Providing a global dimension to Citizenship Education: a collaborative approach to student learning within Primary Initial Teacher Education.

> *'Positive views of citizenship ... have sought to transcend nationalism, to seek for unity in the notion of shared humanity and to define citizenship as international citizenship. ... The current emphasis on individualism that is divorced from any collective, democratic responsibility, on competitivism rather than co-operation, on market-forces rather than social policies as solutions to social problems ... is leading society away from democracy as well as away from the concept of citizenship.'* (Kelly, 1995:183)

This research report describes, analyses and evaluates a year-long project undertaken at University College Worcester (UCW). The context for the project was student teachers' learning about citizenship and PSHE and their application of this to their practice during serial and block school experience. For the purposes of this report, I will focus on the global citizenship education strand of the project.

1. Background context.

During 2002-3 a project into student-centred approaches to learning about citizenship and PSHE on a primary ITT course was undertaken at UCW. Certain values and beliefs underpin both the substantive and methodological focus for the project which stem from the sequence of events leading to its conception.

During 2001-2 UCW's education department took part in the World Studies Trust 'Global Teacher Project' (GTP) which was designed to enhance student understanding of, and to embed, a global dimension within ITT. The key aim of the GTP was, in the context incorporating a global dimension into the curriculum, 'to extend teaching, learning and practice in Initial Teacher Education'. The GTP literature puts forward the view that

- Global education is as much about the relationships within a classroom as it is about relationships between countries
- Global education uses a methodology which encourages sharing of ideas and democracy of opinions

This focus and methodology was considered particularly appropriate as a basis for the project reported here.

As tutor for primary geography with an interest in global education I was keen to maximise the benefits of being involved in the GTP and therefore used it to kick-start a more detailed project of my own. My own view is that, while Citizenship and PSHE are not statutory in the primary curriculum, they are an important element of children's learning. Potentially they add a values dimension to any subject-based lesson as well as an opportunity to relate learning to the real world and so give it a real sense of purpose. In addition, as a geographer involved for many years in development and then global education, I believed it was important to provide a global dimension to students', and thus children's, learning. This has been given official support in recent years in the DfEE (2000) document *Developing a Global Dimension in the School Curriculum*.

The project was thus conceived with the following focus, aims and intended outcomes:

Title: Creative approaches to student-centred learning in courses where the curriculum is externally controlled.

Aim: To explore a collaborative approach to student learning [about global citizenship] within what is a tightly controlled curriculum in Primary Initial Teacher Education.

Outcomes:
- Enhanced student learning within the context of Global Citizenship
- Improved practice within the specific modules involved
- Improved practice of students during school experience
- Strengthened links between all collaborators in Primary ITE Partnership (tutors, mentors, students)
- Greater understanding of how to involve students meaningfully in their own learning and in the process of learning, teaching, planning and assessment within externally controlled courses
- The beginnings of an understanding of what might be an appropriate pedagogy for Global Citizenship within ITE

How we sought to achieve these aims and outcomes is detailed in the section on Application, page 6 below.

2. Knowledge Base

2.1 What is global citizenship education?

The substantive element of the project was concerned with providing a global dimension to the citizenship curriculum. An understanding of both the distinction between citizenship and global citizenship, and the value of providing a global dimension to citizenship, therefore needs to be discussed. Dower puts forward a notion of a global citizen as someone who has a global moral perspective that 'all human beings have certain fundamental rights and all human beings have duties to respect and promote these rights' (Dower, 2003:7). The problem with a global ethic (universal norms and values) is whether such a thing exists and if so, what kind of global ethic is it?

