



ERASMUS+ KeyAction 2 Capacity Building Program for Higher Education Curriculum Reform for Promoting Civic Education and Democratic Principles in Israel and in Georgia: CURE  
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# CURE's Special Mobility Strand Faculty Training Program to Promote Civic Education through Innovative Pedagogy

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# Introduction to CURE's Handbook

By Rhonda Sofer

The ERASMUS+ program Curriculum Reform for Promoting Democracy and Civic Education in Israel and Georgia -acronym CURE was one of the selected projects for the European Commission's ERASMUS+ capacity building programs for higher education that was accepted in July 2016 and kicked off on October 15, 2016. Although originally a three year programme , a request to extend the project until March 31, 2020 was authorized by the ERASMUS+ project officers. CURE's programme is aimed at promoting active civic education and Democratic principles primarily for students of education but also relevant for other disciplines. CURE's partnership includes fifteen higher education institutions, two non-government organizations (NGO) and students. CURE's consortium represents institutions located in six countries: Israel, Georgia, United Kingdom, Austria, Estonia and Poland. The academic institutions are diverse and include academic teaching colleges and a public regional college in Israel and universities in different regions of Georgia and in the EU that have faculties or departments of Education. One Israeli academic college in the consortium provided specialized skills and was responsible for the design, development and maintenance of our CURE website (<https://cure.erasmus-plus.org.il/>). CURE's NGO from Georgia is involved in promoting active citizenship and Democratic principles in Georgia and worked closely with the students in developing student activities as well as contributed to some of CURE's course development. All of the students participating in the program belong to CURE's universities and colleges in Israel and in Georgia.

The purpose of this handbook is to describe CURE's faculty training program that occurred through the Special Mobility Strand programme (SMS) which supplemented CURE's major program and was accepted for this project. In ERASMUS+ programs for Capacity Building in Higher Education, the SMS programme is an additional mobility program that provided financial support for partner countries staff and/or students for studying, teaching and training purposes in their EU Programme countries' institutions (EACEA 2016:4). If the ERASMUS+ application included the SMS program, this SMS mobility program was evaluated separately and approved independently of the main selected program. The selection of the SMS supplementary was based on assessing the specific goals and aims of the project and whether the evaluators decided that it contributed significantly to the main program's project aims. Only a small

minority of the selected projects that applied for the additional SMS program had this program selected. In the 2016 selection results, only 5 programs out of approximately 150 projects had their SMS program approved. CURE's SMS program was selected and the purpose of this handbook is to present CURE's SMS training model so that other programs can use it and contribute towards the development of professional training and expertise of their academic faculty. For CURE, the SMS training was for the academic teaching faculty of the Israeli and Georgian institutions and focused on innovative pedagogy that could be applied to teaching CURE courses as well as other courses in promoting Civic Education and Democratic principles. Our European programme partners provided training workshops for CURE's Israeli and Georgian faculty on a wide range of innovative pedagogical methods that can be applied to promoting CURE's program goals in the teaching of CURE's courses. The training workshops included:

- Value and Knowledge Education;
- Community/Service/Project based learning;
- Use of Public Spheres in designing activities that promote social and civic involvement;
- Auto/biographical and narrative enquiry for active citizenship, sustainability and democratic sensibilities; and;
- Applying technology to support teaching and learning about civic education and other fields.

For CURE, 129 teaching faculty were trained over the 3 years of our project in the 5 European Universities of our consortium. These faculty members were then required to provide workshops or mentoring sessions in their own institutions teaching other faculty members about the methods that they were trained in. Through these institutional mentoring sessions or workshops hundreds of our teaching faculty and teachers benefitted from this program. This handbook is divided into seven chapters. The first chapter provides a brief introduction of CURE's objectives, multidimensional programmes and the partner institutions of the project. In the following chapters, each of CURE's European partners presents an explanation and description of the training that they provided to our partners. Following each description, CURE's Israeli and Georgian partners who benefitted from this training provide concrete examples and personal testimonies on how that specific training is being used

by them and has impacted their institution. The last chapter of the handbook summarizes lessons learned from this training experience and the whole process of and how this model, which is based on the sharing of knowledge and the culture of collaboration, may be applied to other programs.

# Chapter I: Introducing CURE's Objectives, Curriculum Development, Diverse Programs and Consortium

By Rhonda Sofer

## Objectives

CURE's program is an Erasmus+ Capacity Building for Higher Education Curriculum Reform project aimed at promoting active civic education and Democratic principles through several dynamic programs. These programs included:

- developing five courses related to the topic of Civic Education;
- involving students and members of the institutions through activities;
- establishing Centers for Social and Civic Involvement;
- training faculty in Israeli and Georgian institutions to teach CURE's courses in dynamic interactive and engaging ways;
- outreaching to in-service teachers through workshops that provided them with knowledge and skills to implement civic and community activities in their own classrooms.

## Curriculum Development

CURE's curriculum resulted in the development of five courses related to the topic of Civic Education. Three courses are universal courses that included topics that are relevant for any institute of higher education. The two other courses were related to specific issues on promoting Democracy and Civic Education for Israel (one course) and relevant for Georgia (one course). All of the courses were designed in a flexible manner so that the course could be taught as a whole course or certain units or modules within the course could be used independently and integrated into existing courses. This flexibility contributed to the upgrading of many courses in our institutions and facilitated the accreditation process of these upgraded courses. This flexibility contributed to the successful delivery of our courses with over 80 pilots of CURE's courses, ranging from the complete course to upgrading of existing courses.

One of the universal courses that was developed was an online course: Global Challenges in the 21st Century in Promoting Active Citizenship and Civic Education (<https://cure.erasmus-plus.org.il/course/view.php?id=16>) . This course can also be taught in the classroom applying innovative methods

of teaching and learning such as Value and Knowledge Education or a new Dilemma-Based Learning model or using public spaces. The other two courses: Civic Education for Sustainability (<https://cure.erasmus-plus.org.il/course/view.php?id=17>) and Promoting Active Citizenship (<https://cure.erasmus-plus.org.il/course/view.php?id=57>) are regular classroom courses, but the pedagogical ways in which an instructor can teach these courses are innovative and varied. The aim of the course on Civic Education for Sustainability is to provide the students with knowledge and competencies to promote sustainable behaviors that are so much needed in the 21st century. The course on Promoting Active Citizenship is a course aimed directly to engage and involve the students in issues and projects that are directly connected to their communities. The culturally specific courses are aimed to deal with specific issues in Israel (<https://cure.erasmus-plus.org.il/course/view.php?id=58>) and in Georgia (<https://cure.erasmus-plus.org.il/course/view.php?id=59>) that challenge active citizenship and democratic processes while providing pathways to overcome these challenges. All course syllabi and the kits/readers that accompany most of these courses are available online through CURE's website: <https://cure.erasmus-plus.org.il/>. Readers in the Georgian Language were developed for three of the courses for classroom teaching in order to facilitate the academic quality assurance processes of accreditation that is required for universities of higher education in Georgia.

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## Diverse Programs

### **Faculty Training Workshops**

Promoting active citizenship and democracy within higher education requires a holistic approach, which integrates the academic curriculum development with action, and activities that involve other faculty, staff and students. CURE's program included faculty training for teaching CURE's courses in dynamic ways. This training provided the participants with knowledge and competencies for promoting civic education in the courses that they are teaching or planning to teach. Through CURE's SMS training, which will be explained in detail in this handbook, a cadre of faculty became "Trainers" of other faculty in their own institutions, thus creating a "ripple" effect of not only disseminating knowledge and skills to others but engaging members of the institution who were not directly involved in the program.

## **Student Activities and the Establishment of Centers of Social and Civic Involvement**

Students were involved in CURE's dynamic program from the very beginning as they were given the task of designing and implementing activities that promote civic education and community involvement within the institution and in the neighborhood. CURE's student leadership training provided student leaders with the competencies needed to implement concrete activities that promoted CURE's aims and objectives. This process was further facilitated through the official establishment of Centers for Social and Civic Involvement in CURE's Israeli colleges and Georgian universities. These Centers have become the focus of community involvement and civic activities of the students, staff and faculty. Examples of these activities can be accessed through CURE's website site page <https://cure.erasmus-plus.org.il/course/view.php?id=67> .

## **Outreaching to In-service Teachers**

The importance of linking CURE's programs to the community was also actualized through our Israeli and Georgian's continued professional development programs for in-service teachers. These units for continued professional development within CURE's Israeli and Georgian institutions, provided workshops for in-service teachers on different topics relating to civic education and involvement. These workshops provided them with knowledge, skills and competencies to promote social and civic activities in their classrooms where they are teaching. This program has enabled hundreds of Israeli and Georgian teachers to design activities for their pupils that promote community and social involvement.

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## **CURE's Consortium**

CURE's partners include four academic colleges of education in Israel, five university faculties of education in Georgia, a public college in Israel with expertise in technology and a NGO that promotes Civic Involvement in Georgia. In addition, five European Universities with expertise in education and in innovative pedagogy and methodology were members of our consortium. Students in our Israeli and Georgian institutions participated in the project through their institutions. The two major beneficiaries of this program are Israeli and Georgian institutions. However, CURE's European partners in Austria and Estonia have also benefitted from our activities and courses. The section below presents a brief introduction to each member of the consortium:

### **Israeli Partners:**

**Gordon Academic College of Education (GACE)** is the coordinator and initiator of CURE. GACE is an academic college for higher learning specializing in training students to be teachers. Established in 1953, today GACE is accredited to bestow B.Ed. and M.Ed. degrees (first and second-degree levels). Located in Israel's largest northern city of Haifa, GACE serves Israel's northern peripheral areas and populations. Website link: <https://www.gordon.ac.il/English>

**Sakhnin Academic College (SAKH)** is an Israeli-Arab academic college of education that specializes in training students to be teachers. It is located in the peripheral Galilee region of Northern Israel. It offers a wide range of educational specialization programs for the bachelor degree (B.Ed.) as well as the master's degree (M.Ed.) to Israel's Arabic speaking population. Website link: <https://sakhnin.ac.il/> .

**Givat Washington Academic College of Education (GWACE)** was established in 1950 initially as a youth village for children that were Holocaust survivors and is located in Beit Raban in Kvutzat Yavne. In 1952 the Academic college for Teacher's training was established geared to training teachers for the national Jewish orthodox public schools. It is accredited to bestow B.Ed and M. Ed. Degrees and offers a wide range of educational programs. Website link: <http://www.washington.ac.il/michlala/>.

**David Yellin Academic College (DYC)** founded in 1913 and located in Jerusalem is accredited to bestow the B.Ed. and M.Ed. degrees. Since its foundation, the college has been responsible for training thousands of teachers and decision makers in the field of education in Israel. Website link: <https://www.dyellin.ac.il/en> .

**Sapir Academic College of Education (SAP)** is located in Sderot, a city in the peripheral southern region of Israel. It offers various programs of study on the BA and MA level in a wide range of fields and is responsible for CURE's portal and website. Website link: <https://www.sapir.ac.il/en>.

### **Georgian Partners:**

**Ilia State University (ISU)** located in Tbilisi, Georgia, is a higher education institution in Georgia that promotes principles of liberal education. It offers degrees at all three-degree levels. Website link: <http://iliauni.edu.ge/en>.

**Ivane Javakhishvili Tbilisi State University (TSU)** founded in 1918 is the oldest and largest university located in Tbilisi, Georgia and offers degrees at all three-degree levels. Website link: <https://www.tsu.ge/en/>.

**Samtske-Javakheti State University (SJSU)** is the union of two universities of Akhaltsikhe State Educational University and Akhalkalaki Higher Educational Institution College. Both campuses are situated in the multi-ethnic and multi-cultural region of Samtskhe-Javakheti and offers programs at all three-degree levels. Website link: <http://www.sjuni.edu.ge/en/>

**Batumi Shota Rustaveli State University (BSU)** was founded in 1923 as a Pedagogical Institute in the Adjara region of Georgia. In 1990 BSU was established as a university and offers programs at all three-degree levels. Website link: <https://www.bsu.edu.ge/>.

**Kutaisi University (KU)** is a relatively young academic institution with only 28 years of history. It was founded as a private higher educational institution and offers three level degree programs for the Faculty of Social Science. Website link: <http://unik.edu.ge/Strategy>

**Civic Development Institute (CDI)** is a NGO located in Tbilisi, Georgia the aim of which is to raise the civic awareness of each citizen with a special emphasis on youth, promotion of cultural diversity education and involvement in the improvement process for education in Georgia. Website link: <http://cdi.org.ge/en>

#### **European Union Partners:**

**Jagiellonian University (JU)** founded in 1364 is one of the oldest universities in Central Europe. With 15 faculties, almost 42 403 students enrolled, over 3879 academic teachers situated in Krakow, Poland it offers degrees on all three levels in many disciplines. Website link: [https://en.uj.edu.pl/en\\_GB/start](https://en.uj.edu.pl/en_GB/start).

**University of Education of Upper Austria PH-OÖ**), located in Linz Austria focuses on pre-service and in-service teacher education and training in the fields of Primary School Education, Secondary School Education, Special Needs Education and Vocational Education. It offers degrees on all three degree levels. Website link: <https://ph-ooe.at/>.

**Paris Lodron University of Salzburg (PLUS)** located in Salzburg Austria was founded by Prince Archbishop Paris Lodron in 1622. Today it consists of four faculties (Catholic Theology, Law, Cultural and Social Sciences, Natural Sciences) and a School of Education, with approximately 18,000 students. It offers degrees on all three levels. Website link: <https://www.uni-salzburg.at/index.php?id=52&L=1>.

**Canterbury Christ Church (CCCU)** has a student population of nearly 20,000, studying a wide range of undergraduate and postgraduate programs. Based in Canterbury in the South East of the United Kingdom, the University is the largest centre of higher education in Kent and Medway for the public services - notably teacher training, nursing, policing, health and social care. Its Faculty of Education offers three level degree programs. Website link: <https://www.canterbury.ac.uk/>.

**Tallinn University (TU)** is the third largest university in Estonia, located in Tallinn. Its main strengths lie in the fields of humanities and social sciences, and a strong and constantly growing component of natural and exact sciences, as well as a notable tradition of teacher training and educational research. It offers degrees on three levels. Website link: <https://www.tlu.ee/en>.

**Jaan Tonisson Institute (JTI)** is an Estonian NGO working in the fields of Civic Education, Legal Education and Human Rights Education. Website link: <http://www.jti.ee/en/>.

## Chapter 2: Creating Public Spheres - Jagiellonian University Training Program for the Special Mobility Strand of the CURE project

By Ewa Bobrowska, Julia Kluzowicz, Łukasz Hajduk, Beata Nosek

### Introduction

The special mobility training workshops of the CURE project that took place at Jagiellonian University in Cracow focused on “Creating Public Spheres”. Two workshops were arranged – the first one in September 11-18, 2017 had the participation of 11 participants from CURE’s Israeli and Georgian Institutions and second workshop, which occurred in November 19-24, 2018, had 13 participants from CURE’s Israeli and Georgian Institutions. The main goal of the training program was to provide CURE’s teaching faculty with an understanding of what the Public sphere is and its importance for teacher-trainers in “old” and “new” democracies. These workshops also provided the participants with a variety of methods and special pedagogical tools, which they can use in order to teach their students how to design and implement social and civic activities that contribute to the development of Public Spheres in their institutions and in their communities.

### **Specific Learning Outcomes from the program included for the participants:**

- categorizing different kinds of Public Spheres in new Democracies and Old Democracies;
- gaining tools to design and create public spheres within their HEIs and beyond;
- engaging students in important issues relating to civic and social involvement;
- teaching students to develop theatre that expresses important civic and social issues that contribute to the Public Sphere;
- gaining tools to work with student councils and motivate them to engage in social and civic actions.

### **Sustainable Outcomes that participating faculty and institutions should receive from this training:**

- gaining life-long-learning skills for engaging students in designing and building public spaces;

- gaining life-long-learning skills to teach about civic education in an interactive and engaging manner;
- increasing civic and social engagement of their faculty and students at university
- creating more public spheres within their campuses;
- involving institutions in engaging in community development.

## **Theoretical background**

A public sphere is an environment in which a person can effectively fulfill the role as a citizen in a democratic society. Citizenship education in the context of public spheres includes accessible environments in which a person can use what they have learned about civic and social involvement in a practical way (Bobrowska 2018). In this way, civic knowledge can be translated into civic action and the citizen will consider this knowledge as useful and practical. In different societies, the public spheres can be very developed or hardly developed at all. Societies that do not have active public spheres have few options for their citizens to translate their knowledge of civic responsibility into action.

The public sphere is a structure that we may compare with a common space in society, which is accessed and utilized by individual citizens. It is important to emphasize that the public sphere exists because individuals know about its existence and act within it. This knowledge is referred to as Social Imaginary of Public sphere (Taylor 2004). The concept of imaginary refers not only to the public sphere but also to all spheres in a society. Social imaginary is a broad understanding of the way a given people imagine their collective social life. It is referred to as “imaginary” but it relates to knowledge about what social world is and how it works (Taylor 2004).

Social imaginary is not clear, theoretical knowledge. People generally treat it as something obvious, self-explanatory, which does not require discussion. However, some researchers have already attempted to describe the imaginary of the public sphere. Charles Taylor’s description for example, lists three main features of the imaginary of the public sphere:

1. it is a common social space,
2. it is a place where rational discussion on public matters takes place.
3. it is a place that is free from political power, but political power is affected by the public opinion produced in it.

