Global Challenges in the 21st Century in Promoting Active Citizenship and Civic Education

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Global Challenges in the 21st Century in Promoting Active Citizenship and Civic Education

Rationale

This course focuses on the main challenges of the 21st century in promoting civic education and active citizenship in a global world. The course contains four modules, and the instructor is free to select those which are more relevant for his/her students in any appropriate order. The different modules deal with topics such as: citizenship, globalization, social justice and cohesion, conflicting values in a democratic state, migration societies, linguistic minorities and civic education in EGL (English as a Global Language).

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**Rationale and Objectives**

The topic chosen for this lesson refers to a very broad field of investigation and to global societal issues. The scope of the proposed contents can be adapted to the specific educational purposes and needs of different national contexts. Therefore the number of teaching sessions suggested for it has to remain very flexible. The main ideas can either be introduced within one lesson (2 teaching sessions) or rather deepened in a specific independent module, if preferred. Objectives and learning outcomes have to be selected from their extensive list as necessary.

In the context of globalization multicultural societies are obviously becoming a new geopolitical reality, especially in urban areas, shaking up the national entities commonly established as a societal norm since the 19th century. On one hand boundaries are blurring, allowing growing mobility, leading to huge migration flows and multiplying the development of hybrid identities. Backwards protectionist tendencies are on the rise and refugees have more frequently to face restrictive measures, even against internationally recognized humanitarian principles like the UN Declaration of Human Rights. These discrepancies polarize opinions and trigger social tensions. People on the move often struggle with harsh living conditions, not least because of lack of language. Native-born citizen again feel worried about the changing world. This represents a considerable challenge for democratic societies becoming irreversibly more multicultural and multilingual.

In the last decade the concepts of super-diversity and migration societies have been developed in an interdisciplinary scientific approach, also in the field of pedagogical research. This led in German spoken countries to the development of a so-called “migration pedagogy” (Migrationspädagogik) that increasingly gains in importance in teacher education.

This lesson (or module) will introduce the main principles of migration pedagogy and address the following questions:
How to foster social cohesion taking into account national, ethnic and cultural diversity?

- In what way languages influence on social recognition? How to deal with the power/powerlessness of languages?
- How to provide equal opportunities and social participation for all?

**Objectives**

- To conceive the idea of super-diversity in migration societies
- To recognize the close interconnection between ethnicity, language and social participation and to understand its impact on education
- To reflect on the power/powerlessness of languages
- To experience the potential of narratives and biographical reflection for challenging one’s attitudes and prejudices towards “others”
- To question one’s relationship with minorities and migrant populations
- To get an insight into some models, projects and strategies for supporting education in multicultural/multilingual settings
- To reflect on how to act in a more thoughtful and knowledgeable manner as a citizen and as a (future) teacher living in a multicultural society

To develop critical thinking through personal involvement

**Learning Outcomes**

*After completion of the unit students will be able to:*

- To inspect and explain the concepts of super-diversity (Vertovec 2007) and *multiple national-ethno-cultural belongingness* (Mecheril 2001) by means of specialized literature
- To describe the principles of ‘migration pedagogy’
- To integrate new insights in own views on minorities and migrant populations
- To discuss the power/powerlessness of languages through selected press texts, literature and/or biographical narratives
- To distinguish and appraise the relationship between languages and society by means of the linguistic landscape approach
- To analyze via autobiographical narratives/case studies and/or learning diary attitudes and prejudices towards others
- To explore and identify good practice projects supporting social participation
- To plan, carry out and report on a community based learning project for supporting education in multicultural settings

**Didactical Methods**

- Explorative and research-based learning
- Reflective learning
- Narrative-based learning
- Collaborative learning
- Community-based learning

**Literature:**

Rationale and Objectives

Linguistic diversity has ever been rooted in social realities throughout the history of humanity. However this phenomenon has progressively taken on a new political dimension related to increasing mobility in migration societies: this has a significant impact on linguistic rights. Antagonist social groups may perceive multilingualism differently, from a challenge threatening national identities to an asset opening to the world. Nevertheless, in many cases, this represents a difficult issue and a serious matter of discrimination for so-called linguistic minorities and migrant populations. How to attain a sufficient degree of autonomy without an adequate command of the host country’s language?

