them explicit. The assumptions underlying our strategies for assessment of learning can be shaped by personal, disciplinary, cultural or other norms. Unrecognized assumptions will drive our choices in teaching, perhaps to places we would rather not go! Becoming aware of our assumptions is a first step towards making intentional choices that foster and model global citizenship.

Factors shaped by responsiveness to students and your learning objectives

· Students have requested it

· Students have expressed that they have enjoyed it

· Students have expressed that they feel it assesses their learning accurately and fairly

· It is the best method I have found for assessing I have the learning objectives I have set

· I believe it is good teaching practice

The course I teach is a workshop course, part of the Coordinated Science Program (CSP). One of our purposes is to help students integrate what they are learning amongst their courses in the program. Last year we had a global citizenship and sustainability theme, but even when we don't have that theme, we do things like debates on science-based issues that almost invariably have a political, economic or ethical element. The CSP students are all first year science students. They take the same lecture and lab courses and the same final exams as other science students. The CSP Workshop is the one extra course that they take with us. Our number one purpose in the CSP Workshop—though it isn't precisely what we put in writing—is that students will learn to work with each other; in addition to studying for their other courses, what they do together is the activities in the workshop. Most of the students who completed CSP over the past twelve years said that they really loved it; in particular that they got to know people they could work with: "When we were in the workshops we thought they were a bit silly, but looking back I learned how to do things together and contribute to team learning. Those were valuable learning experiences."

In the workshop we want students to participate actively, and we want them to think it's more than a summer camp type course—though of course you can learn a lot in summer camp! To get students to participate, we need to convince them that they're doing relevant work. For example, one of the assignments we give them is to create a website. Besides creating a website, each student is responsible for evaluating two or three other people's websites; we assign who evaluates whose. We put together a marking rubric that asks questions like "How easy was it to navigate this site? Did it really capture your interest? Were materials properly referenced?" This is partly to make sure they see each others' work. Also, when they examine someone else's website critically, it helps them (in principle) to examine what they've done themselves.

In some of our workshop sessions we give a quiz, like a standard exam. From my perspective, the reason for doing it is that it's a good way for students to realize whether they got the material or not. For me it has the convenience that I can give them a mark, and one that they know where it came from—it is "objective."

-Bill Thompson,
Instructor, Coordinated Science Program,
Faculty of Science

You can anticipate receiving both positive and negative reactions from your students and colleagues about unconventional methods of assessment, even if they are well established in other disciplines. You can reduce negative feedback from students by providing a clear explanation of the purpose of using a new assessment method, and how that method is linked to your clear and concrete learning objectives. Finally, although negative feedback can be painful when you are working hard to create meaningful learning experiences and assessment tools that foster global citizenship, consider what you can learn from negative feedback that can help improve your methods of assessment.

2 **When you created your learning goals and objectives (*Learning goals and objectives*, pp. 35-43), you considered which of the *key elements* in developing global citizenship (pp. 8-9) were most critical to your program, course, lesson or activity. Now you can design assessment methods that capture the *development of global citizenship in the domains of knowledge, skills and dispositions*. If you designed learning objectives that articulate *who* (the learner) will do *what*, under *what conditions* and *how well* (to what standards or criteria), selecting assessment methods may be straight-forward.**

If at this time you have not designed learning goals and objectives that are linked to any of the key elements in developing global citizenship, but are still hoping to assess your students' development as global citizens, return to the table of key elements (pp. 8-9). The table enumerates **knowledge** and understanding, **skills**, and **dispositions** (values and attitudes) that global citizens possess. A course, program, lesson or activity that fosters global citizenship will aim to develop some of the key elements, so now you can select the key elements that are most important to you, and consider how you might assess them.

In the community course I teach at the masters level in social work, I encourage the students to think about creative formats for presenting their work, beyond the essay. The reason I really push them to explore their creativity is because among students in professional degrees, their ability to wonder, to be amazed, to be surprised by the world, is not very well exploited. They become very concerned with professionalism as 'advanced skills.' I know [the purpose of a creative project] is vague for the students; they wonder, "what is this good for?" But it's the idea of how to develop those abilities and an attitude to knowledge that allows to wonder and to be surprised.