The argument set out by Dower is an academic one regarding whether there is such a thing as global citizenship and, if so, how might it be defined. Rowe (2000) adds to this by identifying a number of different models of citizenship education each of which have their own sets of values, purposes and thus implications for education. These models are identified as cognitive (constitutional, patriotic, parental, religious and value conflict or pluralist models), affective (the empathetic and motivational aspect of citizenship) and experiential (citizenship is not studied in theory, but put into practice e.g. through the school ethos or community action models). There is not space to discuss these in detail here, but the project undertaken at UCW could be said to take account of Rowe's three-way model in the following ways. The cognitive model adopted is that of value conflict / pluralism in recognition of our pluralist society. This perspective places value on 'personal

development and individual integrity and recognizes that the highest form of civic motivation is that which arises from principled commitment rather than coercion or persuasion' (Rowe, 2000:198). In order to act in a principled way within any society local-global, it is imperative to recognize and understand others' points of view and in this way, we acknowledge the affective dimension of Rowe's model. The project therefore builds in a multiple perspective element both within specific sessions in modules, and within the structure of the year as a whole. Finally, the experiential model is evident in the way in which the course seeks to emulate democratic processes through the collaborative decision-making and evaluation structures employed.

It then remains to identify the key skills, knowledge, understanding and values that are necessary for being a global citizen. A commonly used framework can be found in the proposed global citizenship curriculum set out by Oxfam (1997). This, along with the National Curriculum document for Citizenship and PSHE, formed the basis of the substantive knowledge base we aimed to develop in students during the second year of their 3-year degree. In addition, the key concepts of sustainable development education (appendix 1) were addressed, partly because one of the modules for the year focuses on geography and global citizenship. At UCW we were also trying to encourage students to consider the purpose of education in broader terms and that, if education is partly to prepare pupils to become citizens at a variety of levels, local-global, it could also be argued that one cannot do so without considering the sustainable future of the planet.

The project aimed to develop the following substantive knowledge base and understanding:

- The distinction between citizenship and global citizenship
- The world as a global community, and the political, economic, environmental and social implications of this
- Key concepts of interdependence, globalisation, diversity, rights and responsibilities, sustainable change, quality of life, social justice and equity
- Human Rights and the Rights of the Child
- Democratic processes (including taking positive action at a variety of levels or contexts local – global)

Students and mentors develop their knowledge of:
- What contributes to effective learning and teaching in global citizenship education

Mentors develop their knowledge of:
- That part of the university-based course which focuses on global citizenship education
- Their own subject knowledge about global citizenship education
- How to support students in applying their learning to teaching within specific age-range and school contexts

University tutors develop their knowledge of:
- How to involve students more effectively in their own learning
- A pedagogy for global citizenship education in ITE
- Effective frameworks for incorporating a global dimension into the primary QTS course

2.2 Why should a global dimension be added to citizenship?

On a purely pragmatic front, the government has been actively seeking to encourage educational establishments to include a global dimension to their curricula (DfEE 2000). As advice about the citizenship and PSHE curriculum was being considered by the government advisory group, Oxfam was lobbying hard for a global dimension to be incorporated (Oxfam, 1997). Although the citizenship curriculum does not use the term 'global citizenship' it does state, under 'The importance of citizenship' statement that 'Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and *international* levels'. This is further reinforced by reference to 'wider communities' and learning about 'fairness, social justice, respect for democracy and diversity at school, local, national and *global* level' (DfEE/QCA, 1999 – my italics).

Support for global citizenship can also be found in the writings of many educators. Robbins et. al. (2003) and Hicks (2003) provide summaries of the movements in the UK that have promoted World Studies and Global education that have led to the interest in a global dimension to citizenship. These movements grew out of the recognition of a need to equip young people with the knowledge, understanding, skills and values required to respond to the increasing number of environmental, economic and social issues that have impacts on a global scale. Claire notes that 'today's world is one of unprecedented global change' and that 'unless children are introduced to the new concepts and the new realities, their participation in the real issues of world democracy and human rights will be severely limited' (2001:146). In his justification for a global ethic, Dower (2003) sees the need arising from increased globalisation, and an awareness that solutions to global problems require a global, rather than national, response. This is echoed by Beck who identifies a number of global issues that young people are concerned about – living and loving with the threat of aids, what to do about environmental degradation – which 'slip through the political agendas of nation states (Beck, 1998:29). Claire and Dower identify a further problem, that of global threats to peace and security, which has become one of the most pressing global problems of the early twenty-first century.

Furthermore, research conducted by Hicks and Holden (1995) with children aged 7-18 show that when asked about their hopes and fears for the future of the world their over-riding concern was about war, with the environment and poverty also being a major concern. In terms of their optimism about the future, at the age of 7 children are generally equally optimistic about their personal future as they are about the local and global future. This shifts with age and, from the age of eleven, pupils are most optimistic about their own future and least optimistic about the global future.