Even if the main concern refers to strategies promoting a qualitative second language education, recent research brings evidence for the importance of valuing heritage languages in society and especially in education. Keeping up with the mother tongue is crucial for identity formation, social acknowledgement, better chance to academic success and equal opportunities in life. Accordingly the role of all languages in education deserves special attention from government authorities responsible for social cohesion. Promoting plurilingual education for more equity and equality of chance has also become a priority goal for the Council of Europe caring about democratic values.
This lesson (or module) will outline the complex educational challenges in multilingual settings and introduce didactical approaches for inclusive and plurilingual education, dealing with the following questions:

- What is the role of languages in education?
- How to support language education for equitable and successful education in multilingual classrooms?

**Objectives**
- To deal with linguistic diversity and social discrimination in multicultural societies
- To understand the impact of languages on personal attitudes and social identities through a biographical reflection
- To perceive the role of teachers’ attitudes to language(s) in educating pupils for becoming equal, active and responsible citizen
- To understand the need to support heritage languages in education
- To learn to know principles for inclusive and pluralistic approaches promoting successful education and equal participation for all
- To get familiar with the concept of translanguaging
- To get an insight into some projects and strategies for supporting education in multilingual settings

To apprehend the role of the language of schooling for achieving success in education, especially in multilingual classrooms

**Learning Outcomes**
- To recognize the correlation between social justice, linguistic rights and language policies
- To comprehend the influence of language(s) on emotions, self-confidence and cognitive development via biographical narrative inquiry
- To question teacher’s attitudes towards language(s) for more equality in education
- To report on some research-based arguments for plurilingual education
- To recognize the importance of considering heritage languages in education and to discuss the link with inclusive education
- To summarize the key principles of translanguaging
- To know examples of good practice for promoting equity and respect in multilingual settings
- To outline the correlation between academic language proficiency in all subjects and successful education

**Didactical Methods**
- Explorative and research-based learning
- Reflective learning
- Biography- and narrative-based learning
- Collaborative learning
- Community-based learning

**Literature:**

- **Celic, Christina; Seltzer, Kate** (2011): Translanguaging, a CUNY-NYSIEB Guide for Educators. C-N Graduate Center. City University of New York. 184 p.
Council of Europe: Box Language(s) of schooling
http://www.coe.int/t/dg4/linguistic/langeduc/BoxC2-Schooling_en.asp (10th August 2017)


European Centre of Modern Languages, Council of Europe: diverse online resources for the multilingual classroom. Projects Maledivi, Pепелino, Parents, Carap and Pluriliteracies


School Education Gateway - European Toolkit for schools:
Chapter 3.6. Extended and extra-curricular learning


Unit 3

The role of languages in civic integration of ethnic minorities

Rationale and Objectives

*Rationale*
Integration of ethnic representatives of minorities in the Georgian society is rather difficult. The main barrier along with cultural differences and economic conditions is living in closed communities and speaking only their native languages (Azeri, Armenian, etc.). The lack of knowledge of the State language (Georgian) impedes their full integration in the Georgian State; also, without the knowledge of English their involvement in the world space is quite low.

Despite the fact that the special program of learning the State language and integration for ethnic minorities has been functioning since 2010, as well as the fact that knowledge of English is mandatory for all students, integration of ethnic minorities still remains a big problem and it is necessary to find the ways of solving it.

One of the most important reasons for this problem is to understand fully that learning a language does not only mean learning its structures fluently (knowledge of language means and developing of communicative skills). Today learning a language first of all implies developing intercultural competency of learners, which implies the development of democratic values and acceptance of integration/civic education.

*Objectives*
Students, as future teachers should

- be aware of:
  - the importance of civic education and democratic values;
  - the importance of civic activism;
  - the importance of developing civic awareness and values as a transferable competency in school children, along with teaching the subject;
  - the sensitivity of values and norms in general, and in particular cases, in the teaching process
- be able to:
  - state the interrelation between civic awareness and knowledge of the subject, and to conduct teaching and learning process which will be action oriented.

*Didactical Methods*
- Explorative and research-based learning
- Reflective learning
- Biography- and narrative-based learning
- Collaborative learning
- Community-based learning
- VaKE and Dilemma Based Learning
The intercultural dimensions of English as a global language (EGL)

Rationale
EFL teaching lessons should extend beyond language skills development to wider educational objectives. In particular to global citizenship education, which prepares students to function in a global society by developing an understanding of global issues, empathy for people of different origins, multi-cultural appreciation, and global skill sets. When teaching the multi-cultural appreciation aspect of EGL it is important to focus on how different cultures relate and interact with each other and raise the question whether the English language can constitute a common ground where different appropriations of the English language and of the English-speaking cultures can have a meaningful dialogue.