> The ability to wonder, to be amazed, to be surprised by the world relate to several of the key dispositions of global citizenship that were identified on p. 8: open-mindedness and curiosity, welcoming opportunities to learn from other cultures and societies, empathy with others' views and needs, and perhaps others.

For their final project, they do a group presentation which is a key presentation and I encourage creative formats. Afterwards it is a challenge for me, the decision on how to grade them. How am I going to grade this? I think the ideal would be not to grade.

I have had assignments submitted in various formats: visual art, performance, videos. One student worked with the Tenants Rights Association, and submitted a design for a traveling exhibit to celebrate the organization's 25th anniversary. In all these cases, the thing is, that's good, but how am I going to assess it? The student who designed the traveling exhibit also submitted the proposal she wrote, which integrated the exhibit rationale and community development theory. Artists have submitted artist statements. Two students did a video on community gardens. Another two students submitted a game on housing.

I have criteria for the final project in the syllabus:

· coherence between content, image and vision

· clarity of ideas

· originality of ideas and vision

· proper balance of integration of ideas from course

· design of visual material

The course is really interactive, in a way that is not only problem-based but particularly activity-oriented in each class. In each class I have one specific activity. For example, in one class we construct together a historical timeline of community development. The students collect information to construct a history of community development that is inclusive of different approaches and experiences. What images and

dates should be included? They bring their own notecards with dates and images. I also have my repertoire of cards that I provide. I break them in groups, and give each person 15 cards and ask them to select five. Then each group has to engage in a process of negotiation to narrow down the cards to five for the whole group. Some groups set up criteria for selecting cards, some groups use persuasion; I don't tell them how to engage in negotiation. So each individual class has an activity, maybe debate, popular theatre, and others.

- Pilar Riaño-Alcalá,
Assistant Professor, School of Social Work

3 *Cultural or disciplinary differences that students bring to the classroom* **can affect their performance on assessment tasks, leading to problems that could be addressed through making instructions and expectations as clear as possible. For example, what is considered the norm for writing essays may differ between disciplines and even cultures in ways that can lead to student confusion and frustration.**

Besides a lack of attention or adequate preparation on the part of the student, some possible reasons that students might perform poorly on assessment exercises could include:

· your instructions or your expectations haven't been explained sufficiently (perhaps due to an assumption that students already know how to complete the type of exercise in a way you expect)

· disciplinary or cultural differences in what students believe instructors expect

· disciplinary or cultural differences in what counts as evidence: the criteria for assessing knowledge or excellence

· disciplinary or cultural differences in the valuing of personal reflection and experience or real-life applications

· a need for more feedback to students on earlier assignments

Assessment of learning and marking: Challenges and questions

There is a difference between assessment of learning and marking. Marks are generally quantitative summations of student achievement in a program, course, or assignment. They may be used to reward effort and motivate students, to communicate information about student competency to administration and future employers, and to compare and discriminate among students.

Instructors have institutional and societal constraints in relation to marking. Virtually all teaching contexts demand marks. Some departments and faculties require marking on a curve. Nonetheless, despite our constraints, it is worth asking tough questions about the relationship between marking students and fostering their global citizenship.

· Marking on a curve fosters competition among students, since the success of some demands the failure of others. Competition for marks erodes the trust needed to maintain a community of inquiry. How can we build a community of inquiry in an environment that demands marks?

· Students who have been successful in their schooling have had a lifetime of programming to view marks as a measure of their value. They are often driven by marks rather than by learning, which may limit their openness to experimentation and risk-taking in the learning process. How can we ask students to take up dispositions that are key elements of global citizenship, such as a concern for justice, an empathy with others' views and needs, and a willingness to speak up for others, when we must model competition and individuality by marking them on their learning?