Social imaginary of the public sphere is a background for activities that are

being undertaken in this sphere. In its context, activities are planned and the meaning of the activities is rooted in it.

The aim of civic education should be not only to teach citizens about responsibility or tolerance or critical thinking, but also to create the image of the public sphere as something that exists and can be utilized. In certain situations, it is necessary to construct such a sphere in micro scale with the participation of students. As Charles Taylor writes, building a new public sphere has to be something more than just the application of a theory, because people have to come to be able to act in concert with others, which means they have to develop common background understandings and cultivate a common imaginary around recognized symbols and rhetoric. Even where the theory is widely known, and realizing it seems to be aspired to, peoples can fail to enact it, because the modes of common action it requires are still too foreign to them to bring off (Taylor 1992, p. 49).

CURE's training aimed to understand what public sphere is, why it is so important in building a democratic society and how to build it. Below we describe some of the methodological tools that were presented and modelled in JU's SMS training for CURE's 24 participants.

### Three examples of Methods of Teaching and Learning about the public sphere

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- Verbatim Theatre method
- Student Council method
- Gamification

#### **Verbatim Theatre Method**

Verbatim method is one of the techniques used in Theatre of the Everyday. Theatre of the Everyday is understood as a stage, which renders the category of “everyday life” as a running theme, recognizing as a key element in performances of the day-to-day (Kluzowicz 2017a). Focusing on the “ordinary” person and the worth of their daily life, this theatre illustrates how the seemingly uninteresting “ordinary” and “commonplace” is worthy of attention. Artists associated with this method treat everyday reality as their chief source of inspiration in their creative presentations. They argue that the ordinariness common to all reflects

our first experience of the world and ourselves and can be fascinating. The social alienation, feeling of low self-esteem and sense of being inconsequential, which are associated with so-called “ordinary life”, are through this method forged into art and what seemed insignificant before becomes now a value (Kluzowicz, 2017a).

The Verbatim method derives from English word “Verbatim” which means “literally” or “word to word”. This method was popular in the theatre of 50’s in Great Britain, Germany and the Soviet Republic. Today socially involved artists are using it as a popular method that can convey important civic and social issues (Belfield 2018).

This method usually requires that the theatre director, playwright and actors meet with the people who they want to make a performance about. This interaction can be through taped interviews and sometimes even recorded video clips. Once this initial research is done, the director, playwright and actors then decide how to stage the activity or event in order to communicate the main meaning of their program. The Verbatim method is focused on not only the text but also what is even more important – on prototypes’ gestures, manners of behavior, and everything that can characterize the people who they wish to portray. This can include expressions, use of words, body language and anything, which can describe the reality and people in them in their unique human way. The actors’ task is to try to imitate the people who they are trying to represent, e.g. the prototypes as closely as they can. (Kluzowicz 2017b).

The Verbatim Method is useful in promoting civic education because it has the potential to enable the viewer to:

- identify with life and problems of others;
- understand problems of our society an individual’s narrative;
- understand different points of view that are important to understand in a heterogeneous society; and,
- empathize with different groups within the society and community.

Exercising VERBATIM we have to start from some point, so the most convenient is to set a list of topics of the stories. They may be wider when we have a lot of time, or prepare a performance, and more precise when it is only a short exercise, e.g.:

- My neighborhood/community and its advantages and disadvantages

- The most difficult social situation I have ever struggled with within my community
- What are my expectations from the community I live in
- What I see as the biggest value/ problem in my community
- The reason why **I did not/ did become** involved in the community...

We should adjust the list of topics according to the individual within his community and its most important issues/problems.

Using Verbatim method, one should:

- Develop the character not only by what they say but also by their specific behavior, gestures, expression, specific words they use.
- Guide the interview through the use of some key questions that may help your prototype to tell the story.
- Pay particular attention when a private story of the prototype clashes with “dominant version of history” or social situation.
- Listen to the story and try to understand the perception and perspective of the person telling his or her story.

A good method of learning the technique in the classroom is through having the students interview each other in pairs and then try to act each other's story. From a civic education point of view, Verbatim method is most effective when each person from the pair are from different social backgrounds and have had different social experiences. Acting a story of someone who is different helps the participants to take someone's point of view, see it through their eyes and understand their social imaginary. It also provides the participants with a different perspective on their own social experience by seeing someone else present it and also having to present another's experience.

After the exercise, when everybody acts the story of their partner from the pair, it is important for the students to discuss how they felt acting out their partner's story. It is also important to focus on the different points of view that were expressed and acted out and then think about solutions to solve problems or differences that were expressed. It is also important to ask participants how they have felt acting their partner and if now they understand better their point of view.

### **Student Council Method**

The Student Council Method is based on the idea that students should establish a representative structure in which they can be involved and active in the affairs

of their school. The establishment and functioning of a Student Council is basic to the principles of Democracy which according to Bankowicz is the rejection of human domination over man, it is power exercised by the same people who are subject to it. Democracy is not only the self-governance of society, but also its right to self-determination (Bankowicz 2015, p. 38).

Barber suggests that the active participation of citizens in public life determines the strength of the democracy of a specific country (Pietrzyk-Reeves 2004). Bull also claims that civic education lies in social interest to educate future citizens in such a way that they fulfill their obligations well by understanding the principles of social life and their rights and obligations. Through this understanding, citizens become able to determine their identity and construct a system of values and political views (Bull, 2008).

School has an important role in this process, as civic education should take place at school and form part of the curriculum. Steven E. Finkel and Amy Erica Smith note that

in relation to school, it can be said that one of the tasks of civic education is to give students the ability to debate, overcome disputes, understand different positions, and make decisions together (Finkle, Smith, 2011, p. 240).

Kamiński has shown that youth who from an early age experience this process will gain skills needed in social-civic life such as knowing how to cooperate, be responsible as a group and the group's interest and to take an active role in group activities and planning (Kamiński 1965).

This education prepares young people for independence, civic and social activity and the process to support this kind of education can be through using the student self-government method, setting up, or strengthening a student council. A student council enables students to work in groups and provides them with topics or issues that require a process of collaborative work and deliberation in order to achieve the goals that were set. Through this process of questioning and working together to solve the problem, the students have an opportunity experience discourse; learn how to debate as well as listen to the other side and to acquire important social skills that relate to active citizenship. According to this approach, the student council should be structured as a democratic organization. Students should freely choose their representatives and participate in the creation and implementation of the self-government work program. This approach has the potential to provide every student with

the opportunity of finding their place in their school. The student council should be encouraged to cooperate with all students as well as with teachers, administrators and student organizations. In this way, the best results are achieved and active citizenship optimized.

Student council needs to establish its aims and guidelines. This could be for example:

- to protect the student rights;
- to represent interests of students in school matters;
- to be a platform for inclusion of students for all backgrounds and abilities;
- to be a part of decision-making process in the school.

If the student council already exists, the method can begin with reviewing its written aims and structure of their organization. Certain guiding questions can support this process.

- How can the public space in school for students and the student council be established?
- What kind of rights and duties should the student council have?
- What will be the processes of decision-making in the student council?
- What kind of relations should exist between students, university

authorities and teachers?

School teachers and administrators should be invited to some of the meetings so that they will be aware of the student council's aims and activities and be able to offer support or advise and discuss common issues.

This method contributes to promoting democracy and civic and social involvement as it:

- Teaches young people the principles of living in a democratic state by creative democratic space for students.
- Provides young people with the process of learning by doing through independent work and social activities that they organize and implement.
- Prepares the whole institution, e.g. students, teachers and administrators to cooperate together around common and relevant social and civic issues and activities.

## **Gamification Method**

Gamification and education through play are additional methods that can promote civic education and have also been shown to be effective methods to

work with the local community. These methods are based on the fun theory. This theory says that if you want to change people behaviours, the best way you can do it, is through play (Tkaczyk 2012). People of all ages like to play. When behaviour connects with fun, then people want to repeat it. Therefore, this approach uses games and play that can promote civic behaviour.

Many philosophers, from the time of Plato, discussed the importance of play. Plato wrote that you can discover more about a person in an hour of play than in a year of conversation. Locke and Rousseau, two philosophers during the Enlightenment Period, considered the importance of play in shaping the character and behaviour of children. They claimed that the character that is shaped in childhood through play then becomes part of their adult character and behaviour. Philosophers in the 19th century also wrote about the importance of play. Shiller believed that play was such an important element of human behaviour that the “play drive” promotes human development. Spencer viewed play as part of the human condition necessary to release the “excess energy” not used for survival. The “practice theory” promoted by Karl Groos viewed play as preparation for adulthood. John Dewey’s philosophy of education was based on learning through doing. He viewed play as an important process in a child’s education. Other theorists discussed the importance of play in adult life (Piaget, Vygotsky and Bruner, Foss, and Huizinga).

Today theorists relate to these processes as gamification and education through play. Gamification is the concept of applying game mechanisms and game design techniques to engage and motivate people to achieve wider goals (Burke, 2014). Whole games can be used (sport games, board games, simulation games, logic, outdoor, computer one) as well as choosing specific elements of a game such as points, badges, levels, quests, avatars, resource collection, and progression. Through applying gamification for promoting civic education, it is important to emphasize that the games are the means to an important end, namely learning and implementing social-civic behaviors. In other words, the games and elements of the game are used to promote contexts beyond the game itself.

Education through play uses play and games to develop social and cognitive skills, gain emotional maturity and self-confidence required to engage in new experiences and environments. Education through play is not only a kind of method; it can also be perceived as a philosophy of thinking for a good educator

(Kędzior-Niczyporuk 2010).

### **How to use Gamification method**

In using the method of gamification or play and games to promote civic education and the use of public spheres, it is important to have a space for this activity. According to Tkaczyk 2011, there are several steps to prepare for implementing these methods:

1. Define the purpose and the goal that this method is promoting.
2. Specify the desired behaviours that should be strengthened by the game;
3. Describe “players” and their motivations for participating in the game.
4. Include the “playing” elements that make the game “fun”.
5. Assess the results and fine-tune the method accordingly.

It is important to emphasize that both gamification and education through play are not methods to use alone in the process of promoting civic education and Democracy. They should be combined with other activities that promote civic engagement (public debate, roundtable discussions, etc.).

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## **Conclusion**

Knowledge of the public sphere, how to create it and how to use it, can be relevant for teaching about civic education. There are many possible methods for promoting this that have been presented in our workshops: Verbatim method, Student Council method and Play&Games are just some of the tools that can be used that lead us to the aim of promoting civic education through the use of public spheres.

## **Examples of the Impact of the Training in Israeli and Georgian CURE Institutions**

By Rhonda Sofer

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Twenty-four academic teaching faculty from nine Israeli and Georgian CURE teams experienced the SMS training described above. This section provides some concrete examples of how some of these participants have applied these tools and methods to their own teaching and work.

At David Yellin College, a whole course on Entrepreneurship and Educational projects was restructured that integrated the knowledge and tools learned at this training. The course aim was for students to learn to plan and run an

initiative aimed at solving a social problem, both the entrepreneurial aspect (identifying a problem, raising ideas for solutions, and more) and the project management aspect (budget raising, partner recruitment, community needs mapping, and more). During the course, the students learned about the use of Public spaces as a tool for entrepreneurship and social engagement. For a final project of the course, it included a proposal for a social initiative that was carried out in a public space of the student's choice (in the neighborhood, the youth club, school, etc.). A visiting lecturer was invited who was a community center manager who transformed an ordinary neighborhood in Tel Aviv into an "active neighborhood" using public spaces in the neighborhood for residents and the environment.

One of the specialization trends at Givat Washington Academic College is in physical education. The academic faculty members from GWACE who participated in the SMS training at Jagellonian University applied the gamification approach to promoting civic involvement in a methodology course. Using gamification methods the students learned about the Olympic Games from the perspective of peace education as part of the lessons. They learned about how as students of education they can integrate the idea of games such as the Olympic Games for promoting wider social values such as peace education and how this can contribute to the community in their practice teaching at schools. The students modelled games in the practice teaching, which emphasized the importance of cooperation, justice (e.g. fair play and transparency) and other values that are important in promoting civic awareness and behavior. Because of the innovative pedagogies that were used, the students developed a broader view of their role, beyond the role of physical education, as understood more clearly the importance of their roles as educators for values and as social leaders.

At GACE the importance of creating “public spaces” for students to gather and discuss important issues was recognized in several ways. First new public spaces were created in which students could comfortably meet and discuss issues that they believed were important. The first space is a “community” place that was designed as a living room and enables students to have an area that belongs to them. The second space already existed but was further developed incorporating a public student space that met the needs of students but also the needs of the administrative and academic staff. For the students, this large area has become a meeting place for discussions and activities that the student

union initiates such as a periodic “market day” in which sellers of specific goods that the students requested, set up small stalls and sell their items in this area. This provides the whole college with an opportunity during their breaks and free time to purchase items conveniently on campus. Other activities, which promote social involvement that, occur in this area for the whole college including World Café events for discussing inter-cultural relations and possible activities to promote them or activities for the “third generation” at Gordon College or for parents of children with special learning disabilities.

One of GACE’s participants in this training integrated the Verbatim method in her teaching of English using also gamification. She had her students interview each other in English to learn about the other person. They then needed to record themselves “pretending” that they “actually were” the person they interviewed. The assignment was presented in the following manner:

MY CLASSMATE project

PRESENT the person you interviewed in one of the following ways:

- 1) A video recording "GUESS WHO I AM... from 1st person – you will pretend you are a student who you interviewed
- 2) Talk ABOUT a student you interviewed – Guess who this is...
- 3) PowerPoint – presented IN CLASS
- 4) A KAHOOT game about your classmate

The Georgian CURE partners provide examples on how the Verbatim Theatre Method and Student Council Method can contribute to promoting civic education and behavior.

The faculty who were trained from Tbilisi State University used the Verbatim method. They ran interactive workshops and discussions, creating favorable conditions for participants to practice the self-reflective tools and tools that make it possible for the participants to foster safe learning environments thus facilitating and supporting awareness of others. The trained faculty from TSU familiarized the faculty who were being trained at their university with the verbatim methods through direct, authentic simulation of the process of application of the approaches and found that this method was extremely efficient. This training had a great personal impact on professional development, and enriched competences and skills in various directions of innovative teaching methods. The faculty training workshops at TSU, helped faculty to introduce and disseminate these innovative teaching approaches to their fellow colleagues,

who, in turn included and applied them in their courses.

One of the faculty who attended the SMS trainings was a teacher in the English Department and felt that this Verbatim method offers exciting prospects for language teaching and learning. She realized that by applying this method she could make her classes more engaging and attractive for her students, which really turned out to be the case. She used this method in two courses: one in the BA program in English Philology with B2 level students doing CEFR certificate and in a course of English for Academic Purposes (EAP). Students expressed genuine interest and actively engaged in the process of studying while applying this method. The students eagerly shared their life stories and experiences and became more motivated to improve their language competence not to mention their enhanced awareness regarding civic engagement and sustainability issues. The benefits of application of the methods were so apparent that together with another professor at TSU, they carried out research. They presented the research in form of a poster presentation “Applying Auto/biographical Narrative and Verbatim Methods in Teaching English” at the 7th International Conference on Teacher Education: The Story of Innovation in Teacher Education, The Mofet Institute in Tel-Aviv, Israel (24-26 June, 2019). Thus the training had a dual effect: provided the participant with new tools for teaching and resulted in research that documented the results and was presented at a conference.

The TSU faculty who were trained at JU also discussed the following topics:

- Public sphere and its importance in civic education both in old and young democracies;
- What makes a great public space;
- Relevant methods and instruments for implementing social and civic activities for fostering development of Public spheres - Experiencing verbatim method; Gamification;
- Presentation of TSU group project created as a result of SMS training in Krakow;

The three faculty members from SJSU who participated in the SMS training became familiar with how to categorize different kinds of Public Spheres in New and Old Democracies and were on the committee which created their new Civic Education Involvement Center which was approved by the university's Academic Council in January 2018. Through this center and the leadership of these three faculty members public activities of students and faculty members

have been occurring. Examples include a world café which discussed the “role of civic education in the 21st century”; the Verbatim Method used by students to express important civic and social issues and the Student Council which reorganized itself according to the method in Krakow and began to define their aims, goals, processes of decision making and began to be more active in presenting issues that were important to the students and to the administration. One of the participants in this training took the opportunity to engage her students in important issues relating to civic and social involvement. She taught her students to develop the Theatre Method that expresses important civic and social issues that contribute to the Public Spheres.

In another course which implemented the Verbatim Method, students were taught how to develop Theatre Method to express important civic and social issues that contribute to the public sphere. Students of the English Department met with people who they wanted to make a performance about. They made interviews which were audio and sometimes video recorded, and then they performed it at the university. The students identified problems of others and later they mentioned that through individual stories they saw wider problems of their society which they never thought about before the activity.

Based on the new knowledge acquired during the performances, the Verbatim Method was integrated into a number of courses at SJSU, namely General English III, IV, V, VI and Stylistics of English language.

Similar to TSU, the faculty who were using the Verbatim method felt it was so beneficial to teaching English that they also researched the impact. They presented two papers at two different conferences in Georgia and in Israel on the topic: “Theatre Method” in the Process of English Language Teaching” and “New Strategies and Techniques of Teaching English and Raising Civic Consciousness in a Multi-diverse Classroom”, on the topic “Verbatim Method” – to raise Civic Consciousness and its Formative Assessment”.