Objectives
To use civic and global themes as a means of student engagement and participation in English language learning.
To make students more critical about their role in the world, and about how to build empathy and positive relationships with others.

Learning Outcomes
At the end of the course students will:
• become familiar with the relationship between language, culture and global citizenship.
• be able to present the global theme of intercultural dimension of EGL.
• react critically to other students’ point of view.
• use computerized learning and teaching techniques to collaborate and share thoughts with their peers.
• develop online collaborative learning skills.
The role English can play in the development of global awareness & cosmopolitan citizenship

Rationale

Over the past century, the English language has become a global language. A development which has influenced the role that English has come to play in a globalising world. English no longer is a specific national language but has transformed to a multi-national and multicultural one.

In order to contribute to the education of world, one of the ultimate goals of foreign language education should be in teaching students to become more critical about their role in the world, and about how to build empathy and positive relationships with others. Therefore, it is important that EFL lessons integrate global citizenship knowledge, skills, and attitude thereby enhancing students’ development of global citizenship skills and values.

Objectives

- To raise the awareness in language education to global citizenship knowledge, skills, values and attitudes.
- To make students more critical about their role in the world, and about how to build empathy and positive relationships with others.
- To use civic and global themes as a means of student engagement and participation in English language learning.

Learning outcomes

- Students will be able to explain the distinctive contribution foreign language teaching can make to global citizenship education.
- Students will be able to categories the three main areas in which language learning can contribute to global citizenship education: tackling global issues, teaching intercultural competence, and education for dialogue.
- Students will be able to integrate cross-cultural approaches to the teaching and learning the English language.
- Students will be able to present and develop their personal opinion based on facts and arguments and be emphatic with contradictory opposing opinions.
- Students will be able to react critically to other students’ point of view.
- Students will be able to use computerized learning and teaching techniques to collaborate and share thoughts with their peers.
- Students will be able to develop online collaborative learning skills.

Didactic Methods:
Dilemma based learning

Literature

### Module 2: Conflicting Rights and Values (Units 6-7)

#### Unit 6

**Rationale and Objectives**

The rise of individualism attested since the 18th century has been followed by a constant evolution of the Rights of Man and Citizen. Paradoxically, this development, which should be regarded as part of the democratization process in Western societies, multiplied conflicts of values within the emerging democratic countries, especially during the last decades. In some cases, this phenomenon even led to contradictions between collective and individual rights. Therefore, this unit deals with the following key questions: What are the rights and obligations of each one? What can a community expect from each one and what should it grant them?

The students will be able to:

- recognize crucial conflicting rights and values in society
- reflect in depth on the impact of conflicting rights, values and norms on society/individuals/oneself
- become aware of and discuss concrete situations in which rights may compete with values and norms
- analyze their own ambivalent attitudes and views on certain rights, values and norms
- develop the ability to change perspectives when considering consequences of rights and values for the individual or the collectivity

**Teaching methods**

- Short presentations (theoretical inputs)
- Exchange and discussions in international settings (blogs): group work
- Online activities with texts, caricatures and videos
- Analysis of case studies
- Learning diary

### Literature

- Policy Science 18(3) 125-140 Mar 2011.
- World Readiness Standards for Learning Languages
  - [http://www.ps.ritsumei.ac.jp/assoc/policy_science/183183_10_hosack.pdf](http://www.ps.ritsumei.ac.jp/assoc/policy_science/183183_10_hosack.pdf)
  - [https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf](https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf)
  - [https://www.youtube.com/watch?v=DqwzYoThUpg](https://www.youtube.com/watch?v=DqwzYoThUpg)
Unit 7 Tolerance in a Plural Society