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- Instructors need to make difficult decisions between using assessment to track individual student progress or to 'measure' students to an abstract standard which may be difficult to maintain consistently, especially when assessment is based on qualitative, interpretive or subjective judgments. How can we encourage students to develop their own skills of evaluative judgment when we must reduce their autonomy by judging their value with marks?

Exercises

1 **Consider the *assumptions that underlie how you tend to choose assessment methods*, and the degree to which these may be informed by implicit disciplinary or cultural norms.**

Check off all the methods you typically use to assess student learning. Add any techniques that are missing from the list. For each method that you use, evaluate which factors play a role in your choice to use that technique. Add any factors that are missing from our list.

Why do I use this method of assessment? Check all that apply

METHOD	Do I use it occasionally or often?	It's what my colleagues do	Students expect it	A norm in my discipline	What I experienced myself as a student	What I have done often and am comfortable with	Students have requested it	Students have expressed that they have enjoyed it	Students have expressed that the assessment reflects their learning accurately and fairly	It is the best method I have found for assessing the learning objectives I have set	I believe it is good teaching practice
Multiple-choice or close-ended quizzes/ tests/exams											
Essay exams											
Term papers											
Response or reflection papers											
Group projects											
Class presentations											

Road to Global Citizenship: An Educator's Toolbook

Based on the table on p. 79, the factors that have most often guided or influenced my choice of assessment methods up until now are:

_____

_____

_____

_____

_____

_____

_____

1. Look again at the reasons that you indicated shape your choice of assessment methods. List at least two assumptions that might underlie these choices. Assumptions might be related to: how students learn best, how students can best demonstrate their learning, the student-teacher relationship, constraints that limit your agency as a teacher, expectations from students or expectations from your department or faculty.

a) _____

_____

_____

b) _____

_____

_____

2. Stretch your imagination: If I were to include additional or new assessment methods that were shaped by responsiveness to students and my learning objectives, two methods I might explore as possibilities are:

a) _____

_____

_____

b) _____

_____

_____

2 **Global citizenship includes fostering *skills and dispositions* (values and attitudes) in addition to developing *knowledge* (generic themes); *assessment can tap into student learning in all three of these domains*. Remember that both in-class and outside of class activities might be used to foster global citizenship. Considering the skills, disposition and knowledge relating to global citizenship that you hope to foster through your teaching (linked to *Learning goals and objectives*, pp. 35-43), try the following activities:**

1. Return to the table you completed on p. 79 that focused on the reasons that underlie your choices of assessment approaches. For all of the assessment methods you use, mark a "K" next to those that you use to assess students' knowledge, an "S" next to those that you use to assess students' new skills, and a "D" next to those that you use to assess students' dispositions.

2. Count your Ks, Ss, and Ds:
   · How many of your methods do you use to assess student knowledge? _____
   · How many of your methods do you use to assess student skills? _____
   · How many of your methods do you use to assess student dispositions? _____

1. If I were to include additional or new assessment methods to assess student knowledge, two methods I might explore as possibilities are:

a)

b)

2. If I were to include additional or new assessment methods to assess student skills, two methods I might explore as possibilities are:

a)

b)

3. If I were to include additional or new assessment methods to assess student dispositions (values and attitudes), two methods I might explore as possibilities are:

a)

_____

_____

_____

b)

_____

_____

_____

Was it easier to come up with assessment methods that address knowledge than skills or dispositions, particularly in relation to global citizenship?

Consider whether the assessment strategies you already use or are planning to use in your course(s) tend to focus on one of the areas of the definition of global citizenship more heavily than the others, and what reasons there could be to justify this weighting. Taking into account the goals and objectives you have for the course, reflect on whether or not you feel there is an imbalance and whether or not it needs to be addressed. _What new assessment method(s), from the exercises above, might you try to implement?_

3 *Cultural or disciplinary differences can affect students' performance of assessment tasks*, **leading to problems that could be addressed through making instructions and expectations as clear as possible.**

1. List an assessment strategy that you have used in the past that a significant number of students found challenging _or_ on which many students performed poorly _or_ that students expressed having trouble understanding or completing (what did they say they did not understand?)