At Ilia State University, the two professors who attended the training at JU integrated into a 300 ECTS credit program for teacher training “Teaching Methods of Social Sciences on a Primary Level” several topics of the training. Now this course has the following study topics:

- the role of public spaces in the development of democratic citizenship competencies among students and

- the practice of using public spaces in social science teaching at the level of formal and non-formal education.

Within the framework of the aforementioned university course, the students prepared model projects where they demonstrated the potential for efficient use of public spaces (planned specific actions) for developing active citizenship among pupils.

# Chapter 3: Promoting Civic Education through Community Based Learning - University of Education Upper Austria Training Program for the Special Mobility Strand of the CURE project.

By Claudia Fahrenwald, Catherine Carré-Karlinger, Roswitha Stütz,

## Introduction

Twenty-five CURE Israeli and Georgian faculty participated in one of the three faculty training workshops at the University of Education Upper Austria in December 2017, in April and in November 2019. The aim of those workshops was to provide participants with advanced views on the ways in which community-based learning can support teaching, learning and organizational development and promote Civic Education and Community Engagement. Active and responsible citizens are essential for building up and maintaining a democratic society. In the challenging context of our increasing diverse societies the main purpose is to foster and to facilitate participation and civic engagement of all social groups, including marginalized people. Therefore, different diversity areas were addressed during the week. Through presentations, discussions, field visits, experience sharing and group work, facilitated by expert presenters, the workshop addressed the key questions of those who are responsible for developing and implementing community-based learning (CBL) for creating the necessary conditions for learning and teaching in a rapidly changing society. Thus, the workshop introduced academic staff from Israel and Georgia involved in the CURE project in the innovative approach of CBL in curriculum reform and course design for promoting democratic principles and civic education. This workshop engaged delegates at both a strategic and an operational level and involved input from experts at the University of Education Upper Austria.

### Objectives:

- a) To familiarize colleagues from Israel and Georgia involved in the CURE project with the pedagogy of Community Based Learning (CBL), Service Learning (SL) and Place Based Learning (PBL), Peace Education and Inclusive Pedagogy for promoting Active Citizenship and Civic Engagement.
- b) To enhance the exchange between the IL, GEO and AT colleagues about respective national and social contexts and to examine the viability and transferability of the pedagogical approaches discussed

- during the training week into other national contexts.
- c) To enable each other to better pilot and implement the courses prepared in the framework of CURE
  - d) To facilitate the implementation and monitoring of these courses in the framework of the project

### **Topics:**

- a) Overall theoretical framework:

The topics to be covered for learning about living democracies, active citizenship and community engagement are: introduction to democracy and civic education approaches (e.g. Dewey 1966); innovative concepts of civic engagement (e.g. “civic engagement”, “community service“, “social entrepreneurship“, “place-based learning”; empirical studies on the implementation of civic education and civic engagement education in schools. All topics draw on a community-based learning approach aiming at better planning own projects or initiatives for promoting civic engagement.
- b) Specific topics and theoretical approaches:
  - Some topics are related to a multiple view on diversity. The training addressed the following diversity areas: culture and language/s in migration societies, people with special needs.
  - The training took into consideration the school as a system for the implementation of good practices in the field of civic education. A specific topic of the training was the role of school leadership and school management.
  - The training offered also, the opportunity to get an insight about the role of holocaust education in Austria, specifically in Upper Austria in the field of civic education.

### **Didactic approaches and methods**

The didactic approaches and learning methods in the training built upon experimental learning, collaborative learning and project-based learning approaches. According to specific topics, a range of methods for promoting Civic Education was used (e.g. biographical learning, narratives and reflection, storytelling, interviews). The overall goal was to generate material for collaborative projects between universities, schools and community partners.

### **Specific Learning Outcomes:**

- Knowing about theoretical approaches of civic education and civic engagement education
- Using didactic tools for fostering community-based collaboration and learning between universities, schools and community partners
- Working with didactic methods for reflecting and critically discussing the learning experiences within the ongoing projects at a personal, organizational and societal level
- Getting a critical awareness of democratic structures and cultures in classrooms, schools and communities
- Gaining insights into crucial social issues concerning active citizenship and civic engagement within different national contexts through comparison, exchange and discussion
- Supporting all CURE participants in selecting and reviewing concepts and methods in the field of civic education, especially for the CURE courses.
- Building sustainable outcomes for all involved institutions
- Developing new and broader professional identities for teachers and school leaders as change agents for democratic schooling
- Acting within organizational change and fostering school development
- Creating supportive communities of practice, both in the course of the week, but also over a longer period of time in cross-national teams with face-to-face and e-learning (= blended learning)

### **Key Trends**

The recent European Commission Communication entitled “A Renewed EU Agenda for Higher Education” (2017) identified community engagement for seeking to promote their societal purposes. This renewed emphasis on engagement goes beyond the now widely accepted need for universities to ensure that they contribute to economic growth. Indeed, the Commission’s Renewed Agenda emphasizes that higher education ‘must play its part in facing up to Europe’s social and democratic challenges’ and ‘should engage by integrating local, regional and societal issues into curricula, involving the local community in teaching and research projects, providing adult learning and communicating and building links with local communities’ (p.7). Higher education must play its part in facing up to Europe’s social and democratic challenges. This means ensuring that higher education is inclusive, open to talents from all backgrounds, and that higher education institutions are not ivory towers, but civic-minded

learning communities connected to their communities. Breaking down barriers between higher education and the rest of society can help students develop their social and civic competences. Well-organized voluntary and community work can be a particularly effective way to help students develop their wider practical experience and skills. HEIs should be engaged in the development of their cities and regions, whether through contributing to development strategies, cooperation with businesses, the public and voluntary sectors or supporting public dialogue about societal issues (European Commission, 2017). In this context, community-based learning (CBL) is a teaching strategy that bridges academic theory and real-world practice, it promotes students' academic learning and civic development while simultaneously addressing real world problems, community needs and interests. CBL is characterized by its emphasis on reciprocity and collaboration with community stakeholders and refers to a wide variety of instructional methods and programs that educators use to connect what is being taught in schools and universities to their surrounding communities. CBL is also motivated by the belief that all communities have intrinsic educational assets and resources that educators can use to enhance learning experiences for students. Synonyms include community-based education, place-based learning, and place-based education, among other terms. Community-based learning (CBL) is a teaching practice that incorporates student volunteerism, experiential learning, and curriculum for academic credit. CBL models incorporate problem-based service-learning, direct service-learning, and community-based research (Dallimore, Rochefort, & Simonelli, 2010). The impact of CBL on learning has been reported to be positive for students (Reed-Bouley, Wernli, & Sather, 2012). Community-based learning provides opportunities for integrating learning activities in a community environment, which enhances their personal and professional skills (Brownell & Swaner, 2010). Additionally, community-based learning has been found to enhance self-awareness and confidence (Batchelder & Root, 1994) and civic engagement, leading to positive social change (Welch, 2009).

The origin of CBL is linked to the educational concept of Dewey. For him a democratic society's need for engaged citizens is essential. Consequently, the students should be prepared for this by solving real problems in the community (Dewey 1966).

Students in CBL courses explore academic content that is connected with a real service in a community (Bringle & Clayton, 2012). The learning process is

anchored in active participation in the community, therefore, from an educational point of view, service learning follows an action-oriented approach. All in all, the characteristic of CBL approaches is giving the students the opportunity to interact – in an educationally meaningful way – with the local community and civil society respectively. One outcome envisioned is to foster civic responsibility.

### **The Focus of the Workshops Arranged at the University of Education Upper Austria**

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The three CURE staff training weeks arranged at the University of Education Upper Austria in the city of Linz covered different field of community-based learning approaches and discussed the challenges these pose for higher education institutions.

The first workshop began with a short introduction into the theoretical framework of CBL, which refers to American Pragmatism and Democracy Theory on the one side and to European Citizenship Education on the other side. Some research about CBL programs in the field of teacher education and school development were then presented. Two case studies about CBL in schools dealing with civic engagement projects in Hamburg (Germany) and Upper Austria (Austria) were presented. Especially the “metaphors of change” expressed by the interviewees in the case studies led to an exciting discussion about intercultural differences in understanding and interpretation of metaphors. The second part of the presentation discussed the “best practice” example about a theatre project with refugee children, which was planned and realized by students at the University of Augsburg (Germany). The participants of the course pointed out, that they found this concrete example very helpful for a better understanding of how to integrate and lead CBL projects in teacher education programs. The session ended with a common conclusion about a new educational mission of schools in our changing world that includes civic education promoted by new learning concepts and didactic tools like CBL. There was a general consensus on the fact that new possibilities of emerging networks within CBL projects between universities, schools and community partners are associated with a variety of learning challenges at the individual and organizational level. That does not only mean an organizational shift in educational practice, but also a design task that can bring about broader social and democratic reform.

In addition, during the training workshop week there was a visit to a Volunteer's Organization at Linz which promotes CBL in teacher education programs and helps with the matching of students and community organizations in the field of civic engagement projects. The participants of the SMS group were fascinated by this opportunity to understand better the relation between the theoretical concepts and the empirical studies they had heard about before, and the concrete every-day-practice in teacher education. An exciting discussion followed with the practitioners of the Volunteer's Organization and they talked, shared and learned about possibilities, experiences and challenges in CBL projects in Europe, Georgia and Israel. There was a great interest of the participants to work with CBL in their own national contexts and to build up new networks of collaboration on this topic in the future.

A part of the SMS program was more specifically devoted to workshops on the theme of "Education in Migration Societies" and even more precisely on the role of languages for social cohesion, social participation and success in education. The growing challenge posed by the new geopolitical reality of multicultural societies to the maintenance of democratic values justifies this choice. Another reason is the global importance attached to this issue in relation to the field of education as well as the efforts of the Council of Europe to implement innovative approaches supporting multicultural and multilingual education. In its mission statement and in its curricula for teacher training, the University of Education Upper Austria tries to respond to these developments with appropriate course offers. Thus, different pedagogical approaches have been introduced and illustrated during these three SMS weeks, with the aim of proposing to the participants an exchange and joint reflection on a possible transfer into their respective academic context.

### **Insights into the contents of the workshops**

The concept of super-diversity has been developed as an interdisciplinary scientific approach that clearly emerged worldwide during the last two decades, also in the field of didactics and pedagogical research. In German speaking countries this has fostered the development of a so-called migration pedagogy that increasingly gains in importance in social and educational sciences and addresses the following questions:

- How to promote social justice and social cohesion in relation to national, ethnic and cultural diversity?
- How to provide equal opportunities for educational success and

social participation regardless of origin, social, national, ethnic and linguistic affiliation?

- How can the community be used as a resource for educational processes which in turn enrich society (community learning)?
- In what way do languages influence educational career and social recognition?

During the SMS workshops there were discussions and comparisons about the aims of courses designed for developing core competences in this field and accompanying voluntary activities on a meta-level (Krumm 2016). Their main objective consists of supporting student teachers in order for them to acquire the necessary theoretical foundations for acting in multicultural settings and better processing their experiences of civic engagement and volunteering. They should learn to reflect on their attitudes in this area and be able

- To recognize the close interconnection between ethnicity, language and social participation and to understand its impact on education,
- To question their own attitudes towards languages, language statutes, language use, language variants in the educational context; to perceive power relations among languages,
- To experience the potential of narratives and biographical reflection for challenging the own attitudes and prejudices towards “others”,
- To question their own relationship with minorities and migrant populations,
- To get an insight into some models, projects and strategies for supporting education in multicultural/multilingual settings.

Examples of methods and activities for student teachers have been introduced and related to each other, then critically discussed:

- dealing with the role of language in different media and analyzing political discourse (power and language, hierarchies),
- working with biographies and narratives of migrants (collective memories, identities, life plans) (Busch 2016),
- applying action research methods (Duarte & Gogolin 2013), and experimenting with approaches related to linguistic landscaping (spatial and institutional discrimination) (Gorter 2013),
- working with parents and NGOs (social realities and empowerment).

Another workshop focused on “Plurilingual and Inclusive Education for Social

Justice”. The purpose was about striving for equitable education for all children, regardless of their multilingual, ethnic and national affiliation. It was based on the following reasoning: Although linguistic diversity has always been rooted in social realities throughout human history, today increasing mobility in migrant societies has a significant impact on linguistic rights. Antagonistic social groups and political parties may perceive multilingualism differently, from a challenge that threatens national identities to an advantage that opens to the world. Nevertheless, in many cases this represents a difficult issue and a serious matter of educational discrimination for so-called linguistic minorities and migrant populations.

The main questions are:

- How to get the same chances of success at school if having to be taught in a second language to complete education?
- How to achieve fair social participation in the host country and look forward to a successful professional career with another first 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 of success at school 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.

Complex educational challenges in multilingual settings were outlined and didactic approaches for inclusive and plurilingual education were discussed and dealt with by asking the following questions:

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

National challenges associated with this topic in a comparative approach was discussed exploring to what extent it is possible to transfer of specific didactic methods that have been developed in the European and other Western countries to the educational systems of the Georgian and Israeli partners. In

order to provide a concrete insight into this thematic field, curriculum-based and competence-oriented courses offered by the University of Education Upper Austria were presented, using examples of activities that illustrate the objectives of the courses. These objectives designed for student teachers aim

- to understand the impact of human rights, particularly language rights, on equity and social justice and consider how to respect them in education
- 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 trans-languaging,
- to get an insight into some educational projects and strategies for supporting multilingual classrooms,
- to apprehend the role of the language of schooling for achieving success in education in all subjects, especially in multilingual classrooms (García & Seltzer 2017).

### **Further program points have completed the training:**

- Presentation of the European Reference Framework for Democracy Education, a tool developed by the Education Department of the Council of Europe and published in April 2018. It is a comprehensive, research-based model of values, attitudes, skills, knowledge and critical understanding needed for active participation in pluralistic and diversified democracies. The framework wants to promote qualitative education and proposes a competence model for curricular development.  
It can be downloaded under <https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/reference-framework-of-competences-for-democratic-culture>
- Visit of elementary and secondary schools with a higher percentage of migrant children; observation in different classrooms, talks with the principal, with teachers and with pupils
- Discussion with experts in inclusive education on the concepts of inclusion and diversity

- Presentation of the Service Center for Diversity Issues at the University of Education Upper Austria
- Presentation of the advanced training course on Human Rights Education and Peace Education

Closely related to CURE's focus on democracy education, a guided visit in the memorial of Mauthausen had been arranged for the SMS participants. This visit allowed the participants to get an insight into the educational work, which the memorial in Mauthausen offers to pupils and students visiting the memorial. In Austria the topic of National-socialism and Holocaust is an integrative part of the school curriculum. The educational concept, to which the SMS participants were introduced, places discussions with the visitors about their observations and thoughts at the heart of the guided tour, permanently connecting to the question "What's it got to do with me?" Moreover, and not knowing to the training staff at PHOO, one of the Israeli participants had a very personal connection with Mauthausen as her father-in-law was imprisoned in this camp. It was a very emotional experience for the whole group who heard this personal story. The objective of this visit is to critically engage the perspectives of the perpetrators, victims and local people and to permanently associate to the present, to the phenomena of racism, xenophobia and exclusion. Sessions beforehand and afterwards in the Seminar Room strengthen the dialogue. This didactical approach based on the visitors' contribution to the discussions during the tour nourished intensively the reflection about the role of democracy and inclusion in our societies.

Since 2017 the school of disobedience opened its doors in Linz, and this theme of the role of obedience and disobedience in education and for the construction of a democratic society was integrated into the workshops. The workshop included a visit to Linz' school of disobedience. Although educational systems should contribute to educate critical citizens, it is still somehow irritating to connect the concept of school with the concept of disobedience taking into consideration that disobedience is mostly associated with protest and destruction of rules. The role of societies, families and schools in education is still often understood as an education to obedience in order to fit into patterns.

The school of disobedience, however, sees itself as a school of reflection that is open to all people to develop own reflection on socio-politically relevant topics and predominant opinions. In the workshop the concept of civil disobedience, the political means of civil disobedience were discussed (John Rawls, 2005) and its role for social change in order to overthrow all conditions under which people are degraded. In the school of disobedience, the participants got an insight how the process of developing democratic society is engaged via discussions about provocative satirical cartoons exposed in the “school”, via lectures, exhibitions, readings and workshops up to publications and actions in public space.

## **Conclusion**

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During the past several years new forms of cooperation between institutions of higher education and the surrounding communities have become an increasingly important strategy for innovation and change in the field of teacher education. Consequently, new forms of communication and collaboration between different individual actors and different types of organizations have emerged (Grogan & Fahrenwald 2018). The recent push to develop authentic partnerships instead of university-directed agreements is rooted in the notion that university programs and university researchers need to learn as much from the school and the community as the school and the community need to learn from the university (Zeichner 2010). These new hybrid ‘third spaces’ between universities and community-based organizations can be regarded as a ‘think tank’ for educational actors and educational organizations to promote civic education and democratic values in a global changing world.

## **Examples of the Impact of the Training on Israeli and Georgian CURE Institutions:**

By Rhonda Sofer, edited by Izebella Petriashvili

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Three faculty members from Gordon Academic College attended the workshops at the University of Education Upper Austria. One of the topics of the training was community-based learning (CBL) and the importance of personal and general reflection that students should do after their community service. This topic was especially relevant for GACE since at this teaching college, each student must volunteer a certain amount of hours in the community. One of the participants from GACE felt that this could contribute greatly to their

volunteering program. When she returned to GACE, she presented this method to the college staff involved in the volunteering programs and they decided to add this reflection process to the student's experience in the community and make it mandatory.