> *'Taking the 11-18 year olds as a whole, nearly three-quarters felt they had learned little or nothing about global issues at school. ... on the other hand, when asked how important they felt it was to learn about global issues in school, 98 per cent of pupils said that they thought it important or very important.'* (Hicks, 2002:37)

There is a clear gap here that needs to be addressed, beginning at primary level. A piece of research that I am currently involved in, with colleagues at Bath Spa, Exeter, and University of West England, further reinforces the need for a global dimension to

citizenship education. Of 101 primary undergraduate students surveyed at the beginning of their 3 year degree at UCW, only 16.8% of students (n=101) expressed an interest in global issues, as opposed to 58.4% of PGCE students (n=753) who were surveyed at the same time. Initial analysis of the results shows that:

> *'trainees with no interest in global issues and no connections [with the wider world, through friends, family, travel] were also the most likely to 'know nothing' – i.e. they had the least understanding of global issues'* (Holden, Clough, Hicks and Martin, 2003:4)

and these students were predominantly primary ITE undergraduates.

To sum up, the need for a global dimension to citizenship education finds support from:

- Government and NGO initiatives
- The literature on the pressing issues of the twenty-first century and how they might be best addressed through education
- Research into pupils' hopes and fears for the future
- Research into pupils' and trainee teachers' understanding of global issues

2.3 What is an appropriate pedagogy for global citizenship education?

Hicks (2003) demonstrates how, when seen as part of global education, global citizenship (or providing a global dimension to the curriculum) cannot be separated from notions about the purpose of education per se. Quoting Pike (2000) Hicks observes that "the big ideas of global education and its overall purpose as an educational reform movement are largely consistent", and that the 'common key concepts in all three countries [UK, Canada and USA] are interdependence, connections and multiple perspectives'. This overall purpose as an educational reform movement suggests a stance which, depending on its key focus, might mirror a socially critical ideology (Fien, 1993) or a transformative ideology (Hicks and Holden, 1995; Sterling, 2001). All these writers would argue that global citizenship for a sustainable future cannot be achieved within any other ideological framework. This approach to education can be summarised as 'education *for* the future' (Hicks and Holden, 1995) and 'education *as* change' (Sterling, 2001). Education is

> *about creating the conditions of survival, security and well-being for all. Un-learning, re-learning, new learning are the essences of this challenge'* (Sterling, 2001:88).

In his view Sterling moves one step on from 'learning *for* change' by arguing that for real change to come about, this change has to be fundamental *personally* before it can be successful for change socially, ecologically and economically. The pedagogy necessary for such an education has been identified variously as active learning, issues-based learning, and enquiry-based learning and makes use of teaching approaches such as role-play, simulations, and debates(see Claire, 2001 chapter 6 for a detailed account of this in practice).

The Development Education Association (DEA, 2002) make an impassioned plea for the sort of pedagogy they believe teacher trainees should be experiencing, and which they believe are 'far removed from the realities of much contemporary initial teacher education':

> *Students should gain experience of planning and delivering curriculum units to promote global citizenship using critical pedagogy and action research. ... Students should be taught in ways that demonstrate such pedagogy and allow them to develop and display the kinds of knowledge, skills and values required by cosmopolitan democrats'* (DEA, 2002:10)

This was the pedagogy that underpinned the project as a whole, and the elements within it. In terms of the process used for developing the substantive knowledge base of participants in the project, the following approaches were taken:

- Issues-based learning
- Dealing with controversial issues
- Participatory and interactive teaching approaches which use higher order thinking skills and take account of differences in learning styles

Students, tutors and mentors develop their knowledge of:
- Collaborative, democratic approaches to student-centred learning
- Systems that support collaborative, democratic approaches to student-centred learning

The <u>key concepts</u> for the pedagogical element are therefore – democracy, participation and action, active learning, power and control, ownership, and partnership

3. Application

<u>3.1 The project</u>
The project, as shown in the aims, outcomes, and knowledge base above, sought to achieve these by working at two levels:

1. At the course-as-a-system level, by exploring an approach to involving all members of the ITT partnership in a democratic process of development of the citizenship/PSHE strand of the course, to the benefit of all
2. At component-parts of the system level, by exploring and modelling socially critical / transformatory approaches to learning about citizenship/PSHE with the students

The project therefore had a dual focus – pedagogical and substantive – and functioned at two levels. The over-riding purpose of choosing this structure (detailed below) was that it was seen to be appropriate to take a democratic approach to student learning at whole course level, because this would mirror the learning and teaching approaches being used at modular level, which we hoped students would then use at classroom level.

The context for the project was as follows:

Y2(3) Timetable which provides the framework for the project.

Term 1   Foundation subject (Geography, History, Art & PE) and core
                      subject modules make reference to [global] citizenship/PSHE where
                      appropriate
                      Block school experience (3 weeks)

Term 2   Pedagogy and management module, PUG22PM, entitled 'Citizenship and
                      PSHE through the Curriculum
                      Remaining foundation subject modules make reference to [global]
                      citizenship/PSHE where appropriate(RE, Music, D & T)
                      Serial school experience (2 days a week over 10 weeks)

Term 3   Block school experience (5 weeks)

The process involved the elements listed below; those that were specifically designed to enable collaboration between students, tutors and mentors are shown in italics:

Term 1
- Initial teaching & learning about Global Citizenship Education and PSHE through foundation subject modules (described below at 3.2.1)
- Individual student evaluations of modules (described below at 3.2.1)
- *Student representatives meet with their seminar groups to discuss learning & teaching approaches used and which were most helpful, why etc., and to identify needs they would like to be addressed in the spring term*
- *Tutors and student reps look together at Pedagogy and Management Module (PUG22PM) for term 2 – evaluate, discuss in light of term 1, consider revisions*

Term 2
- Implement revised module programme for PUG22PM
- *Collaborative workshop for students, mentors and tutors at UCW. As part of this activity, collaboratively develop criteria against which to make observations of 'successful' teaching & learning that focuses on citizenship and/or PSHE [generic criteria are evident in standards statements in PDP, need to add curriculum specific criteria]* (described below at 3.2.2)
- *Evaluate mid-semester and consider how remainder of module might be organised*
- *Consider particularly the impact on students' planning and teaching, and children's learning [to what extent are learner-centred ideas being adopted by students in their own teaching?]*

Term 3
- Implementing ideas during block school experience
- *Students teaching and planning together – as a team, peer observation and feedback of citizenship/PSHE lessons[1] using criteria developed in term 2*
- *Evaluation of the whole project* (described below at 3.3)

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[1] Citizenship/PSHE could be taught discretely or be an integral part of a subject-based lesson

An important part of the process was also to keep lines of communication between all members of the partnership open. To facilitate this I communicated via email and letter with tutors and mentors at various key points during the year informing them of, and inviting comment on, what was happening and why.

3.2 Account and Evaluation of Activities

The foundation subjects each linked subject knowledge and application work with citizenship and PSHE in ways that were appropriate to them. For example, PE focused on inclusion and the role of street dancing in different cultures; History focused on links between the colonial past and contemporary issues; and Art focused on the role of representation in Aboriginal culture. There is not space to describe the activities undertaken during the year in detail, so I will provide examples from one subject module (geography), and the collaborative workshop.

3.2.1 Geography Module, Term 1.
At UCW all primary undergraduate ITE students have two geography modules. The first, in year one, aims to develop students' subject knowledge and to introduce them to the enquiry approach to learning in the context of local and UK studies. In the second year, the one that concerns us here, the aim is to broaden students' images of geography and to move beyond knowledge, skills and understanding to values and attitudes.

My own image of geography and its purpose in the curriculum, which will clearly have influenced the module programme, encompasses the view that it has the potential to enable people to create new understandings about the world they live in, or ' to travel with a different view' (Slater, 1992). Travelling with a different view then enables us to imagine alternative 'worlds' and to consider how we might contribute to making the world a better place.