_____

_____

2. Brainstorm and list reasons why students might have trouble completing this assessment exercise successfully in your particular course(s), or what factors might contribute to their difficulties. Might there be any reasons related to cultural or disciplinary assumptions on your part or theirs?

_____

_____

_____

_____

Feedback on instruction

Feedback on instruction helps you assess and evaluate the impact of your teaching or your lesson, course, or program. By gathering feedback, you are engaging in research. Specifically, you are asking a particular research question and then deciding what data to collect—most commonly from your students—and how to evaluate it. A research question you will likely ask is, "Is my teaching achieving my goals?" In addition, you may be interested in asking other questions about your instruction, even one as simple as, "What's going on here?"

The process of gathering and understanding feedback on instruction can be as formal and standard as using an end-of-course evaluation form mandated by your department or faculty. It can also be informal, such as asking students to reflect on teaching and learning in a mid-term oral feedback session, during which you can ask such questions as "How is the course going so far?" and "Is there anything you would like to maintain or modify?" Or, it can be as complex and generative as involving yourself and/or your students in an ongoing process of scholarly inquiry around teaching and learning.

IN THIS CHAPTER, we will pose exercises to inspire and stretch your imagination to find new possibilities for gathering and understanding feedback on instruction as you consider:

· What information you would like to gather from students

· How your process for gathering feedback on instruction may model your commitment to global citizenship

· How vulnerable you are willing to be in receiving feedback from students

· What to do with feedback once you have gathered it

· How your own critical reflection can be a valuable source of feedback on instruction

Even before considering how to assess elements of global citizenship in your teaching, you may ask yourself the following questions as you think about how you will capture feedback on instruction:

· What methods will I use for gathering feedback on instruction?

· From whom will I gather feedback? All students? A subset of students? My peers and colleagues?

· How often will I gather feedback?

· How will I evaluate my teaching based on the data I collect?

- How will I assess and compare different forms of feedback, for example department evaluation forms and informal oral feedback sessions?
- How will my evaluations affect how I teach, now and in the future?
- How will this evaluation influence the methods I use to gather feedback in the future?
- How will this evaluation influence my professional development and career opportunities?

1 **What do you want to learn *from students* about your teaching and about the activity, lesson, course, or curriculum itself? This is closely related to your goals and objectives for fostering and modeling global citizenship.**

"Students' perceptions are especially helpful to us when it comes to surfacing issues of power. Seeing situations through their eyes illuminates how power dynamics permeate and structure all their actions with us. No matter how carefully we monitor our actions, we can never really know their full impact on students."*

2 **How does your process for gathering feedback on instruction model your commitment to global citizenship? By gathering feedback from students, you demonstrate your willingness to consider the impacts of your actions—as a teacher and global citizen—on students in the classroom.**

The Critical Incident Questionnaire [CIQ] is a tool for gathering detailed and meaningful feedback from students devised by adult educator Stephen Brookfield.‡ At the end of a seminar or a series of classes, students respond anonymously to five questions that gauge specifically at what points in the seminar they felt most engaged and most distanced, what actions in the seminar were most affirming and most puzzling, and what about the class or seminar was most surprising.

In Environmental Sciences 200, an introductory course, we've used a Critical Incident Questionnaire which helps the students engage with their learning. It doesn't actually matter what exact questions we ask of the students, as long as they're questions that get them to reflect on their learning. We've had students respond through webCT, and it has been very effective. We use the CIQ once a week, and the question to answer is live on the web for 24 hours. The CIQ is optional, and

we've had about 50% take-up from students. Their responses are anonymous but we have statistics on which students are participating. In the first class of the following week the first thing we do is to bring in the responses we thought were most telling, most useful. We don't do a midterm assessment; it would be completely redundant. The CIQ is a wonderful tool. Two examples of how the critical incident questionnaire has worked.