Another topic of the training that was especially relevant to GACE's participants dealt with the assimilation of immigrants into society and the importance of preserving and respecting the immigrant's heritage along with supporting immigrants with their studies and the process gaining competencies in learning the new language of the country they are living in. GACE is a multicultural institute and has students who have come from different countries as well as students whose first language is not Hebrew. The training at PHOO provided GACE's participants with ideas on how to support these students. In conclusion, the workshop experience was empowering, stimulated thinking, and provided tools for improving volunteering at GACE as well as supporting immigrant students and students whose first language is not Hebrew.

Three faculty members from David Yellin Academic College attended the workshop at the University of Education Upper Austria in December 2017. Because of the SMS workshop, all the participants decided to integrate the theme of Inclusive Education in their courses. They presented the idea to the Department heads about the importance of including several courses in Inclusive Education in all departments. Another participant has integrated community-based learning in his course to promote civic education through learning by doing in and out of school. This same participant reflected on the topic "The Gap between liberal discourse and radicalization of political reality" using the model of the School of Disobedience to implement civic education in a positive and constructive way. The participants of this training applied CBL to a workshop on Children at Risk, which was attended by pre-school teachers in the framework of a course in education leadership. The course enlarged their knowledge with existing conventions and laws meant to protect children rights, and what they are obliged to do when encountering violations of these rights, alongside practicing ways to raise awareness in their community to these violations and to children at risk in general. It enabled the participants to gain awareness to the various cultures in their future classes and the crucial issues concerning immigrants and/or socially excluded families. In addition, it enlarged their knowledge and awareness of the importance of being an educator/ teacher who is involved in the community beyond the

classroom, along with practical tools of how to communicate needs and aspirations, lead and create connections, and to introduce ideas or programs of change where needed for the benefit of both the class and the community. These goals were achieved by group assignments, discussions, guided watching of relevant films, preparing visual posters meant to promote knowledge, awareness, understanding, and activism within educators concerning violation of children rights.

The SMS workshop contributed to their training through the fact that knowledge and understanding is not enough to be a good professional in your subject matter. The teacher must also be involved and gain insights about issues concerning the community beyond classroom doors. He should be an educator and role model for his pupils and turn the values, which he wants to promote into practice, making their learning meaningful, authentic and context related.

Two faculty members from Tbilisi State University attended the SMS workshop in Linz on “community/service/problem/project-based learning”. In the workshop, the participants learned to apply some methods that have proven to be successful for getting critical awareness of democratic structures and incise active citizenship and civic engagement within different social, cultural and national contexts. These methods are also profitable in supporting inclusive pedagogy, multicultural and intercultural pedagogy and multilingual pedagogy. Through this training the participants became aware of how students can be given the opportunity of voluntary work in different organizations, where they gain experience in professional and civic life. The participants of this training ran faculty-training workshops when they returned to TSU. They presented the following topics to around 20 academic teaching faculty:

- Community Based Learning as a theoretical concept of education, a didactic strategy and its practical aspects;
- Training techniques used in Community Based Learning in the framework of didactic strategies: Project Based Learning, Service learning and Place Based Learning;
- The importance of community-based learning for multicultural, inclusive and multilingual education.

One of the participants in this training at PHOO is working closely with TSU’s Center for Social and Civic Involvement (CSCI). When she returned from the

training, she organized linking the faculty and students involved with the Center and CURE project with the volunteer organization “Helping Hand” in Tbilisi. They discussed in detail the employment opportunities and working conditions of students. Twenty-two students from Primary Education undergraduate program at the TSU Faculty of Psychology and Education Sciences decided to get involved in voluntary work in different organizations, such as Social Therapy House, Day Care Center for Children and Adults with Disabilities, Homeless Children Day Center and other NGO organizations in the area. The volunteer work that these students did included helping children with learning difficulties, as well as with homeless or orphaned children. The staff of these centers expressed great satisfaction with the students’ activities and together they established a voluntary “Club for future teachers” that periodically organizes charity events and involves other students of the same program. The students and faculty, who were involved in these activities, participated in the Fifth National Conference of Volunteers of Georgia and most of them are still – after more than a year, volunteering, promoting civic engagement and are involved actively in civic life.

The faculty member, who benefitted from this training at PHOO and initiated these volunteer programs for students ( based on this training), presented a paper “Volunteer practice for the formation of civil competence at the higher education level” at the dissemination conference for EU funded Israeli-Georgian International Projects for Modern Paradigms of Education, that was held at Sokhumi State University in Tbilisi in May 2019.

Samtskhe-Javakheti State University participants in the SMS training at Linz presents another example of impact from this training. They sent two participants to this training and when they returned to their university, they conducted a workshop and shared their knowledge and tools which they gained about integrating CBL into their curriculum. It was decided that the Teacher Preparation Certificate Program (60 ECTS) offered at SJSU would integrate these methods into their courses so that the schoolteachers of the region will benefit from this training. Moreover, these methods were integrated in the Center for Social and Civic Involvement which was established immediately after the first training. The students who were involved in the new center used these methods in the following activities:

- **World Café Method** workshop on the topic “Promoting Civic Education

through Community Based Learning”. Students from different faculties attended the above mentioned workshop. Students shared their own experiences, debated and got a lot of information about the role of civic education. They became familiar with ideas which are essential for building up and maintaining a democratic society.

- **Implementing a Nightingale Project** –The faculty member, who participated in the SMS training at PHOO, met with the members of the University Student Union and introduced the Nightingale approach to them . They first implemented it on a basic level.They organized some cultural activities with school children: such as – visiting museums, libraries, sport centers, just walking with children and introducing everyday life to them.University students also had a possibility to do some volunteer work with the help of the project.

- **A workshop about the The School of Disobedience** – The faculty member who participated in the training workshop, introduced to students the new vision of “Disobedience” as a new tool of democracy and an approach of freedom. She taught students how to express their opinions and use “Political Correctness” in everyday life.

- **A workshop on The Role of Museums in Teaching as a Tool of Pedagogy** was held at the Center for Social and Civic Involvement in which teachers from nine different schools attended. This workshop provided the teachers with the knowledge and tools to integrate museums as a pedagogical method.

- **Training workshops for the Academic Staff in Community-Based Learning.** Though intra-institutional faculty workshops, the academic teaching faculty at SJSU became familiar with theoretical approaches of civic education and civic engagement. Several faculty members began using these didactic tools within their teaching that helped foster community-based collaboration and learning between universities and schools.

In conclusion, although the civics teachers had already a good background of teaching civic education at schools, the community-based learning methods helped to build the bridge between university, schools and community. Methods such as the World Cafe or the Nightingale helped to raise the awareness of the importance of civic involvement and behavior and linked our students and faculty with the regional communities. The SMS participants from SJSU felt that

their contribution from this SMS was fruitful and beneficial. They learned about numerous ways and tools to improve students' engagement in different civic activities and raise their consciousness.

Two faculty members from Ilia State University participated in “community/service/problem/project-based learning” program at PHOO. Service and community-based learning was integrated into several courses by these professors. This approach was added to the course: Teaching forms and implementation strategies through public activities and to the pedagogical training courses of Pedagogical Practice` for future teachers of history and Pedagogical Practice for future teachers of German language. Within the framework of pedagogical practice, university students assist pupils in planning and implementing informal educational projects directed at service practice. In this process, they nurture their pupils' attitudes and behaviors towards performed public activity. The professors, who were trained in Linz, were so impressed with the problem-based teaching method that they felt it needed to be integrated in the new PhD course on Modern trends in teaching subject matters . This method has now become a part of this syllabus and is taught from the 2019-2020 academic year.

Three academic faculty members from Kutaisi University attended the SMS training at Linz and integrated several methods learned through the training to programs at KU. They implemented the community-based learning approach through inviting community members to lead a class or to mentor students. In addition, they plan to bring their students on field visits to local businesses to learn onsite what has been discussed in the classroom. Service-based learning was integrated into a volunteer program with the students now reflecting on the reason that the project is needed in the community, what they have learned, and how they have changed because of the project. Faculty members are now being encouraged to engage with their students in research with the purpose of solving a community problem or effecting social change. This process involves sending the students into the community to understand important issues that need to be dealt with and then designing an intervention program that is then assessed and evaluated.

# Chapter 4: Values and Knowledge Education for Promoting Civic Education and Democratic Principles - University of Salzburg Training Program for the Special Mobility Strand of the CURE project

By Jean-Luc Patry and Sieglinde Weyringer

## Introduction

Civic education and democratic principles, which are aimed at being promoted in the project CURE, necessarily refer to the participants' knowledge as well as to their values, according to the principle: *values without knowledge* are blind, *knowledge without values* is irresponsible. Values without knowledge means that it is ok that people acquire values, but in order to relate values with the “real life”, it is necessary to have appropriate knowledge, about the actual social conditions and about ways to change things. *Knowledge without values* is irresponsible refers to that (1) “knowledge is power”, Francis Bacon's (1597, quoted from Baggaley et al., 2013) often misunderstood saying which, however, is quite appropriate in the present context, (2) power can be (and indeed has been) abused, and hence (3) power should be used responsibly, whereby (4) responsibility should be guided by values. Most knowledge can be used for good or for bad – and we know ample examples of the latter. In today's society, responsibility is needed more than ever. Hence, competent democratic decision-making needs both, knowledge and values, but not independent of each other, rather with mutual reference.

In the present chapter, we want to introduce a teaching-learning method, which permits to achieve just this: the promotion of values and knowledge where each refers to the other: “Values and Knowledge Education” (VaKE), a method that has been developed on sound theoretical grounds and empirically tested in the last twenty years. This method has been introduced to the CURE consortium through multiple presentations and workshops and particularly through two Special Mobility Training (SMS) workshops in February 2018 and 2019 in Salzburg, Austria.

## VaKE

VaKE is a constructivist teaching-learning approach combining values and knowledge education by starting with a moral dilemma discussion (values

education, Blatt & Kohlberg, 1975). The dilemma is conceived in such a way that it triggers questions relating to knowledge, which the participants then search to answer through inquiry-based learning (e.g., Reitingier, 2013). The moral dilemma discussion, then, will continue on a higher level.

### **Theoretical background**

The brief presentation of the theoretical background is necessary since VaKE is not a recipe to be followed blindly, but a method that can be adapted to specific conditions, provided that it is done through a proven theoretical model. VaKE's general framework is constructivism (Glaserfeld, 1995, 1998, etc.; Patry, 2016). This means that the students construct their knowledge through a process of discussion, which leads to inquiry-based learning, and cognitive integration of the knowledge based on inquiry, which leads to new discussions and viability check. Patry (2014) has distinguished several types of viability checks; one of the most important is the social viability check. Through this process, peers criticize the viability of one's concept, and the protagonist is required to support his or her (new) concept through argumentation.

Kohlberg (1984) has adapted the principles of assimilation and accommodation into moral judgments and their development. When confronted with a dilemma, the students argue in favor for or against a certain option; however, it is possible that the problem cannot be solved to the individual's satisfaction (the argument is not viable) and disequilibrium in the individual's moral cognitive structure ensues. To accommodate this, the individual has to formulate new argumentation principles that are more viable. Kohlberg (1971) has proposed a series of six stages of moral argumentation (moral competence), which individuals successively reach, although only few achieve the highest stages.

VaKE combines the two procedures of moral education and knowledge acquisition: The participants are asked to discuss moral dilemmas which are conceived in such a way that knowledge is required to discuss them competently, i.e., within the discussion, the participants will spontaneously ask questions about underlying information and search for answers to those questions. Thus, both moral argumentation is constructed and knowledge is acquired being discussed in the group, which yields social viability checks (Patry et al., 2013).

### **Prototypical steps**

The prototypical VaKE procedure consists of preparation for the process and

then eleven steps, which are presented, in table I.

0. Preparation and clarification: If it is the students' first experience with VaKE, they need to be prepared since most of them are not familiar with open teaching and the freedom it provides. They must be informed about the principles of VaKE (including the 11 steps) and possibly learn to deal appropriately with each other, to argue and to focus on arguments, to search for information on the internet and elsewhere, etc.

1. Introducing the dilemma: The dilemma is presented in a form adequate for the target group, and the teacher or facilitator ascertains that the students know what values are at stake.

2. First decision: The students have to communicate what they think the protagonist should do. This decision is taken with the students knowing very little and based on their common knowledge; it is the first opportunity to recognize that they should base their decisions more on facts.

3. First arguments (dilemma discussion): The students argue in favor and against the different solutions to the dilemma; this corresponds to the dilemma discussion (Blatt and Kohlberg, 1975). It includes a moral viability check with respect to addressing the dilemma.

4. Exchange of experiences and missing information: The group experiences concerning the results of the argumentation are exchanged, although the dilemma discussion may not be finished yet. More importantly, at this stage of learning, there is the exchange about what kind of knowledge is necessary to be able to discuss the dilemma more deeply and students set their individual learning goals based on the knowledge they gained through this exchange.

5. Looking for evidence: The students organize themselves so that they can obtain necessary information and to exchange the "evidence" they have acquired, while the teacher or facilitator acts as a "coach" for this process. At this phase, the facilitator can also serve as source of information and respond to the students' content questions as an expert among others.

6. Exchange of information: After this phase of information acquisition, there is once again a phase of exchange of information in the whole class so that all

students have the same level of knowledge. The steps 4, 5 and 6 correspond to the constructivist knowledge development and include a viability check of the acquired knowledge with respect to its contribution to addressing the dilemma.

**7. Second arguments (dilemma discussion):** With this new knowledge in mind, the students turn back to the dilemma discussion itself, as in Step 3.

**8. Synthesis of information:** There then follows a general discussion with the presentation of the results (current state of the negotiations). This can be done

	Step	Action	Group
0	Preparation of the students and pupils:	Introduce discussion rules and search competence, etc.	Class
1	Introduce dilemma	Understand dilemma and values at stake	Class
2	First decision	Who is in favor, who against? (Voting)	Class
3	<i>First arguments (dilemma discussion)</i>	Why am I in favor, why against? Do we agree with each other? (moral viability check)	Groups
4	<i>Exchange experience and asking about missing information</i>	Exchange of arguments; what do I need to know further to be able to argue?	Class
5	Looking for evidence	Get the information, using any source available!	Groups
6	<i>Exchange information</i>	Inform the other students about your constructions; is the information sufficient? (content related viability check)	Class
7	<i>Second arguments (dilemma discussion)</i>	What is my decision now? Why? Do we agree with each other? (moral viability check)	Groups
8	<i>Synthesis of information</i>	Present our conclusions to the whole class (moral and content viability check)	Class
9	<i>Repeat 4 through 8 if necessary</i>		
10	<i>General synthesis</i>	Closing the sequence capitalizing on the whole process	Class / Groups
11	<i>Generalization</i>	Discussion about other but related issues, or act based on the results of the discussions	Class / Groups

Table I: Prototypical steps in VaKE (Patry et al., 2013, p 265) (\* in italics: values education; \*\*underlined: knowledge education)

The theoretical framework underlying VaKE, as well as an example of how VaKE is used in one of the CURE courses and more information about VaKE can be accessed through this link: <https://cure.erasmus-plus.org.il/mod/folder/view.php?id=1729>

## **An example of CURE Special Mobility Training workshop**

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In the SMS 2019 in Salzburg, the participants were asked to provide their own dilemmas that could be used. We describe several examples as they were presented by the groups. For the first example we also present some indications about the discussions.

### **Political Panel: Matan's decision**

Matan wants to organize a panel (debate) with representatives of all political parties to defend their political programs in anticipation of the upcoming elections. After that, there will be a mock election.

- High school (14 to 18)
- One party ("Green Leaves") is in favor of legislation for allowing the legal use of marijuana.
- Matan announces that he wants to do this for the whole school.
- Four parents oppose the Green Leaves' participation in the panel because this party might give bad ideas to the students.
- Some parents say they will not send the kids to school if the Green Leaves are not invited.

What should Matan do?

- i. Invite the Green Leaves (yes/no);
- ii. Invite the Green Leaves as well as a representative of the opposition against legalizing marijuana;
- iii. Negotiate with the four parents;
- iv. Not do the panel at all;
- v. Delegate the decision to the principal;
- vi. Write an information letter to the parents;
- vii. Work with the students ahead of the panel.

viii. Quit school.

### **Arguments in the discussions**

- Arguments in favour of inviting the Green Leaves: The main principle of democracy is pluralism, their participation gives a broad picture of political, social processes; this gives more information about legalisation of cannabis (historical background and experiences).
- Arguments against inviting the Green Leaves: To avoid some danger to society; it gives less information about impact of legalisation of marijuana.
- Arguments in favour of writing an information letter to the parents included the importance of explaining to the parents what is a political panel, the aims of the panel, why organize it in school and the importance of pluralism.
- Arguments against writing an information letter to the parents revolve around the risk that more parents will be against the panel.
- Arguments against organizing a political panel included the idea that education is a delicate matter and should not be seen as promoting political ideas as that students may not be ready (morally, mentally) to deal with political matters.
- Arguments in favor of organizing a political panel related to the importance of involving young people in politics and raising their civic awareness and activism. Information search: What are political panels? Educational policy of the school/ country regarding political events (panel as platform); influence of marijuana / other toxins; consequences of legalization of marijuana; what is a matter of being addicted/addiction in general/consequences of addiction? Cultural background of Israel regarding use of drugs/c marijuana /other toxins; Marijuana as “the entrance drug”; educational strategies of prevention.

### **Information**

How does marijuana affect your brain and body?