Rationale and Objectives

There are many forms of pluralism in our globalized world: political pluralism, ethical pluralism, ethnic pluralism, value pluralism, ... From a political point of view, it can be said that pluralism is a characteristic of and a condition for a democratic society. A democratic state will, by law, aim to safeguard the possibility of pluralism, like the freedom of speech, freedom to education, etc. For this purpose, tolerance and open-mindedness is required as without them, there is no "democratic society". (cf. Nieuwenhuis, 2007). A society in which different religious, cultural, ethnic and other groups live together and in which a diversity of values and lifestyle coexist emphasizes the importance of tolerance and respect. However, this raises the question at what point different becomes too different, what can/cannot be tolerated, how to define boundaries between Sameness and Otherness and who has the power to define such boundaries. People often understand tolerance in a positive way. Nonetheless, tolerance reflects a relationship based on power: those in power are in a position enabling them to “tolerate” – or not, while those who are powerless can “be tolerated” – or not. Those who tolerate seldom question their judgment and may think that they possess absolute truth. Pluralism apparently takes the opinion of "outsiders" into account. According to the underlying theoretical approach this can occur in different manners: trying to construct one truth through divergent dialogues or accepting the co-existence of different truths without any dialogue. The objective of this unit is to make students aware of the multifaceted meaning and understanding of the concepts of "tolerance" and "pluralism" depending on different contexts and disciplines and to enable them to recognize how these concepts are used, adapted and sometimes even blurred according to specific interest groups in a plural society. Students will also come to closely analyze, discuss and reevaluate their own intellectual position regarding tolerance and pluralism.

Learning outcomes

The students will be able to:
- use a sophisticated understanding of tolerance and pluralism to assess the challenges faced by modern society
- distinguish between viewpoints that may be accepted (or not) and those who hold them and must be accepted as members of society
- participate in public discussion of tolerance and pluralism and promote civic engagement among others
- purposefully adapt their teaching style to foster tolerance and/or pluralism in a democratic system

**Teaching methods**
- Exchange and discussions in international settings (blogs): group work
- Textual analysis according to the "Imago Model"
- Interview tasks *in situation* with documentation
- Summary of readings
- Written reflections

**Literature**

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**MODULE 3: CIVIC EDUCATION IN A GLOBAL CONTEXT (units 8-9)**

**Unit 8 Civic Education in a Global Context**

**Rationale and Objectives**
The rationale:
This module analyzes in a critical discourse the common terms of citizenship, globalization and social justice. This will be done by exploring personal experiences and theoretical concepts in order to encourage social activism.
The objective is to promote awareness of pre-service and in-service teachers and to contribute to the idea of active citizenship and social justice in an era of globalization.

**Learning Outcomes and Module Requirements**
Learning outcomes:
1. The students will be able to understand the concepts of citizenship, globalization and social justice and the relations between them.
2. The students will be able to use and to apply the principles behind these concepts in their own personal and professional lives.

**Teaching methods**
- Narrative Methods
- Interview tasks *in situation* with documentation
- Summary of readings
  - Written reflections

**Literature**
Unit 8  Teaching Methods and Tools

Objectives:
1. The students will be able to work collaboratively and discuss a moral dilemma.
2. The students will develop critical thinking skills.
3. The students will develop creative thinking skills.
4. The students will be able to reflect on their learning process.
5. The students will be able to assess their own work as well as the work of their peers.
6. The students will be able to use their theoretical knowledge in practical situations.

Learning Outcomes
Upon completion of this unit, the instructor will introduce the students to different models for dealing with dilemmas presented by the instructor.

The students will be able to:
- know / understand and apply the VaKE (Value and Knowledge Education) model
- demonstrate a thorough understanding of the steps of dilemma-based model (DBM)
- understand and apply at least one model of creatively using dilemmas
- find, share different ways of learning about complex topics and act accordingly
- collaborate and communicate digitally in order to find critical and creative solutions to complex issues.

Topics and Bibliography:
1. VaKE:
2. Dilemma Based-Module (DBL)
3. The Narrative Method
Technology users need to be aware that not everyone has the same opportunities when it comes to technology. Working toward equal digital rights and supporting electronic access is the starting point of Digital Citizenship. Digital exclusion makes it difficult to grow as a society increasingly using these tools. Helping to provide and expand access to technology should be a goal of all digital citizens. Users need to keep in mind that there are some that may have limited access, so other resources may need to be provided. To become productive citizens, we need to be committed to make sure that no one is denied digital access.

**Teaching Methods:**
- Digital Story-telling
- Forum Discussions
- Reflections

**Literature**

**Digital Commerce: Commerce electronic buying and selling of goods**

**Rationale:** Technology users need to understand that a large share of market economy is being done electronically. Legitimate and legal exchanges are occurring, but the buyer or seller needs to be aware of the issues associated with it. The mainstream availability of Internet purchases of toys, clothing, cars, food, etc. has become commonplace to many users. At the same time, an equal amount of goods and services which are in conflict with the laws or morals of some countries are surfacing (which might include activities such as illegal downloading, pornography, and gambling). Users need to learn about how to be effective consumers in a new digital economy.