If this image of geography is applied to practice, it means:

- Starting with children's own knowledge of, and interests in, the world
- Building on and extending their knowledge
- Problematising this knowledge, for example by identifying an issue, or by being critical of the sources of information (e.g. asking questions such as: 'Who produced this resource? For what purpose? What does it show? What does it not show?')
- Raising their awareness of their own perspective on the issue
- Gaining understanding of a variety of perspectives on the same issue
- Using these perspectives (including their own) to generate a number of solutions / ideas about how to address the issue
- Making judgements about / evaluating alternative solutions
- Making decisions about courses of action and justifying them.

The programme outline for the geography module (appendix 2) therefore has a *geographical focus* of teaching and learning about distant places, and a *global citizenship focus* of developing understanding of how people, the environment and the economy are inextricably linked at all levels from local to global (diversity and interdependence), and the issues that arise from this (e.g. unequal distribution of power & wealth).

The approach taken in the sessions, which are run along workshop / seminar lines, is to model teaching methods with the students at their own level, and then to reflect on both their own learning and how they might apply this to the learning of children in the primary school. This approach draws partly on the work of David Leat (1998) who developed a thinking skills approach to the teaching of geography. Common attributes of thinking skills activities are that they are collaborative, open-ended and require pupils to generate their own meanings. Another important aspect of these approaches is *debriefing* – that aspect of an activity which makes the process explicit and supports the pupils in learning how to learn (metacognition).

An example of this in practice is the activity I use in the first session (appendix 3), called Odd One Out. Students work in pairs or groups of three to discuss which term they consider to be the odd one out and why. The students are then asked, during the debrief, how they approached the task in their pairs / threes. What strategies did they use? Were there any disagreements? How were they resolved? In this way they are learning about the learning process as well as being introduced to, and developing their understanding of, key terms associated with global citizenship. They can then spend some time considering how they might use such an approach with primary pupils – for example, it might be appropriate to use photographs rather than words, and sets of three rather than sets of four.

Later in the module I do some activities that help students develop their understanding of the interdependent nature of the world and how the ways in which the world works economically can lead to global inequities. There are several versions of 'trade games', which simulate how current world trade practices lead to unequal distribution of wealth along a roughly north-south divide. The example provided in appendix 4 is a simplified version that I use with primary students who have an early years specialism. I ask the students to do the activity first, we then discuss what issues it has raised for them, and finally move on to looking at Fair Trade materials from websites such as UNICEF, Oxfam and Christian Aid. These materials help students to identify some of the more complex issues surrounding 'sweat-shop' labour, as well as things that students can do as individuals or groups if they wish to take action.

Student evaluation of the first term's activities showed that they valued the focus on citizenship and PSHE because 'it was valid for everyday life', 'it helps create a wider world', 'it increases children's empathy and understanding of cultures and religions', and because it 'becomes obvious that no subjects are isolated'. At this point some students felt that they needed extra support to make these links. These comments were discussed by student representatives and tutors, and together we identified aspects that were felt to be needed in the pedagogy and management programme the following term. These were:

- to be clearer about definitions (of, for example, key concepts),
- to extend knowledge of curriculum requirements,
- to extend knowledge of range of active-learning approaches,
- to develop teacher-led questioning skills, and
- to have more of an emphasis on PSHE.

3.2.2 Collaborative Workshop, Term 2.
The morning workshop for students, mentors and tutors provided a programme which aimed to establish a common understanding of the sorts of approaches that might be suitable for Citizenship and PSHE, before moving on to develop criteria for peer observation. The introduction was conducted by me and a student in order to convey the message that we were all there as equals in the activity, but this, as shown below, was not as successful as I hoped.

The first set of activities focused on the themes of:

- Myself in the community – understanding and respect for diversity,
- What am I wearing today? – understanding of interdependence, trade and the distribution of wealth,
- Changing environments – understanding of issues surrounding the impact of technology on sustainable change in a distant locality,

and used the Global Citizenship Ladder (appendix 5) as a framework for helping pupils progress from knowledge to action.

The second set of activities asked each group to reflect on the previous activities in order to identify the pedagogy that underpinned them. This led on to group generation of criteria for peer observation. We finished by collating each group's criteria and discussing them as a whole team until we reached a list that all agreed on (appendix 6).