- Scientific arguments in favor of marijuana: It improves connectivity of neurons in the brain. It opens up more parts of the brain that foster creativity and emotions. It reverses tobacco effect on lungs and improves lung capacity. It keeps you skinny and helps your metabolism. It may help with anxiety. It can relieve chronic pain and nausea (matter of dosage). It may help people who have trouble sleeping due to sleep apnea. It also helps people form de-addiction of alcohol.
- Scientific arguments against marijuana: It shrinks your brain overtime with long-term usage. It gets you aging faster. There is a loss of stamina and other

abilities (if no activities are done over the years). Heart problems could make it extra risky. Marijuana smoke is smoke—and has health risks. There is the risk of addiction.

### **Practical pros and cons:**

- Practical pros: It is a stress reliever and emotional enhancer. It fosters creative thoughts and leads to better sleep, better appetite, smart decisions etc.
- Practical cons: It reduces the reflection rate. It is not safe to use marijuana and drive. One becomes lazy with certain Indica Strains (full-body relaxing effects). It may lead to tachycardia (Increased heart rate). Some people might get paranoid.

Is marijuana a gateway drug? Some research findings are consistent with the idea of marijuana as a “gateway drug“. Cross-sensitization is not unique to marijuana. Alcohol and nicotine also prime the brain for a heightened response to other drugs and are, like marijuana typically used before a person progresses to other, more harmful substances. However, the majority of people who use marijuana do not go on to use other, “harder“ substances.

The discussion of Matan’s decision shows clearly some effects of dilemma discussions. First, the discussion becomes transdisciplinary (see Patry & Weyringer, 2019, for transdisciplinary in VaKE) by addressing issues from very different disciplines. In this case, the disciplines include political theory, social processes, legal issues, school rules, civic awareness, political panels, educational strategies for prevention, and particularly the influence of marijuana.

Not all of these issues relate directly to civic education; however, on the other hand, civic education is always related with issues of social importance and daily life, and transdisciplinary addressing these relationships – as in the present case – hence belong to civic education.

Secondly, given the heterogeneity of topics, it was not possible in the time available to deal appropriately with all of them. The choice here was to focus on marijuana.

### **Samy’s mother**

Recently, Samy, a 9th grader, has not been attending school for the last two weeks. The home teacher contacts the mother to ask about Samy. The mother who happens to be an elementary teacher is very shocked since Samy has been leaving the house every morning as usual. She waited for him to come back home to ask him where he was. Samy told her that he refuses to go to school since school is very boring for him and he feels he does not learn anything

there. He did not want to tell her because he knows that since she is a teacher, he believed that she would not understand him. The mother believes in the importance of the school system on the one hand, but on the other hand, she believes in her son's judgement and respects his autonomy and decision making.

Target group: Students; teachers; parents.

Knowledge: Homeschooling; compulsory school law.

Values: Respect; autonomy; decision making; responsibility; honesty; school social skills; obedience/disobedience; collaborative learning.

### **Cheating in exams (medical student):The story of Mike**

Mike is a medical student. He studies neuro-surgery. It is the end of the term test and Mike noticed his best friend cheating. The teacher enters and announces that according to the school policy if any cheating is detected, the test results will be cancelled for the whole group. What should Mike do?

Values: 1. Honesty/integrity; 2. Responsibility; 3. Obedience /Superiority of law; 4. Friendship.

### **Discussion**

VaKE, by combining values education and knowledge education is an important process in civic education. The dilemmas chosen to promote civic education are always based on a real situation and may even address a sensitive issue. This is especially the case when the participants are given the freedom to address a dilemma that seems important to them. It can-not be guaranteed that they take up just those topics that the workshop facilitator estimates to be of particular importance, for instance, for civic education. A rigid constructivist perspective would avoid any guidance and completely leave it to the participants what topics they want to deal with. However, it might be that the participants digress from the topic the workshop facilitator wants them to address. We have mentioned above cautious interventions that the teacher or workshop facilitator can apply. In the case of digression, or anticipation of possible digression, the most important thing, in our view, is transparency. The workshop facilitator must declare openly what the goals of the VaKE unit are and guide the participants back to the topics. If the participants do not agree with the goals, this issue must be addressed instead of the issues of initial interest.

We have tried to show that VaKE is a possible tool for civic education. However, we do not think that VaKE is the only tool that can be used for this purpose. It is, indeed, a valuable possibility. However, we do not want to exclude any other method. The use of VaKE in the CURE's special mobility strand training program has given us much insight into particular issues with respect to civic education, but it has also shown some challenges we have to face. However, none of these challenges are unsurmountable. The principles that both the steps in table 1 as well as proposed dilemmas must be considered as prototypes that can even help to create new forms of VaKE that permit to successfully overcome the challenges. However, the changes in method must imperatively comply with the theory – and this is one reason why we insist so much in the necessity for future workshop leaders to learn the theory.

## **Examples of the Impact of the Training on Israeli and Georgian CURE Institutions**

By Rhonda Sofer

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GACE has sent three faculty members to Salzburg University who underwent the training described above. This experience gave our faculty an opportunity to experience the VaKE method and also to hear culturally specific dilemmas from the different groups at the training from Georgia but also from within Israel. The expert trainers in VaKE presented universal dilemmas that were then modified to meet the Israeli and Georgian realities.

Tools from this workshop were applied in the teaching of courses. For example, in the course Multicultural Dialogue through Media students had the opportunity, through media, to present dilemmas that reflect the reality of the lives of the people they filmed. After viewing the video clips, the VaKE method was applied to discuss the dilemmas presented-using the different steps which enable the students to construct (and reconstruct) their knowledge and enable them to have important discussions around the challenging stories that accompany those different cultures. The course provided tools for producing personal and shared media products on community and national family narratives for students of all sectors combined with critical thinking and the constructive process of learning. The participants learned several skills which included the VaKE method, the different narrative approaches, practice and inquiry-based research and joint media production skills, reducing stereotypes and building identities in a divided society. The lecturer of this course who underwent

the VaKE training explained that the VaKE training experience enabled her in another course-called Dialogue through Cinema-to engage in a topic that was previously very challenging and frustrating for class discussions. She explained, “The VaKE method has enabled me and most important my students to be able to ‘tell their narratives’ which sometimes are in conflict with the State National narrative in our class in a way which promoted understanding and dialogue rather than creating distance and even conflicts in our discussions. Today, using VaKE all of my students’ narratives, for example Arab, Druze, Orthodox Jews, Ethiopian, Russians, have a place and can be heard in a way which promotes inter-cultural understanding.”

Another GACE faculty member who underwent the VaKE training, gained the knowledge and competencies to mentor other faculty members through GACE’s internal faculty training workshops. A faculty member who benefitted from this internal workshop applied the VaKE method in teaching a mandatory course in the Department of Special Education. This course was on the topic of parent-teacher relationships. She was able to use VaKE to discuss the dilemma that developed as a result of the mandatory reporting law if a teacher suspects abuse or neglect of a child. The students felt that the VaKE steps of empowered learning and discussions help create a dialogue of sharing and deep understanding of this very sensitive subject. Moreover, the students applied VaKE in a modified manner, in the schools where they were student teaching, in order to deal with the moral dilemmas associated that came up while they were teaching or relating to their pupils.

At Ilia State University, three academic teaching staff members from the Faculty of Education underwent the VaKE training. They integrated the VaKE methodology into a number of courses in the Department of Education. For example, the VaKE methodology was integrated in education courses “Pedagogical Ethics, Interpersonal Communication and Class Management”, representing the key and compulsory subjects of teacher preparation programs. In particular, teaching through dilemma has been identified as the core methodological approach to course teaching. This decision was made because; the key goal of the course is to develop not only the relevant knowledge and skills in students, but also the values. The VaKE method is precisely focused on the development of values as students gain knowledge. Integrating the VaKE methodology in courses: “Basics of History Teaching”, “Basics of Citizenship Teaching”, “Interdisciplinary Approaches to Teaching Social Sciences” will enable the future teachers of

history and civic education to use valuable education approaches when teaching their own subject, thus promoting the development of values in students and formation of personal attitudes towards them. In the course of pedagogical practice, when observing the teaching process, future teachers of history and civic education focus on how the teacher–selected methods, contribute to the development of students’ values, along with providing subject knowledge. Within the framework of pedagogical practice, students are required to undertake a VaKE-methodology-based learning project in target classes.

In addition to applying the VaKE method in their teaching, the ISU CURE team also conducted the research “Development of Civic Values for University Teacher Training Program and its Transfer into Practice“, using the VaKE methodology” . The research results were presented at the 7th International Conference on Teacher Education which was held in Israel in July 2019 . This research showed that CURE’s project, which promoted Curriculum Reform in Promoting Democracy and Civic Education for Teacher-training programs, provided an opportunity to design an intervention program for teaching Value and Knowledge education. This approach was selected as a basic methodology of promoting value education. It mainly focused on the development of identified values in the study. When defining the progress levels of students’ civic values, it was revealed that as a result of interventions, independent decision making skills and sense of responsibility, culture of teamwork and cooperation, as well as receptiveness of different positions were noticeably improved. Observation of teaching and learning practice demonstrated that the application of this methodology raised students’ motivation and involvement in instructional process. It was also found that students should improve the techniques of applying the mentioned methodology to practice, which can be achieved by their frequent usage.

Research results revealed the following:

- a) The role of university in the process of developing the civic values in students through frontal lectures is less effective than active learning (VaKE) which involves students in presenting and reflecting on their own values.
- b) Strategies for teacher-training need to focus on students’ active participation that would promote acquisition and development of skills necessary for participating in a civic society.

The implemented interventions included introduction of value

education methodology into training courses and transfer of obtained knowledge and experience into school practice by students.

Ultimately, this research is significant as it shows how the CURE project, aimed for promoting Curriculum Reform for Civic Education and Democracy has made an impact through providing models of intervention and pedagogical strategies that promote the development of civic and social values for students of education program that can be then implemented into their teaching practices. CURE's program, which develops civic values, is a long and continuous process that envisages to: transform the university curriculum – integrate the value education methodology, study the civic values of focus groups, elaborate, introduce and evaluate the efficiency of value education strategies adapted to the needs.

In addition to the courses and the research, the ISU team that were trained in the VaKE method also conducted training workshops both for Ilia State University academic staff and secondary school teachers in various regions of Georgia. Eight professors, six PhD students and nine invited lecturers took part in academic staff trainings. The training duration amounted 12 academic hours (2 days).

The trainings for secondary school teachers were conducted in 2018-2019 in the following regions and towns of Georgia: (Batumi- Autonomous republic of Adjara; Telavi – Kakheti; Ozurgeti-Guria; Tbilisi; Akhaltsikhe – South Georgia).

Tbilisi State University sent three faculty members to Salzburg for the VaKE training. They all felt that the VaKE method encourages students to lead the research process, collect and realize different opinions and make value choices based on deeper knowledge. This training had a great personal impact on their professional development, and enriched their competences and skills to become “facilitators” to run institutional VaKE faculty training workshops at TSU. This helped to introduce and disseminate these innovative teaching approaches to additional colleagues, who, in turn included and applied them in their courses. The facilitators discussed the following topics:

- General introduction to VaKE;
- Underlying theory of VaKE: theoretical background
- Experiencing VaKE oneself: Going through the process of VaKE as a

group, with all steps, using a dilemma that addresses both issues of dealing with problems that include (i) values in the class as well as (ii) a content problem dealing with active citizenship.

In addition, two faculty members who were using the method assessed the process and presented two papers at National conferences in Georgia:

1. **VaKE as a Solution to Double Assignment in ELT**, International Conference: Modern Methods and Challenges of Teaching and Evaluation in Higher Education (July 30, 2019, European University, Tbilisi).
2. **The role of VaKE in English language teacher education: Challenges and Pathways**, Sokhumi State University, Tbilisi (May 9, 2019).

The method of VaKE is very effective to use in almost every course. The TSU faculty practice VaKE in small formats - 1 to 2 meetings (2-4 hours). In education, there are many dilemmas that are based on key values of education, teaching, and upbringing in general.

One faculty member leads the course where modern methods of teaching are discussed and after the SMS trainings the method of VaKE has become part of teaching program.

A Lecturer at the TSU Language Center attended the VaKE workshops in Tbilisi that were given by Prof. Jean Luc Patry. She adapted this approach in one of her university classes where disadvantaged students have been stereotyped during many different times of their life, including about their ability to learn English. She decided to put this approach into practice due to its value recognition opportunity and analysis, which helped her students start reflecting on their attitudes in life and to confront the stereotypes which they experienced. The first step was constructing the dilemma that reflected the discrimination situations that they experienced. They invented a problematic story and came up with solutions and evidences supporting their opinion. This activity was done in class and discussed immediately. The next step the lecturer gave her students some topics/dilemmas, which they chose for group work (2-3 students in one group). They collected information about the issue and followed all the steps included in VaKE, which she had pre-taught and informed them about. After having final presentations on the topic, students made generalization of

the issue and connections to the real world. The impact of the activity was expressed by the favorable feedback of students where they felt that VaKE can develop reading, writing, speaking and listening skills. It enriches vocabulary and helps establish teamwork, collaborative and communicative skills. VaKE is very important for students to develop critical thinking skills', which itself encourages them to come up with argumentative opinions and problem-solving. VaKE ensures students' autonomy, self-confidence, independence, and in the end, it prepares students to face challenges in life. This lecturer shared her active-research on VaKE at the 9th International Research Conference on Education, Language and Literature at Black Sea University, 2019. Title: "Practice VaKE and Overcome Stereotypes in English Language Teaching".

As a teacher trainer she also introduced VaKE to in-service teachers in the frame of volunteer teacher development project in Khoni, western Georgia, Imereti. At this same time, she has included it in another volunteer project for 12th graders of Khoni public schools. The aim of the project is to encourage students to be aware of civic responsibilities in their region, which starts with value recognition and problem-solving. For TSU, VaKE has become an important empowering teaching and learning tool.

Three academic faculty members from Samtskhe Javakheti State University participated in the SMS workshop on VaKE. They gained the skills and then gave several workshops about VaKE at their institute. Twenty-four Academic staff members from different faculties (Education, Humanities and Social Sciences; Business Administration; Engineering, Agrarian and Natural Sciences) attended it. The workshop on institutional level provided the participants with a clear understanding of VaKE teaching method and special necessary tools and skills for implementing the method that contributes to the development of social and civic education.

One of the faculty members trained, started using this method for her 2nd and 3rd year students in English Literature. The students were eagerly engaged in the learning process and began to find social/civic dilemmas in the author's work that they were studying for the dilemma discussions. Students focused on bringing arguments, justifying their ideas; becoming more concentrated to listen to other's ideas for judging their position. They transferred the values and knowledge they got from the works of famous writers into their real life. The lectures became more active and different from monotonous lecturing. The

students took active part to create dilemmas for further discussion, which is also one of the most exciting parts of the lecture.

Another teacher of English now uses VaKE for a new course on Teaching the English language and Civic Activism.

SMS participants from SJSU also took part in conferences held at their University and Sokhumi State University presenting a paper on Teaching of Social and Moral Values through VaKE Method in Study of English Literature.

## **Chapter 5: Auto/biographical and Narrative perspectives in and on Promoting Civic Education and Democratic Values- Canterbury Christ Church University Training Program for the Special Mobility Strand of the CURE project.**

By Linden West, Alan Bainbridge, Stephen Scoffham and Paula Stone.

### **Introduction**

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In the framework of the CURE project, two workshops were arranged at Canterbury Christ Church University, in the United Kingdom, in April 2018, (with 16 participants) and in December 2019 (with 9 participants). The aim of the workshops was to provide participants with in-depth insights into auto/biographical narrative methodologies, and how lives and citizenship are shaped; and how democratic values and her enemies are experienced, as well as the role of these ideas in classrooms and with different kinds of learners. The basic aim of CURE was the cultivation of active and responsible citizenship, to maintain and strengthen more inclusive and democratic processes, whether representative and or participative. This at a time where the drum beat of populism and zealotry gets louder and the marginalized in all societies can feel threatened and insecure.

The threat might come from powerful neighbours while the possibility of war seems always imminent. Both Israel and Georgia are located in febrile geopolitical contexts where people never feel completely safe, and ‘the other’ often represents part of the problem rather than any solution. Engaging with our biographies, and with those of others, auto/biographically, and seeking to see the world through their eyes, can illuminate processes of learning to be a citizen in diverse and contested contexts, and the problems and possibilities surrounding this. We can become, if these methods work well, more sensitized to the relationship between healthy democracies and how we are one with another – in our classrooms, teaching and research. Democracy is more than an abstract concept: it has to do with patterns, principles and structures within our own relationships and institutions: these include the extent to which processes are characterized by respectfulness, equality, non-abusive relationships, open forms of dialogue and self/other recognition. The pedagogic principle here has to do with learning from experience, rather than simply about constitutions,

structures and what may seem remote institutions. We can call the pedagogy, in the spirit of John Dewey, learning from rather than about experience.

The recent European Commission Communication entitled “A Renewed EU Agenda for Higher Education” (2017) identified the importance of cultivating democratic values and processes across diverse societies. This renewed emphasis goes beyond the now widely accepted need for universities to ensure that they contribute to economic growth. Indeed, the Commission’s Renewed Agenda emphasizes that higher education ‘must play its part in facing up to Europe’s social and democratic challenges’ and ‘should engage by integrating local, regional and societal issues into curricula, involving the local community in teaching and research projects, providing adult learning and communicating and building links with local communities’ (p.7). Higher education must play its part in facing up to Europe’s immense social and democratic challenges as well as the rise of populism, fascism and xenophobia.