1. Because it's a wide-ranging course, in a typical class we bring in a visitor to present to the students on a topic. The co-instructor and I provide the glue that holds the course together. The students have been given a pre-class assignment and they hand it in when they come into class. "Who is [name of the particular visitor]? Write three questions you'd like to ask the visitor." The questions can't be generic questions; they have to be specific to

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* Brookfield, Stephen D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass. p. 94.
‡ Brookfield, Stephen D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

the visitor. This means that we have 45 students, each with three questions. Through the CIQ students remarked, "We come with these great questions, but we never have a chance to ask them!" So we've changed how the visitors are prepared to come to the class so that students have a chance to ask more of their questions.

2. Through the CIQ, students said, "I have great difficulty asking questions in class. I'm intimidated. I have questions in my head but I don't know how to get them out." Now as an instructor, I've developed a habit of paying attention not to the visitor, but the class itself. And you can see when someone has something they want to ask. So I stop the class and make space for them to ask their question.

We ask students to read David Orr's article, "What is education for?" Orr suggests that it is critical to be aware of *how* you are learning, and *that* you are learning, not just *what* you're learning. That's what the CIQ is structured to achieve.

- Douw Steyn, Professor, Earth and Ocean Sciences

3 Determine how *vulnerable and open you are willing to be in receiving feedback from student*s. **How much you want to know about your teaching, and potentially (or ultimately) about yourself? What are you willing to discover? On which areas of your teaching are you open to receiving feedback? On which areas of your teaching are you not open to receiving feedback at the moment?**

4 What do you do with feedback from students once you have gathered it? **Taking action based on student feedback can be a powerful lesson about what global citizenship means in practice.**

For us, a measure of success for our course is whether we truly created a community of learners. Whether students truly feel that working with us was a collaborative process and not an authoritative act on our part and an obedient act on their part. Because we are learners, and it is to our own benefit to embrace that; that gives us meaning, it inspires us, it lets us feel that what we are doing is an unfolding creative act and not throwing out frozen french fries to be fed into the students' mouths.

In some courses we give students what I like to call the 'secret letter.' We do it in the middle of the road, about six or seven weeks into the semester. It is an unmarked course requirement to write an anonymous secret letter to the teaching team telling us whatever: the good, the bad, the ugly, in your own language according to your own mood, and enjoy the freedom we're granting you! If you're pissed off, say so! If you want to tell us we're fantastic, OK, but tell us how to improve. It's a one-page, taking the pulse of the class. Whatever suggestions we find that are enriching the course that we can put in practice right away, we do. And other things we do later.

For instance, at the beginning of the AGSCI core course sequence, ten years ago, students wanted more clarity and more direction in assignments. "What is it that we really need to learn to do well in this course? What do you want in an essay?" So we applied ourselves to produce extremely detailed guidelines for assignments. More and more detail and effort to attain clarity. Every year students were saying, "More clarity!" And we reached a point where students said, "Too many details in those guidelines!" So we had to start pedaling back a little bit. Another example: one of the assignments is the 'Experiential and Advocacy Journal,' a diary

about students' experience in the course. They used to submit it once a week, but it was too much work for the teaching assistants, so now students write their journal every week and submit it twice in the semester. At first we told students to write whatever they wanted, [but they asked for more guidance] so we started giving them guiding questions. Some students then said, "I don't want those guiding questions; it's *my* experiential and advocacy journal." Now we say, "They're just guiding questions, take two, and take them anywhere you want." There are students with different cognitive styles, different backgrounds and levels of experience. Some students need to be taken by the hand, and others need to be left alone.

-Alejandro Rojas,
Senior Instructor, Agroecology,
Faculty of Land and Food Systems

5 To gather feedback on instruction, educators most often turn to their students—but you can also look in the mirror and think critically about your own teaching. *Your own critical self-reflection can be a valuable source of feedback on instruction,* especially if you are committed to excavating the assumptions that underlie how you teach.