**Teaching Methods:**
- Non-fictional Essay
- Forum Discussion
- Reflection

**Literature**
### Digital communication: electronic exchange of information

**Rationale**

One of the significant changes within the digital revolution is a person’s ability to communicate with other people. In the 21st century, communication options have exploded to offer a wide variety of choices (e.g., e-mail, cellular phones, instant messaging). The expanding digital communication options have changed everything because people are able to keep in constant communication with anyone else. Now everyone has the opportunity to communicate and collaborate with anyone from anywhere and anytime. Unfortunately, many users have not been taught how to make appropriate decisions when faced with so many different digital communication options.

**Teaching Methods**

- Wikipedia: Creating Entries
- Forum Discussion
- Reflection

**Literature**


### Digital literacy: Process of Teaching and Learning about Technology and the Use of Technology

**Rationale:**
While schools have made great progress in the area of technology infusion, much remains to be done. A renewed focus must be made on what technologies must be taught as well as how it should be used. New technologies are finding their way into the work place that are not being used in schools (e.g., videoconferencing, online sharing spaces such as wikis). In addition, workers in many different occupations need immediate information (just-in-time information). This process requires sophisticated searching and processing skills (i.e., information literacy). Learners must be taught how to learn in a digital society. In other words, learners must be taught to learn anything, anytime, anywhere. Business, military, and medicine are excellent examples of how technology is being used differently in the 21st century. As new technologies emerge, learners need to learn how to use that technology quickly and appropriately. Digital Citizenship involves educating people in a new way - these individuals need a high degree of information literacy skills.

Teaching Methods:
- Concept Map
- Forum Discussion
- Reflection

Literature:

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**Unit 14**

**Digital Etiquette: electronic standards of conduct or procedure**

**Rationale**
Technology users often see this area as one of the most pressing problems when dealing with Digital Citizenship. We recognize inappropriate behavior when we see it, but before people use technology they do not learn digital etiquette (i.e., appropriate conduct). Many people feel uncomfortable talking to others about their digital etiquette. Often rules and regulations are created or the technology is simply banned to stop inappropriate use. It is not enough to create rules and policy, we must teach everyone to become responsible digital citizens in this new society.

**Teaching Methods**
- Case Analysis
- Forum Discussion
- Reflection

**Literature:**

Unit 15

Digital law: electronic responsibility for actions and deeds

Rationale:
Digital law deals with the ethics of technology within a society. Unethical use manifests itself in form of theft and/or crime. Ethical use manifests itself in the form of abiding by the laws of society. Users need to understand that stealing or causing damage to other people’s work, identity, or property online is a crime. There are certain rules of society that users need to be aware in an ethical society. These laws apply to anyone who works or plays online. Hacking into others information, downloading illegal music, plagiarizing, creating destructive worms, viruses or creating Trojan Horses, sending spam, or stealing anyone’s identify or property is unethical.

Teaching Methods:
- Collaborative Literature Review
- Forum Discussion
- Reflection

Literature:

Unit 16

Digital Rights & responsibilities: those freedoms extended to everyone in the digital world

Rationale:
There is a basic set of rights extended to every digital citizen. Digital citizens have the right to privacy, free speech, etc. Basic digital rights must be addressed, discussed, and understood in the digital world. With these rights also come responsibilities as well. Users must help define how the technology is to be used in an appropriate manner. In a digital society these two areas must work together for everyone to be productive.

Teaching Methods:
- Podcasts
- Forum discussions
- Reflections

Literature:

Digital Health & Wellness: physical and psychological well-being in a digital technology world

Rationale:
Eye safety, repetitive stress syndrome, and sound ergonomic practices are issues that need to be addressed in a new technological world. Beyond the physical issues are those of the psychological issues that are becoming more prevalent such as Internet addiction or information fatigue syndrome. Users need to be taught that there are inherent dangers of technology. Digital Citizenship includes a culture where technology users are taught how to protect themselves through education and training.

Teaching Methods:
- Six Thinking Hats
- Forum Discussion
- Reflection

Literature:

**Unit 18**

**Digital Security (self-protection): electronic precautions to guarantee safety**

In any society, there are individuals who steal, deface, or disrupt other people. The same is true for the digital community. It is not enough to trust other members in the community for our own safety. We need to have virus protection, backups of data, and surge control of our equipment. As responsible citizens, we must protect our information from outside forces that might cause disruption or harm.

**Teaching Methods**
- Case Analysis
- Forum Discussion
- Reflection

**Literature:**