We sought to create a space in Canterbury to consider these challenging issues and their pedagogic implications. Colleagues came to consider how a methodology like ours might help cultivate democratic values and active citizenship in precise ways and in diverse educational settings. We sought to nurture dialogue, mutual respect, inclusivity and self/other recognition in the workshop groups. We were acutely aware, as Jessica Benjamin (2017) observes, of the tension between acknowledgment and denial of harming, historically and in the here and now. Acknowledgement is relevant to overcoming the rationalization of harming as one group or nation ‘survives’ at the expense of another, moving towards facing mutual responsibility to the earth and one another. We employ psychoanalytic perspectives on how selves are forged out of unconscious defenses against vulnerability and anxiety. The concept of splitting encompasses, as noted, how people and communities get divided into ‘good’ and ‘bad’, us and them, in paranoid-schizoid modes of functioning.

Two of us are trained psychoanalytic psychotherapists as well as adult educators and researchers and aware of the importance of creating what psychoanalyst Donald Winnicott (1971) called good enough transitional space in our workshops (Bainbridge and West, 2012). Transition can occur in the intermediate area between people, where narrative negotiation can take place, if anxiety is sufficiently contained, and participants feel able to tell their stories in more open ways; and others learn to listen. Anxiety is partly minimized

by us, as facilitators, and in devising ground rules and practices to encourage respectfulness, trust, dialogue, listening and non-abusive relationships. This is what sociologist Anthony Giddens calls the democracy of the emotions (Giddens, 1999). It is vital in adult education, in classrooms and wider communities: unfortunately, too often people's experiences are of abuse and unmitigated negative power; or worse, of complete marginalization and oppression.

### **The design of the workshops and structure of the week**

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A typical workshop included theoretical and methodological introductions and a role play of a narrative interview between the two of us, in which one of us told stories of learning to be a citizen, in their own lives. Time was given to the place in which the workshops were located, St Martin's Priory, CCCU, to Canterbury and its history, the wider county of Kent and to traditions of active citizenship, both historical and contemporary. The first principal of CCCU, then a College of Education, in 1962, saw its mission to be one of educating students as citizens, before cultivating professionalism, via an introduction to the arts and humanities and aspects of social science. Fredrick Mason was inspired by developments elsewhere in the United Kingdom, such as the foundation of the University of Keele, in the English Midlands, which sought to create an interdisciplinary curriculum for the cultivation of citizens. Keele was inspired, in turn, by a tradition of working class education and activism in the city of Stoke, in North Staffordshire, in the earlier years of the last century: its prime task had also been to cultivate educated citizens who could play their part in building a society based on social justice, inclusivity and democratic principles (West, 2016; 2017). To Mason's aspirations we add a reflexive cultural as well as personal awareness, forged in an auto/biographical sensibility.

The introduction focused on histories of activism in the Kent Coalfield, for instance, and in the Church of England: some key figures played a prominent role in local and national politics, including Archbishop William Temple and Dr Hewlett-Johnson who was Dean at the Cathedral during the Second World War. In the here and now, the Church's role was considered, embodying active citizenship when working with refugees (at Calais and Dover) and with the homeless and dispossessed in the city, at a time when inequality and poverty have increased, and the poor can be seen in the city streets begging for money or food. The introduction encompassed the Brexit debate and the election of a first ever Labour MP for the City, in 2017, Rosie Duffield. The activities of students

in the three universities in the city were considered, as was their participation in events surrounding Extinction Rebellion and the broader ecological crisis. Active citizens, it was stated, raise difficult issues that many others might wish to ignore. We also considered questions around sustainability and how this could be addressed both in the classroom and in whole institutions. There is a major responsibility here on the shoulders of educators and higher education more widely.

### **Structure and objectives**

The structure of the week followed a pattern, based on models developed in Canterbury, which had been inspired by the work of the ESREA Life History and Biography Research Network and encompassed the development of new forms of research as well as specific taught modules at CCCU. These included a Masters' Programme in Career Guidance and Lifelong Learning, and a specific Doctor of Education module. Pierre Dominicé's (2000) work in Geneva on educational biographies was inspirational. Here was an iterative process of generating oral accounts of significant life experience, among groups of professionals, on to working intensively in groups, then to making formal presentations and refined written accounts, combining self reflexivity and theory.

The first session highlighted the idea of pilgrimage and the fact that Canterbury had been a destination for pilgrims since Archbishop Thomas Becket was murdered in his cathedral in the 12th Century. We might think, we said, of the cultivation of healthy democracies as a kind of pilgrimage. "Pilgrims coming to Canterbury", also encompassed formal welcomes and introductions: there was a walking tour and small group discussions of delegates 'meaningful objects'. Everyone was asked to bring an object that represented something significant in their biographies as citizens: whether a notebook that a grandparent kept at Auschwitz, a pen, a poem or a story.

There was, as stated, a detailed theoretical introduction to the methodology, in all its dimensions, including generating, analyzing and re-presenting lives orally and in writing. The focus was on doing auto/biographical narrative interviews (there are many other ways of researching lives e.g. diaries, photos and diverse memorabilia, autobiographical writing, etc.). We asked people to consider the nature and qualities of a 'narrative/relational' interview; and the concept of transitional space, of play and telling stories. A consideration of whose story

was being told, and of the power of the researcher or teacher to shape what the other might say was discussed. There was reference to the French writer Proust and the importance of really listening, of non-judgementalism; and of a reflexive orientation towards what is being said, and what is being communicated; and to self. Reference was made to the importance of doing a pilot interview (and for the researcher or teacher to have questions in mind. There are two anxious people in work of this kind) and the ethical dimensions of such work. It included being sensitive to where not to go, remembering these were not therapy sessions. Methods of transcription were explained, using oral history conventions; and approaches to the analysis and re-presentation of citizen's lives. The objective was to move from oral accounts of citizen's lives, to the eventual presentation of a piece of auto/biographical writing, by the end of the week. In the second workshop, in 2019, participants were encouraged to present at a special auto/biographical narrative study day, where they had an opportunity to meet more colleagues from CCCU, and to listen to the work of doctoral and other students (see below).

The following check list was employed as a guide to doing an interview:

### **Learning to be an active democratic citizen? Auto/biographical narrative perspectives**

**Focus:** Becoming a citizen and experiences of democracy, in the context of your whole biography, including in family, education, and your past and current lifeworlds.

**Method,** encouraging stories and reflections on them (need to think about asking questions that encourage stories i.e. open-ended and asking for concrete examples; interviewees needing to feel secure and the role of ethics; largely unstructured but with some questions in mind; part free associative).

**A check list for the initial interview** (need a fact sheet, giving details e.g. date of birth etc) Ethics

About you and what you do

Experiences of/feelings about being a citizen and 'democracy'. Life present, life past and life future.

Family of origin, present family, schools, and wider experience; class and gender.

Your learning biography: school and academic/professional life

Feelings about 'learning' citizenship and its place in your life

Encounters with 'democracy'? Citizenship education, formal and informal;

'political' activity and engagement; sustainability and the environment  
Thoughts and feelings about where you are now as a citizen; and the health of  
'democracy'; universities/teacher education as a democratic space  
Moving on in your own development, what helps or hinders?  
Your life future as a citizen and democrat?  
Reflections on the interview process: how it felt, whether missed anything etc...  
Next time: recording/transcript....

There were specific presentations by colleagues on using these methodologies in their own research and in the classroom: on how to get students to write biographies, to bring photographs and other memorabilia of lives and families into the classroom. In addition, how biographical material could be theoretically interrogated, using theories around class, gender, sexuality or race. We referred to what critical theorist Axel Honneth (2007, 2009) calls self/other recognition. This has to do with being in relationships where we feel understood and legitimate; and belonging to groups where we are accepted – like a seminar group; and finally, to take responsibility for leadership in groups, because we have felt fully recognised and are thus better able to recognise others. Drawing on Dewey, Honneth argues that the more diverse the group, the better, whether in science, education or communities. The theory of learning here has to do with engaging with the other, and otherness, including in ourselves.

There was concern in the initial workings of the groups at Canterbury that colleagues were sometimes talking but not listening. The seminar could be tense, even in an opening round, at the mention of 'socialism' or Al Nakbah, given the complex, difficult histories of colleagues from these two countries. The group was encouraged to reflect on its own processes, and whose voices might be heard, and those that could be silenced. Participants then broke into small, mixed groups which included 'Arab Israelis' (who might privately assert their Palestinian identity), Israeli Jews, and Georgians. The participants interviewed each other about their life histories, and those of their families, using our protocols, while others acted as observers. We sought to encourage respectful listening and empathy with the humanity and possible suffering of the other. Eventually these oral accounts were developed into forms of writing; and finally, we considered how such methods could be used in schools, colleges and universities.

Deeper forms of storytelling and dialogue emerged, about the Holocaust, and or insecurity or the empty rhetoric and authoritarianism of the old Soviet

Union. The fragility of families and the trauma of loss, could be felt over generations. The democratic experiment in Georgia was mentioned, and the difficulties of working in what could still be authoritarian, and even patriarchal institutions. There were small epiphanies, however, where fragments of self/other recognition found space. In one small group, someone who privately identified as a Palestinian, was interviewed by a young Israeli Jew, whose own life had been turbulent and who suffered abuse in private life. The interviewer stayed with the complexity of the story, despite confused responses, as was later confided. The other was able to tell more of their story. In fact, the interviewer later talked of a difficult family migration to Israel. In a phrase pregnant with meaning, for everyone, feeling safe was a basic need. Specific 'Arab' Israelis talked of their family's forced displacement, of losing home and whole life worlds in 1948, and subsequently. Others talked of the 1948 War as a kind of salvation.

Participants then worked in the same small groups to develop their narratives. Sometimes a small group presented a collective narrative at the end of the week. We all shared and considered issues about writing as enquiry. Some preferred to write or work with poetry. Everyone had space to present and receive reflexive feedback.

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### Feedback and 'feedforward'

The workshops had, at times, a profound effect, at least for some. We asked everyone for reflexive feedback. One person wrote: 'For me it was a meaningful and inspirational week. I realized the significance of narrative writing that reveals the writer to herself and also generates contact and closeness among the group members. I discovered that everything in my life has a narrative, a history, a meaning: hobbies, occupations, values I believe in, and even clothes I like to wear. Through narrative writing I realized that nothing is impersonal. On one hand, I want to continue practicing this with myself and with my students, and on the other I would like to continue using this medium not only for research purposes rather also in order to draw closer people with differing and even conflicting narratives. Precisely in a world that centers on individualism, I would like to become intimately familiar with the narratives of others, to participate in them, and to expand my own narrative thanks to narratives that differ from my own. I wish to

find a way of creating a bridge between ethnic, ideological, and political groups with diverse narratives.

In the next month I hope that I will facilitate a group of Arabs and Jews, a group of people with a left-wing narrative and with a right-wing narrative, and maybe also a group of ultra-Orthodox and secular Jews, and I will explore the practice of narrative **therapy** designated “definitional ceremony”, which takes narrative writing even further, to investigate whether it is possible to participate in each other’s narrative and open up to it.

I am eager to see what will happen.

Another colleague said

After arriving in Georgia I had a presentation in Kutaisi University on the topic-Auto/biographical narrative in the teaching process.

The presentation covered some aspects of the fictional and factual autobiographies by Losing 2006 and some parallels of -Identity and auto/biographical narrative (Birke 2008). I must confess, that It was a great feeling to disseminate the freshly got information with my colleagues, who really liked it. The attendees made some practical activities in groups and were eager to be engaged in them.

The time in Canterbury also inspired writing:

In the near future, we are planning to publish an article devoted to the wider **perspectives of auto/biographical narrative in the teaching process**.

As far as my colleague is currently leading the course at Ilia State University on the topics related to the **war aspects in literature** and their possible **links to identity**, we decided to work together and write an article on these themes in combination with the auto/biographical narrative in the teaching process.

The select bibliography, you had provided me with, made me interested to explore the new possibilities of using the auto/biographical narrative in different dimensions, so would like to thank you once again!

Someone else remarked

The workshop that I participated in consisted of two main topics: active citizenship and a narrative method, which sound quite different, but are actually connected one to the other. I teach a course called Educators, Parents and the Community, so I am aware of the role and the importance of each, and of the effort necessary to bring these parties

together, but the CURE program in Canterbury, where I was exposed to the experiences of people from different countries and cultures, enhanced my knowledge and awareness of civil engagement, of individuals and institutions. The workshop extended to issues like sustainability, a topic that until then was beyond my personal scope, and I had not given conscious thought to. The great deal that I learned at the CURE program really only became apparent to me as I continued to teach - with new perspective.

I feel that I have received "training," from professionals about the theoretical and more so the practical aspects of active citizenship and democratic sensibility, and I have been given the tools I need to work these into the fabric of my teaching. I taught a student whom I knew had begun a chess club at his school, one that had grown successfully and spread to a number of other schools, but I did not introduce this into my lesson, not seeing how this could be relevant to English. Upon return from Canterbury, we listened to this student's narrative about his chess club. And of course, the ways in which it was related to civil action, civic education and the teaching of English were numerous and relevant. It was a learning experience, from which we all benefited. The CURE program was both self-reflexive and instructional, and I had the added support of a group with shared goals. Civil responsibility is just one small part of our job, but I have come to realize that it is also an important part of who we are as educators - each of us in our own way - and that what we impart on to others will be, in turn, passed on further. I left the workshop with a notebook, in which I began taking notes, but abandoned instead to list ideas for my own future teaching, projects and research.

....Upon returning to the college, I began collecting narrative data from my students, namely those who are new immigrants, for my own research, research that is now well underway. Our discussion about narrative method also brought me closer to solving a particular problem. I am a linguist in a department of future English teachers, most of for who English is a second language, which they do not speak well - mainly because they do not have adequate practice. I have turned around my assignments so that students have added opportunity to practice speaking English - through narratives. In one such assignment, in my Sociolinguistics course, this year, I am requiring that students speak about their own language use. In every class, there are guaranteed to

be speakers of English, Hebrew, Arabic and Russian, as well as other languages, and I believe that there is value in recognizing this diversity. It is a first year course and I do not yet know the students.

Their narratives provide me not only the necessary insight I need into their linguistic backgrounds and language practices, but enable me to get to know them better as individuals, and the more I know them, the better I will be able to teach them, and, of course, they receive a real opportunity to communicate in English. These narratives also apply the material covered in classes to their real-life language use, and include elements that are applicable too to their own eventual language teaching experience. I have mentioned just a single example of how the CURE program contributes to my teaching in regards to civic behavior and in regards to narrative, but I want to say, not only are there many more examples, but I took away from my experience in Canterbury knowledge, tools and experiences that are bound to impact my teaching for many years to come. It was a privilege to participate in such a program.

Of course not everyone wrote in such detailed and inspired ways, but the general tenor of responses – which include stories told to us in in-depth, using auto/biographical narrative interviews subsequently done with volunteers - was that the visit to Canterbury had been like a pilgrimage, to aid colleagues in the classroom but also in wider struggles for more inclusive and democratic institutions and societies. Maybe we can ask no more of workshops.

## **Examples of the Impact of the Training on Israeli and Georgian CURE Institutions**

By Rhonda Sofer

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GACE sent four academic teaching faculty to the SMS training at CCCU. One participant integrated the method into the teaching of Sociolinguistics in which she devised an assignment based on the narrative method for her first year students. Below is the assignment that was developed that applied the narrative approach to teaching. The assignment was designed by Dr. Judith Yoel, lecturer at Gordon Academic College of Education.

This assignment has an oral and recorded format. Each recording must last at least five minutes in length.

This assignment takes a narrative in format, and a sample narrative will be shared with the students in class before they begin this assignment. It is advised that you take notes about what you observe. In the narrative

you talk about, and the students share their patterns of language use, as guided by the questions outlined below. The answers to these questions are NOT to be written out as a text and read aloud. The students should speak freely and comfortably and do not fear digressing from the question presented or expanding upon a matter of interest. They should keep in mind that what they are speaking about is personal and unique to them. They are the experts on this topic. This is their subjective view of their own life experiences as they relate to their linguistic practices. There are no correct and incorrect answers. The list of questions should not be answered in a direct and short, question-answer format. Time should be taken to think about each answer before it is presented

### **Topics to discuss**

- My first language and my use of this language
- The languages of my nuclear and extended family members
- My interest and abilities in other languages
- My language learning experiences, in and outside of educational frameworks
- My personal language practices (e.g., language aptitude, reading habits)
- My travels and exposure to other languages (e.g., via media, friends)
- Two other topics of interest – of your choice - as they relate to your language practices (e.g., my grandfather's storytelling tradition, my interest in Russian rap battles).

The CURE SMS training session led this lecturer to think about the teaching methods we use in linguistics and it introduced the topic of narrative to her. It is particularly relevant in the Sociolinguistics course, which she teaches because this is a first year course, and she does not yet know her students. Listening to each individual student talk, for at least five minutes, gives her not only the necessary insight she needs into the students' linguistic backgrounds and language practices (e.g., what their first languages are, what languages they know), but it enables her to get to know them better as individuals.

In this course she teaches students fundamental concepts and the basic terminology of sociolinguistics (e.g., dialect, social networks, acronyms like EFL

and ESL). Their narratives allow her to apply the material covered in the course to their practical and real-life language experience and use. Additionally, she teaches a particularly diverse population of bilingual and multilingual students. In every class there is guaranteed to be at least one, if not more, speaker of English, Hebrew, Arabic and Russian, not to even mention other languages students may know. She believes that there is value in recognizing this diversity and the implications of this for the future of teacher trainees who will be teaching English as a foreign language in Israel.