Remember: Assumptions are beliefs that ground, motivate or explain other beliefs or actions. We are generally not aware of our assumptions until we engage in critical reflection to make them explicit. The assumptions underlying choices we make about how we teach can be shaped by personal, disciplinary, cultural or other norms. Unrecognized assumptions will drive our choices in teaching, perhaps to places we would rather not go! Becoming aware of our assumptions is a first step towards making intentional choices that foster and model global citizenship.

Barbara Christen is a community-based trainer of adult educators who completed her masters in Adult Education at UBC in 2007. Barbara and four other adult educators have been meeting for two hours on an evening every month or two for the past six years to talk about their teaching challenges and engage in critical self-reflection. Each meeting begins with a round, each participant taking her turn to share how she is doing and what issues she is facing in her teaching.

After the round, the group assesses which issues are most urgent or require most support, and they use a self-reflection tool (see page 93) "to look at assumptions and suggest possible solutions." One of the participants tells her story in more detail, another facilitates the discussion, and the rest brainstorm the assumptions that might be operating in the story. For example, the story might be about a student who is chronically late to class. Barbara explains, "My assumption would be, 'she's not interested in the course' or 'she doesn't like me.'" The participants in the group offer other possibilities while the storyteller listens in silence: "Her train arrives at a certain time, or she has to drop off her children. So many things open up that I simply did not think about. The point of this tool is to be open to all the assumptions that the others can think of. So in this case we'd probably have 10

or 15 or 20 assumptions."

The facilitator helps the group raise assumptions from both the teacher's and the student's point of view. The storyteller identifies which assumptions from the list may actually be operating in the situation, and the group turns to brainstorming possible solutions or strategies for action. "From there my colleagues brainstorm what I could do, based on every one of the assumptions that I have selected, because we don't know which one is true. At the end it's for me to decide which assumption makes the most sense and what I want to try."

Barbara has found the now close-knit group an invaluable resource: "Mostly I'm amazed at what people think of: things that I have never thought of. So many possibilities! Because I'm usually captured in my own mind-frame, and I have [my own] assumptions that I'm quite strict on. By opening up the assumptions, so many possibilities open up."

-Barbara Christen,
Community-based Adult Educator

Exercises

1

To determine what you *want* to learn through *students' feedback*, try this exercise:

1. Review the goals and objectives you have set for your students (perhaps on pp. 40-43). The rest of this exercise will assume that you have a list of goals and objectives in front of you.

2. Add any unexpressed (or "secret") hopes, wishes, or goals you have for the students or for your own development as an instructor.

> For example, do you want to know whether your teaching helped students connect course content with local and global issues? Or whether it encouraged students to consider the impact of their personal choices? Or whether it inspired them to take action beyond the scope of the course?

3. Choose one of your goals, objectives and "secret" hopes. Now think of an activity/lesson/course or approach to instruction that you intended to meet that goal, objective or hope. Answer the following question: "What kind of information (data) gathered from students might let me know how the activity/lesson/course or instruction modeled or fostered global citizenship?"

2 **To explore *how your process for gathering feedback on instruction models your commitment to global citizenship*, try answering the following questions.**

    1. How do you generally gather student feedback? List all of the strategies you use.

    2. What other strategies can you brainstorm that might provide valuable information about your teaching as you strive to develop knowledge, attitudes and skills of global citizenship?

    3. How often do you solicit student feedback, formally and informally?

    4. In your ideal classroom, how often would you gather feedback from students? Why?

    5. If you have developed specific goals and objectives for fostering and modeling global citizenship, examine each goal or objective. For each, what new strategy or strategies for gathering feedback on instruction might be warranted?

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3 **To determine *how vulnerable and open you are willing to be in receiving feedback from students*, spend a few minutes journaling on these questions:**

1. How much do you want to know about your teaching, and potentially (or ultimately) about yourself? What are you willing to discover? On which areas of your teaching are you open to receiving feedback?

2. On which areas of your teaching are you not open to receiving feedback at the moment?

3. How have you encouraged—or discouraged—dialogue in your classroom about power dynamics and relationships between yourself and your students? How could you utilize such discussions to model global citizenship by acknowledging and addressing power dynamics and potential inequalities?