In addition this participant integrated this method into her research on immigrant teacher trainees in Israel and will be publishing her work in a book and also presented her research based on the narrative method in an international conference in Malta.

David Yellin College also sent 4 academic teaching faculty to the training at Canterbury Christ Church. The DYC participants have applied the narrative approach to their teaching in the following ways:

- In a course called “Moral Education”, students are asked to bring an object to class that represents values that are important to them as citizens. In class, they are asked to “tell the story of the artifact and the values it represents for you as a citizen”. In addition the autobiographical narrative method is being used with students being asked to share an example of their lives on how they have been an active citizen.
- In the course on “Israeli-Judaism - between religious and secular”, the autobiographical narrative method will be implemented by asking students: “To which stream in Judaism do you feel connected, and how does this connection manifest itself in your life? (e.g., Secular, Orthodox, Ultra-Orthodox, religious Zionism, traditional, Conservative, Reform, other).
- In the course on “Girls in Stressful Situations” students are asked to create a collage, using cut-outs from magazines, representing for them, how girls in stressful situations are portrayed or represented. The art works are then shared in the class with each student presenting their collage and explaining why they chose these pictures and leading the discussion related to their picture. In this same course, autobiographical narrative writing is used. Students are asked to reflect on each of the lesson’s topics in a reflective personal diary. As entries may be very personal, students are not asked to hand in the diaries. Rather, the

writing increases their reflective capacities throughout the course. Students are likewise be asked to reference scientific literature focusing on the benefits of reflective writing (Cisero, 2006).

Another faculty member at DYC, stated that the CCCU training contributed to her own professional and personal development as well as to her work in organizing inter-group workshops. This participant realized the significance of narrative writing that reveals the writer to herself and also generates contact and closeness among the group members. She discovered that everything in life has a narrative, a history, a meaning: hobbies, occupations, values that one believes in, and even clothes one likes to wear. Through narrative writing she realized that nothing is impersonal. On one hand, she wants to continue practicing this with herself and with her students. On the other hand, she would like to continue using this medium not only for research purposes but also in order to draw closer people with differing and even conflicting narratives. Precisely in a world that centers on individualism, she would like to become intimately familiar with the narratives of others, to participate in them, and to expand her own narrative thanks to narratives that differ from her own. She would like to find a way of creating a bridge between ethnic, ideological, and political groups with diverse narratives. In the future, she hopes that she will facilitate a group of Arabs and Jews, a group of people with a left-wing narrative and with a right-wing narrative, and maybe also a group of ultra-Orthodox and secular Jews. She will explore the practice of narrative therapy designated “definitional ceremony”, which takes narrative writing even further, to investigate whether it is possible to participate in each other’s narrative and open up to it. Specifically she will implement the tools she gained from the SMS workshop in the following courses that she teaches.

- In her course on “Narrative perception of teaching” students will be asked to choose a hobby they have and describe the role that this hobby has played in their lives. Example of a guiding questions included: “What were the milestones/inspirational sources in the development of your hobby and where do you wish to further lead your hobby in your life”. In addition, students will be asked to bring a meaningful family picture to class and describe it through their family narrative.
- In the course “Personal dialogue with the Bible” the students will be invited to choose a biblical figure that they feel connected to since childhood and describe their ongoing dialogue with said figure.

Another participant from DYU from the Science department has decided to apply the autobiographical narrative method as a way for the students to reflect on how they are connected to science, their decision to be a science teacher and the responsibility they feel as future educators about science to children. In this way, students can use their autobiography as a resource to help them teach their own students in a meaningful and profound way.

Three academic teaching faculty members from Tbilisi State University participated in the SMS training at CCCU. They felt that the fact that their mentors familiarized them with the auto/biographical methods through direct, authentic simulation of the process of application of the aforementioned approaches was extremely efficient. That brought about a much better understanding and appreciation of the nature and potential of application of auto/biography and narrative as form of innovative teaching and self-reflexivity. More specifically, auto/biographical narrative inquiry method can be used not only for teaching but as a research method that involves the use of personal stories as data or as a means of presenting findings, mostly used in the sociological and psychological literature.

This training had a great personal impact on their professional development, and enriched their competences and skills in various directions of innovative teaching methods. Additionally, facilitating the faculty training workshops at TSU, helped them to introduce and disseminate these innovative teaching approaches to their colleagues, who, in turn, included and applied them in their courses.

For example, one participant updated two of her courses for MA Teacher Education program: Structure of English Language and Contemporary Methods of Teaching and Using Multimedia in Teaching and Learning, integrating the materials she learned from this mobility. Because this method deals with interviews, storytelling (chronicling lives, generating stories, analyzing them,), representation, they offer exciting prospects for language teaching and learning. One of the participants from TSU realized how useful this method could be for her classes. She realized that by applying these methods she could make her classes more engaging and attractive for her students, which really turned out to be the case. She used this method in an integrated form within the BA program in English Philology with B2 level students doing CEFR certificate and English for Academic Purposes (EAP) courses and was not disappointed.

Students expressed genuine interest and actively engaged in the process of studying while applying this method. The students eagerly shared their life stories and experiences and became more motivated to improve their language competence not to mention their enhanced awareness regarding civic engagement and sustainability issues. The benefits of the application of this method was so apparent that together with another colleague they carried out research and presented their findings for the Faculty of Psychology and Education Sciences at Ivane Javakhishvili Tbilisi State University.

The facilitators discussed the following topics:

- innovative pedagogy of auto/biographical and narrative enquiry for active citizenship, sustainability and democratic sensibilities
- what is a reflexive and narrative sensitivity;
- introduction to auto/biographical and narrative informed pedagogies for democratic citizenship;
- interviews and creative experience-based learning to generate material on citizen biographies and pedagogic understanding and its applications.

In addition the findings of this research was presented in the form of a poster presentation **“Applying Auto/biographical Narrative and Verbatim Methods in Teaching English”** at the 7th International Conference on Teacher Education: The Story of Innovation in Teacher Education, The Mofet Institute in Tel-Aviv, Israel (24-26 June, 2019).

After completing the SMS training, one of the participants used the method in relatively small groups in a course of Theory of Education and Teaching. This method is very helpful for defining a realistic opinion about children’s rights in education in Georgia and developing democratic attitudes, to generalize experiences for a better understanding of Educational systems and teaching strategies.

The SMS training at Canterbury Christ Church University benefitted other Georgian universities is also exemplified through the academic teaching faculty who attended the training from Samtskhe Javakheti State University.

On May 2, 2018 17 academic and administrative Staff (Faculty Deans, Faculty and University’s QA; Deputy rector.) from different faculties participated in a workshop at Samtskhe-Javakheti State University based on the SMS training in

Canterbury that integrated the narrative approach in several courses, including the CURE course of Civic Education for Sustainability (<https://cure.erasmus-plus.org.il/course/view.php?id=17>). In addition several papers were presented at conferences including one which discussed applying these methods in the teaching of English (e.g. New Strategies and Techniques of Teaching English Raising Civic Consciousness in a multi-diverse classroom”).

The impact of the training is expressed by one participant:

Experience obtained during the staff mobility in Canterbury changed my perception of citizenship and especially the active citizenship. The reason behind this is the methods the training organizers used during the sessions. We listened to each others' stories which carried our perception of our role in the society, what is the democracy for us and other topics. It was really an exciting experience which made a great impact on me. I have a bachelor's degree in English Philology and after graduating from the university I am generally involved in adult education. But I always dreamt about working at school. My desire strengthened after the mobility. I think in countries like Georgia which are in transition the changes should be implemented in the early ages of development and the school is the perfect place for it.

Participants of the SMS training from Ilia State University implemented the methods in two teacher-training courses: Ethics of School Relations and Education for Sustainable Development. In addition these participants are planning to investigate the professional identity of teachers in Georgia. They believe that the use of the method of autobiographical narrative will be relevant to this study.

## Chapter 6: Applying Technology to Support Teaching and Learning about Civic Education and other Fields-Tallinn University Training Program for the Special Mobility Strand of the CURE project.

By Sirje Virkus

### Introduction

The aim of the workshops was to provide participants with advanced views on the ways in which technology can support teaching, learning and assessment. Through presentations, discussions, experience sharing and group work, facilitated by expert presenters, the workshop addressed the key questions of those who are responsible for developing and implementing technology-enhanced learning and innovative teaching and learning strategies for creating the necessary conditions for learning and teaching in the digital environment. Thus, the workshop introduced academic staff from Israel and Georgia involved in the CURE project in the innovative educational technology adoption in curriculum reform and course design for promoting democratic principles and civic education. These workshops engaged delegates at both a strategic and an operational level, and involved input from experts at Tallinn University.

The topics covered included:

- key trends accelerating technology adoption in course design for civic education;
- educational innovation in civic education through technology-enhanced research;
- providing civic education and democratic principles through new learning environments and technologies, mobile learning and game-based learning and gamification;
- learning analytics and educational data mining, technology-based assessment and design patterns for badge systems to support democratic principles and civic education.

### Specific Learning Outcomes from the Programme

- understanding the potential of modern information and communication technologies in civic education;
- understanding the role of various information and communication technologies in innovative pedagogical approaches;

- demonstrating what is possible and achievable in the teaching and learning environment through the introduction of modern information and communication technologies;
- implementing of modern information and communication technologies in the course design and teaching of citizenship education and democratic principles;
- devising a programme of action for technology-enhanced civic education.

### **Sustainable Outcomes of the Programme**

- participating faculty has developed knowledge and understanding of the nature, potential and various tools of information and communication technologies that support learning and teaching;
- participating faculty has developed skills to develop technology-enhanced civic education;
- participating universities will benefit from an increase of modern information and communication technologies in teaching and learning and in civic education;
- participating universities will benefit from an increase of staff who can implement, develop and support effective learning-management and knowledge-building solutions with digital technology, and create, practice and lead the innovative, learner-centred and involving learning cultures.

### **Key Trends Accelerating Technology Adoption in Higher Education**

The Europe 2020 Strategy acknowledges a need for a fundamental transformation of education and training in order to address the new skills and competencies that will be required if Europe is to remain competitive. Innovation in education and training is a key priority in several flagship initiatives of the Europe 2020 strategy (e.g. the Agenda for New Skills and Jobs, Youth on the Move, the Digital Agenda, and the Innovation Union Agenda). Educational stakeholders also recognise the contribution of information and communication technology (ICT) to achieving these targets, and the role of ICT as a key enabler of innovation and creativity in education and for learning in general. It is also believed that the full potential of ICT is not being realised in education settings and that only a few innovative projects manage to survive beyond the early adopter stage and become fully embedded in educational practice (Kampylis et al., 2012, p.1, Virkus, 2015).

However, it is believed that the potential of European higher education institutions to contribute to Europe's prosperity remains underexploited. Too few European higher education institutions are recognized as world class in the current, research-oriented global university rankings (European Commission, 2011, p.2). Therefore, the 2013 Communication of European Commission (EC) Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources set out a European agenda for stimulating high-quality, innovative ways of learning and teaching. It was based on new technologies and digital content building on the initiatives Rethinking Education, European Higher Education in the World as well as the EU flagship initiative Digital Agenda (European Commission, 2013, p.2). It is believed that ICTs will broaden access to learning opportunities at different levels and varied educational contexts, will enable teachers to better respond to diversity and heterogeneity in the classroom and enrich teaching. In addition, they improve learning experiences, support personalized learning, facilitate access through distance learning, and virtual mobility, streamline administration and create new opportunities for research (Redecker et al., 2011, p.81; European Commission, 2011, p.5, Virkus, 2015).

During the last decade, the learning environment has changed significantly; there are new societal needs, students' expectations, technological developments, and learning and information practices. Education paradigms are shifting to include more online learning, blended and hybrid learning, and collaborative models. With the development of open education philosophies during the last decade, the courses, programs, learning objects, providers and practices have moved increasingly across national boundaries (Virkus, 2015). The ideals of openness in education highlight the idea that knowledge should be shared freely, learners should have equitable access to educational resources and the desire to learn should be met without demographic, economic, and geographical constraints. Although this is not a new idea, since 2000 the 'open philosophy' in education has been evolving rapidly. The Massachusetts Institute of Technology (MIT) established Open Course Ware in 2002, the Open University set up Open Learn in 2006, followed by the early development of Open Massive Online Courses (MOOCs) in 2008 and various open learning platforms representing an ongoing development of the open education movement (Yuan & Powell, 2013, p.6, Rajabi & Virkus, 2017). Currently, there are a wide range of approaches and movements to 'open up' education: for example, open educational resources (OER) and open educational practices (OEP), but also open access to research

and data, open content, open textbooks, open technologies, open digital badges, open policies, open governance and so forth (Stag & Bossu, 2016).

One of the key trends relates to the developments in information and communication technologies. A number of publications spoke of technological advances as one of the most important future change drivers in higher education. For example, the brief *Technologies in Higher Education: Mapping the Terrain* published by the UNESCO Institute for Information Technologies in Education (IITE) provides an overview of the major ICT related developments which influenced higher education (UNESCO IITE, 2014). The internationally recognized NMC Horizon Report series are designed to help education leaders, policy makers, and faculty understand new and emerging ICTs, and their potential impact on teaching, learning, and research. NMC Horizon Report series and regional NMC Technology Outlooks are part of the NMC Horizon Project, a comprehensive research venture established in 2002 that identified and described emerging technologies or practices that were likely to enter mainstream use over a period of the coming five years in education around the globe (Johnson et al., 2013, p.3).

Thus, for 17 years, the New Media Consortium convened panels of higher education experts and posed three key questions to discuss:

- What is on the five-year horizon for higher education institutions?
- Which trends and technology developments will drive educational change?
- What are the critical challenges and how can we strategize solutions?

EDUCAUSE led this conversation in 2019, guided by the 98-person global panel to review recent literature, discuss their experiences and forecasts technology adoption and educational change. Educational leaders worldwide have looked to the NMC Horizon Project and both its global and regional reports as key strategic technology planning references (Horizon Report, 2019; Virkus, 2015, 2019)

In 2019, the Horizon Report Higher Education Edition identified six key trends, six significant challenges, and six developments in educational technology for higher education. The key trends are those that are very likely to impact changes in higher education across the world over the next five years. These trends are sorted into three time-related categories: fast trends that will realize

their impact in the next one to two years, and two categories of slower trends (mid-range and long-range trends) that will realize their impact within three to five or more years. Key trends accelerating educational technology adoption in higher education in 2019 are as follows:

- **Short-Term Trends:** Driving educational technology adoption in higher education (next one to two years):
  - Redesigning Learning Spaces
  - Blended Learning Designs.
- **Mid-Term Trends:** Driving educational technology adoption in higher education (three to five years):
  - Advancing Cultures of Innovation
  - Growing Focus on Measuring Learning.
- **Long-Term Trends:** Driving educational technology adoption in higher education (five or more years):
  - Rethinking How Institutions Work,
  - Modularized and Disaggregated Degrees (Horizon Report, 2019)

Each of these trends has numerous implications for teaching and learning practices (Johnson et al., 2015, Virkus, 2015). Table I present the comparison of key trends on the basis of Horizon Reports in 2018 and 2019.

**Table I:** Key trends that have an impact on higher education (Horizon Reports 2018, 2019).

Trends	2018	2019
<i>Fast Trends</i> (next one to two years)	Growing Focus on Measuring Learning	Redesigning Learning Spaces
	Redesigning Learning Spaces	Blended Learning Designs
<i>Mid-range Trends</i> (next three to five years)	Proliferation of Open Educational Resources	Advancing Cultures of Innovation
	Rise of New Forms of Interdisciplinary Studies	Growing Focus on Measuring Learning
<i>Long-Range Trends</i> (next five or more years)	Advancing Cultures of Innovation	Rethinking How Institutions Work
	Cross-Institution & Cross-Sector Collaboration	Modularized and Disaggregated Degrees

The Horizon Reports indicate a number of challenges that are barriers to the mainstream use of technology in higher education. These challenges are sorted into three categories: 1) solvable challenges as those that we both understand and know how to solve; 2) difficult challenges that are more or less well-understood but for which solutions remain elusive; and 3) wicked challenges, the most difficult, are categorized as complex to even define, and thus require additional data and insights before solutions will even be possible (Virkus, 2015).

Significant challenges impeding technology adoption in higher education in 2019 are as follows:

- Solvable Challenges: Those that we understand and know how to solve:
  - Improving Digital Fluency
  - Increasing Demand for Digital Learning Experience and Instructional Design Expertise.
- Difficult Challenges: Those we understand but for which solutions are elusive:
  - The Evolving Roles of Faculty with Educational Technology Strategies
  - Achievement Gap.
- Wicked Challenges: Those that are complex to even define, much less address:
  - Advancing Digital Equity
  - Rethinking the Practice of Teaching (Horizon Report, 2019 ;Virkus, 2019).

Table 2 present the comparison of challenges on the basis of Horizon Reports in 2018 and 2019.

**Table 2:** Challenges for the higher education in the coming decade (Horizon Reports 2018, 2019).

Challenges	2018	2019
Solvable Challenges	Authentic Learning Experiences	Improving Digital Literacy
	Improving Digital Literacy	Increasing Demand for Digital Learning Experience and Instructional Design Expertise
Difficult Challenges	Adapting Organizational Designs to the Future of Work	The Evolving Roles of Faculty with Ed Tech Strategies
	Advancing Digital Equity	Achievement Gap
Wicked Challenges	Economic and Political Pressures	Advancing Digital Equity
	Rethinking the Roles of Educators	Rethinking the Practice of Teaching

The Horizon Report includes six technologies to be important to teaching, learning and creative inquiry in the future. These forecasts are arranged along three time horizons over which the developments are expected to achieve widespread adoption:

- Time-to-Adoption Horizon: One Year or Less:
  - Mobile Learning
  - Analytics Technologies.
- Time-to-Adoption Horizon: Two to Three Years:
  - Mixed Reality
  - Artificial Intelligence.
- Time-to-Adoption Horizon: Four to Five Years:
  - Blockchain
  - Virtual Assistants (Horizon Report, 2019, Virkus, 2019).

Table 3 present the comparison of emerging technologies on the basis of Horizon Reports in 2018 and 2019.

Developments in educational technology that have impacted higher education during 2012-2019 are:

- Analytics Technologies
- Adaptive Learning Technologies
- Games & Gamification
- The Internet of Things
- Mobile Learning
- Natural User Interface
- Bring Your Own Device
- Makerspaces
- Flipped Classroom
- Wearable Technology
- 3D Printing
- Tablet Computing
- Artificial Intelligence
- Next-Generation LMS
- Affective Computing
- Mixed Reality
- Robotics
- Quantified Self
- Virtual Assistants
- Massive Open Online Courses/MOOCs
- Blockchain (Horizon Report, 2019).

**Table 3:** Emerging technologies that have an impact on higher education (Horizon Reports 2018, 2019).

Emerging technologies	2018	2019
Time-to-Adoption Horizon: Near-term horizon - One Year or Less	Analytics Technologies	Mobile Learning
	Makerspaces	Analytics Technologies
Time-to-Adoption: Mid-term horizon Horizon: Two to Three Years	Adaptive Learning Technologies	Mixed Reality
	Artificial Intelligence	Artificial Intelligence
Time-to-Adoption Horizon: Far-term horizon – Four to Five Years	Mixed Reality	Blockchain
	Robotics	Virtual Assistants

All these emerging technologies, trends and challenges analysed by the Horizon Project are very likely to impact technology planning and decision-making over the next years and have been tied to essential questions of relevance, policy, leadership, and practice (Johnson et al., 2014). Thus, traditional educational models are challenged by increasing numbers of online courses, OER and MOOCs that provide possibilities to learn autonomously; it challenges the world of formalized degrees and campus universities (van Rij, 2015, p.33). MOOCs have also focused attention on a range of issues related to learning pedagogies and the use of ICT-based learning (Sursock, 2015, p.33; Rajabi; Virkus, 2013). However, many authors point to the fact that many educators “are not aware enough or even if they are aware are not capable to utilize the new changing learning opportunities” at the primary and secondary education as well as higher education (van Rij, 2015, p.14).

### **The Focus of Workshops Arranged at Tallinn University**

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The two CURE workshops arranged at Tallinn University covered most of these emerging technologies described in the previous section and discussed the challenges these pose for higher education institutions.

In 2018 the specific focus of the CURE workshop was on educational innovation and the use of various technologies. The topics and training included:

- the use of ICT in the School of Digital Technologies.
- the use of open educational practices at Tallinn University. His focus was on open education, open educational resources and open digital badges.
- the use of gamification in education.
- the use of innovative technologies in Estonian education system.
- the summary of educational innovation in Estonia.
- a discussion about the digital competencies of students and academic staff in higher education and
- the use of innovative teaching and learning methods in education.
- the practical implementation of new tools in learning management systems.
- An introduction of the labs of the School of Digital Technologies and outdoors training.

In 2019 the specific focus was on open educational resources and open digital badges combined with technology innovation in higher education and society.

The topics and training included:

- the summary of ICT developments and the most important aspects of the development of e-government in Estonia, Estonian ICT institutions, policies and strategies related to higher education and gave examples and described lessons learned of e-government services.
- the use of technology in Estonian education system and gave a number of examples of best practices.
- an introduction to the open educational practices at the School of Digital Technologies in general and then focused on the use of open digital badges in the lifelong learning context.
- the implementation of open digital badges in the lifelong learning context.
- technological applications in the labs of the School of Digital Technologies.
- a workshop to various tools integrated with Learning Management Systems that included:
  - o how Moodle tools can support learning process,
  - o how to use Google Classroom and H5P - a powerful tool for creating interactive content and learning activities, and,
  - o Google Sites – a simple web-page creation for different purposes (for instance e- portfolio), interactivities in the Classroom - Brainstorming, Questionnaires, Games, etc.

## Conclusion

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The use of technology in higher education can be seen as a part of the broader movement of modernization of higher education institutions. Information and communication technology should be seen as an opportunity and challenge, and not a buzzword. However, organization-wide implementation of technology-enhanced learning requires a strategic approach. There is 'no one size fits all'. Complex challenges and complex questions can rarely be answered by easy answers and frameworks. Research has shown that technology itself is only part of the complex puzzle that must be solved for organizations to remain competitive in a digital world. However, there is a need for comprehensive understanding of the use of modern technology in education. The CURE workshops at Tallinn University sought to contribute to such a broad understanding. How our workshops contributed to specific participants and institutions will be presented in the following chapters.

In the framework of the CURE project two workshops were arranged at Tallinn University in Estonia on August 21-28, 2018 (23 participants) and on September 8-15, 2019 (10 participants).

## **Examples of the Impact of the Training on Israeli and Georgian CURE Institutions:**

By Rhonda Sofer

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GACE sent five staff to the training at Tallinn U which included four pedagogical experts in integrating technology in pedagogy and one academic teaching faculty member. The training which most impacted this team was related to the Technology of Open Digital Badges. After this training, a committee was set up at GACE to examine the possibility of applying open digital badges as an alternative and complementary assessment method. This process led to the development of a new KA2 capacity building application aimed to promote digital transformation through digital badges in higher education in Israel. The CURE Tallinn U team was the applicant to this initiative with GACE's participants in this SMS training helping to build the Israeli consortium for this project which included eleven different teacher-training academic institutes of higher education representing all regions and educational trends in Israel. GACE's participants have ran several faculty training on this topic in order to prepare for hopefully the successful selection of this application.

Three participants from David Yellin College also participated in the training at Tallinn U. These participants benefitted greatly from the training on "gamification in education" which they planned to integrate into their teaching and from the new innovative digital tools that were presented such as H5p, Big Blue Button and e-portfolios. Participants found these tools helpful since they could be implemented in their courses at the universities and colleges. As a result of this training one of the participants taught the content of this workshop in two Courses Teaching and Learning in Technological Environment and Development of 21st Skills in teaching and learning processes. Moreover, one of the participants is also a lecturer at another college in Israel and applied the gamification method to teaching one of his courses in that institute.

Another member of the DYU who was trained at Tallinn U like the GACE team was also impacted by the workshops on open digital badges. As a pedagogical advisor for pre-service teachers, she feels that her students can benefit greatly

from this method and will pilot them in her mentoring work with her students. She also felt that the gamification method is a very useful tool that she could use to enrich the academic content of the material that she teaches. The workshop on Moodle tools and Google tools provided her with new skills that she plans to use in her courses which are on the Moodle platform. She especially felt that integrating more interactive tools which support engagement in the learning process could contribute to making her students more responsible for learning and help develop collaborative skills as well as critical thinking.

Five members of the Sapir Academic College staff attended this workshop and were impacted in several directions. Upon their return from the Technology and Pedagogy workshop in Tallinn, the Sapir participants felt eager to start implementing the various practices they had been exposed to during the workshop in their own courses, as well as share the knowledge with their peers back home. All of them report that they now use the different tools they have picked up in Tallinn and have made changes in their course design and classroom pedagogies. They have also been sharing these with their close circle of peers in their respective departments as well as been active in disseminating the knowledge to the wider community of lecturers, through dedicated pedagogy forums established in the college.

The Tallinn workshop had a wider impact on Sapir faculty, beyond the participants' individual courses. While a different ERASMUS+ capacity building project, CLEVER, informed and fueled the establishing of the Forum for Innovation and Creativity in Teaching, the CURE participants are leading one of its specialty teams. The forum was established with the support and leadership of the Teaching and Learning Unit on campus and with the aim of spreading advanced teaching methods across Sapir academic departments. A total of 45 Sapir lecturers are active in the forum. The CURE participants in the Tallinn training linked up with this forum and are actively leading one of the forum specialty teams called Independent Learning in which they are promoting concepts of lifelong learning aided by techno-pedagogy which they have gained through the Tallinn training.

TSU sent three faculty members for the training at Tallinn U. The experience at the workshop enhanced their knowledge and skills in using these tools actively in their courses. One of the most useful session for the TSU team was about - New Tools in Learning Management Systems – Moodle. The workshop

experiences and awareness of digital education opportunities have had a great impact on their teaching practice. This training had a great personal impact on their professional development, and enriched their competences and skills in various directions of innovative teaching methods. One of the trained faculty updated adding more interactive digital tools to the structure in two of her MA Teacher Education courses: Structure of English Language and Contemporary Methods of Teaching and Using Multimedia in Teaching and Learning.

Additionally, facilitating the faculty training workshops at TSU, helped them to introduce and disseminate these innovative teaching approaches to their colleagues, who, in turn included and applied them in their courses. The Tallinn trained faculty from TSU presented the following topics in their own internal faculty training workshops:

- Open Educational Practices at Tallinn University;
- Digital competencies of students and academic staff in HE;
- Use of technology in education;
- New Tools in Learning Management Systems.

Moreover, the training was felt to be so important to TSU's development, that they invited a member of the Tallin U CURE workshop team to come to Tbilisi and run several workshops there. Workshops were given on "Digital tools in pedagogical practice" (May 6-8, 2019) aimed to promote digital competencies and skills of the academic and administrative staff. As a result of this workshop, and SMS in Tallinn University, the Moodle platform was upgraded and a number of new tools and learning platforms were integrated in TSU Learning Management System. Within the framework of the MA program, Master of Educational Sciences", there is an online course - General Foundations of Pedagogy, created on the moodle platform. In addition another digital course was upgraded by adding - New Tools in Learning Management Systems. Another workshop on Open Digital Badges were given to the faculty at TSU which shared the training received in Tallinn University to more members of the staff.

Two more examples of Georgian CURE universities that benefitted from the SMS training at Tallinn is at Samtske Javakheti State University and at Ilia State University. SJSU sent two IT specialists and one faculty member for the training. As a result of this mobility two workshops were conducted at Samtskhe-Javakheti State University. The first workshop occurred on October 4, 2018 on "The Use of Innovative Technologies in Course Design, Teaching and

Assessment Process – the experience of Estonia”. The 2nd workshop was on the topic “Digital technologies and use of teaching management systems in the teaching-learning process”. Fifty-five academic staff members participated in this training and received tools that they can use in their teaching.

ISU sent two academic faculty members for this training. They integrated several new topics of use of technology in citizenship education; digital citizenship competencies; the use of technology in project teaching into three courses: Basics of Teaching Civic Education at Elementary Level, Basics of Teaching Civic Education at Primary and Secondary Level and Intercultural Education - Pedagogical Approaches. Moreover, they integrated several applications into the teaching of their courses which were presented at this training: Slido, Mentimeter, PollEverywhere, Socrative. Their students were able to create learning resources through using these apps.

## Chapter 7:: Coordinator's reflection of Israeli-Georgian Capacity Building Projects and of CURE's SMS training and overall achievements

By Rhonda Sofer

I have been working and collaborating through European Commission's Capacity Building Programs for higher education with many members of this consortium since 2010, beginning with the TEMPUS project DOIT mentioned below. CURE represents one of five different joint Israeli-Georgian capacity building programs that I have or am personally and professionally involved in. For almost a decade, several of the institutions in Israel, Georgia and Europe have been partners working together to achieve project goals that have been in the most part aimed at promoting important values and programs in our countries.

The first program of Development of an International Model for Curriculum Reform in Multicultural education and Cultural Diversity Training, DOIT-promoted not only the development of curriculum that promoted diversity and Children's Rights in teacher-training programs, but also supported student activities that reinforced the important values that were being taught in our courses (website <https://online.gordon.ac.il/course/view.php?id=37036> ).

When DOIT finished in 2015, a new joint Israeli-Georgian project was selected, DARE- Developing Programs for Access of Disadvantaged groups of People and Regions to Higher Education. While DOIT was officially a curriculum program aimed at promoting diversity in the curriculum, DARE was a structure program aimed at creating sustainable support for disadvantaged diverse groups to enter into and be supported in institutions of higher education (website: <https://www.erasmusplus.org.il/dare> ).

In 2016, two new curriculum reform ERASMUS+ programs were selected, CURE and ABC (Access to Better Communication- website: <https://abc.iliauni.edu.ge/?lang=en> ). CURE's program is aimed at promoting important values and behaviors related to civic engagement and democracy which we believe are so very important in today's world. ABC's aimed to introduce in Georgia and Bosnia Herzegovina and to enhance in Israel, the profession of a Speech and Language Therapist through the development and elaboration of quality courses offered at different levels of higher and professional education.

The fifth ERASMUS+ project that I have the privilege of being a partner in is ASSET (Assessment Tools for the New Learning Environments of the 21st Century), selected in 2017. ASSET aims to support modernization of higher education through the development of assessment tools that are relevant for the 21st century new learning environments (website: <https://www.asset-erasmus.com/> ).ASSET complemented all of the curriculum reform programs that developed innovative pedagogy to teach our different courses-but providing better evaluation tools for the engaged innovative pedagogy.

Reflecting on this journey of Israeli-Georgian-European collaboration I can say that amazing achievements have been accomplished. For me, CURE represents the culmination of experience learned through the earlier programs and the designing of the program reflects this experience. Some of the achievements of CURE are documented in this handbook but the processes that contributed to these achievements are less visible and more “behind the scenes”. One of the important processes that I believe contributed to CURE’s success is the development of professional relations that were conducive for the sharing of knowledge and professional growth. The sharing of knowledge and professional growth is the “heart and soul” of CURE’s Special Mobility Strand training program, which was based, on the one hand, on learning from our EU partners’ particular expertise, but most importantly, on the other hand, on mutual sharing that our SMS participants brought into the training workshops. Through this mutual sharing, all members benefitted, and this experience contributed to the success of the SMS training as well as CURE’s overall achievements.

CURE’s achievements range from the successful development of courses, their piloting within the participating institutions, tangible evidence of sustainability within different departments and faculties and diversified and impressive processes of dissemination on all levels: within the consortium and beyond, establishment of Centers for Social and Civic Involvement, SMS training, workshops for faculty within Georgian and Israeli institutions and our teacher-training enrichment programs.

The SMS training described in this handbook had an impact, not only on the CURE members who participated in this program, but on over 30 different faculty members from our institutions who were not CURE members. Moreover, through the institutional faculty training that each participant was obligated to run as part of the “privilege” of experiencing the training in Europe, hundreds

of our faculty members in our different CURE institutions benefitted from this SMS program. Through CURE's SMS program our institutions were impacted. Courses are now being taught using these engaged and innovative methods. Many of our students are themselves students of education-future teachers. Thus, through CURE's courses and the courses that are being taught by all of the faculty that benefitted directly or indirectly through this program, hundreds of not thousands of our students have or are experiencing new ways of learning which they can then model when they themselves are teachers.

As the coordinator of CURE, these results bring me not only personal pride, but more importantly collective pride. This collective pride springs from the fact that professionals who come from different cultures and institutions (within our countries as well as between our countries) succeeded in overcoming many of the challenges of intercultural communication and were able to work together, achieve the aims of the project and then sustain the relationship through new programs and initiatives. For most of the partner institutions in Georgia and Israel, CURE is more than a project with a starting date and an end. Its goals and objectives of promoting civic education and democratic principles go beyond physical boundaries and the limitation of time.

Due to the involvement and commitment of CURE's consortium members and the key stake holders of the partner HEIs, CURE is a successful international programme. Its success is due to the fact that its members were empowered to take on active roles of leadership within the programme as well as within their HEIs. The leadership strategy in this project is characteristic of a method described by Prof. Linda Hall, called "leading from behind." Hall was influenced by reading the autobiography of one of our great leaders of the 20th and 21st centuries, Nelson Mandela. Mandela refers to leaders as shepherds. Although the flock moves forward after the lead sheep or goat, it is the shepherd who is actually coaching and guiding the flock. The shepherd however enables different sheep or goats to take the lead. Professor Hill talks about business and how the 21st century requires leaders who are not afraid to empower others to emerge, to innovate and to lead. They do not fear greatness in others, but rather nurture and encourage it. This concept of "leading from behind" contributes towards what Hill's calls "collective genius," that enables every member of a group to contribute and present their ideas and programmes of action. This method of leadership has been applied in the two projects that I have coordinated: DOIT and now CURE and I strongly believe have resulted

in two programs that have impacted our institutions in the true “spirit” of capacity building.

In conclusion, capacity building in higher education institution programmes are measured and assessed by whether the deliverables stated in the proposal are delivered and the “quality of the product”. What makes our Israeli-Georgian capacity building programs’ achievements special, are the processes that structured our relationships within our collaborative work, which empowered many of our members to be leaders in their own institutions and communities. These processes contributed not only to the “delivering of deliverables” but also to the high quality of results that we have achieved to date. It is my hope that the material in this handbook will empower the readers to be able to design training programs that can also have an impact in their institutions. Respectfully, Rhonda Sofer, Coordinator of CURE March 1, 2020

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