4 **Think about one of your chosen strategies for gathering feedback, and answer the following questions about *what you do with feedback*:**

1. How might this feedback become part of a learning process, for you and for your students?

2. How can you model the ability to learn from this particular feedback, and use that modeling as a prompt to encourage students' own capacities to change?

5 **There are many different strategies for critical reflection that encourage you to *explore the assumptions that underlie your teaching choices*. All of the exercises in this toolbook ask you to reflect critically on your teaching practice. If you are inspired and would like to continue to engage in activities and exercises to stretch your critical reflection, you can return to this toolbook again and again to assess and re-assess your teaching practice as it relates to fostering and modeling global citizenship. You can also seek out other strategies for reflecting critically on your teaching. Three other techniques are offered below. The first two are borrowed from adult educator Stephen Brookfield; the third from adult educator Barbara Christen:**

- *Teaching logs* are weekly records of the events that have impressed themselves upon us. "Events that excite or enrage us often do so because they confirm or contradict our assumptions. Events that engage our emotions are those that tell us most about ourselves. They reveal the values we actually live by, rather than those we think we should revere."* One possible prompt for a teaching log is:

> Think of a recent teaching situation in which you felt excited, surprised, or upset about the outcome of a particular activity, lecture, or group discussion. Explore those feelings to try to identify the assumptions or expectations that the experience challenged. How do you feel about the assumptions you uncovered in this activity? What have you learned about yourself, about others, and about the situation, by uncovering these assumptions? In striving towards global citizenship, how might you have reacted differently in this situation? As a global citizen, what do you now want to do in response to what you have learned from this situation? How will considering a global citizenship perspective in this situation (even retrospectively) influence how you teach?

- *Learning audits* ask you to assess your own learning over time. A few prompts you can use to continue your development as an educator working towards fostering and modeling global citizenship are:

> Compared with this time last term/year, I now know that...
>
> Compared with this time last term/year, I could now teach a colleague how to...
>
> The most important thing I've learned about myself in the past term/year is...
>
> The assumptions I had about teaching and learning that have been most confirmed for me in the past term/year are that...

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* Brookfield, Stephen D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

· *Cooperative critical reflection: A model for a case analysis*

(Shared by Barbara Christen, Community-based Adult Educator, based on a resource from Thomas Meinen, Zentralstelle Lehrerinnen- und Lehrerfortbildung, Berne, Switzerland)

This model can be used by an individual or in a small group of colleagues (3-6 people) to analyze a conflict situation and to decide how to proceed or intervene. If it is used in a group, one group member should assume the role of the facilitator and note-taker. (Analysis of 30 – 45 minutes)

Procedure	Who?	Approximate duration
1. Describe the conflict situation in detail	Case giver	5-10 min.

2. Identify assumptions by listing as many responses to the following questions as possible:
    a) What is the meaning of the current situation?
    b) What are the causes of the current situation?
	Group members
	Case giver listens carefully and in the end identifies the most accurate assumptions in his/her view
		10-15 min.

3. Discuss potential interventions and their effects	Group members *Case giver listens carefully*	10–15 min.
4. Choose one intervention to try and give reasons for one's choice	Case giver	5 min.

The University of British Columbia aspires to provide students with learning opportunities that help them become global citizens. *Road to Global Citizenship: An Educator's Toolbook* helps educators move from aspiration to action. In addition to helping the reader develop useful working definitions, the toolbook provides compelling and real examples from courses taught at UBC. These make for excellent reading, but the toolbook isn't just a good read. Its structure invites us to actively engage with exercises and teaching activities, motivating us to think and teach in ways that foster global citizenship. The toolbook is creative, relevant, and timely. Let's get to work!

Gary Poole
Director, Centre for Teaching and Academic Growth
University of British Columbia

"Many students asked: 'Who will teach global citizenship?' They emphasized that if the goal is to have students become global citizens, professors must be global citizens too."

UBC Global Citizenship Project (2004)