Student and mentor evaluations of the morning indicated that the activities as examples of GCE / PSHE were universally valued. Comments focused on their use as practical ideas that could easily be adapted for classroom use and for different ages & abilities. The collaborative development of peer observation criteria was also valued because 'it helped us to revise what we need to look at when observing peers', 'it got everyone's perspective', 'it was very useful to agree as a whole group', 'it was very important for us [students] to be involved in deciding on these criteria' and 'at least everyone will be using the same criteria and making it fair for everyone'. However, there was a significant minority of students who felt that 'we didn't seem to get them [the criteria] collectively' and 'as we have less experience than the teachers we felt less involved'. This highlights the nature of the relationship between students and mentors / tutors and where the power is perceived to lie. As a learning experience for me it reinforced how difficult it is to give everyone an equal voice in a democracy, even if one has the best of intentions. In hindsight this was a golden opportunity (which I missed) to make such a point with the students and to discuss it in relation to those in our society who feel invisible and unrepresented.

Peer Observations and Block School Experience, Term 3
I had intended, during the summer term, to visit a small sample of schools to discuss progress and its impact with mentors and class teachers. Unfortunately illness prevented this from happening.

3.3 Evaluation of the project as a whole

At the end of the block school experience students attended college for one day to evaluate their experiences over the year as a whole. As part of this day each student was asked to complete a Global Citizenship and PSHE Project questionnaire. Two follow-up interviews with student representatives provided more qualitative data that offers explanations for some of the results.

Substantive knowledge.
The majority of students agreed that they now had good knowledge of the curricula for Citizenship and PSHE and that they knew how to integrate them into their foundation subject teaching, with slightly fewer knowing how to integrate them into their core subject teaching. That they could see the relevance of Citizenship and PSHE was evident in that 50% of students agreed that 'it is important to include Citizenship and PSHE in my subject teaching', and a further 36% strongly agreed with this statement. The remainder of students neither agreed nor disagreed. 68% thought it is important to have a global dimension to Citizenship – nobody disagreed with this statement, the remainder were unsure. However, 13% stated that they still did not understand the difference between Citizenship and Global Citizenship.

It was not feasible (nor would it have reflected the methodology of the project) for the questionnaire to 'test' subject knowledge in detail. However, assignments submitted during the year did indicate that students were able to incorporate global citizenship and PSHE objectives into their teaching and had a view of it that went well beyond circle time activities. One example of these assignments is provided in a student report on this website *An Evaluation of teaching PSHE and Citizenship, by Christopher Holloway.*

Pedagogical knowledge and application.
The evidence suggests that the system used to enable and support the project gave students much greater insight into how a course is run and the part they might play. However, two key elements of this process were not seen to be as useful as I had hoped. The first, that of the collaborative workshop, has already been discussed at 3.2 above. The second concerned the role of student representatives in the collaborative process throughout the year.

The majority either did not know or disagreed that liaison between them, their group representatives and the course tutors had made a positive difference. This was disappointing because this was the part of the project designed to model the democratic process. However, it could be said to reveal something about the nature of the 'political apathy' that appears to exist in our society today. The student representatives *themselves* could see the relevance of their role and the impact it had, but those involved at second and third hand failed to see that their ideas were taken into account. Interviews with student representatives suggested that this was because of the logistics of communicating all collaborative decisions with all students, and because some students do not have confidence that their voice will be heard if done through a third party – even if that third party is also a student.

In terms of their actual practice, most students thought that Citizenship and PSHE are best taught through other subjects, rather than as separate lessons, which is heartening because

the model many had experienced in schools previously was limited to teaching PSHE in 'circle' time. The opportunity to learn through the peer observation process was overwhelming valued. More than 65% agreed that it was useful to their own development, that the collaboratively developed criteria had been instrumental in providing a clear focus for this activity, and that they now felt confident about including Citizenship and PSHE in their teaching. 45% went so far as to say they thought all their teaching had improved as a result of being involved in the project.

To sum up, in the words of one student representative,

> *Citizenship and PSHE makes a big difference to interpersonal relationships in class, which in turn helps children's learning and your teaching. The children see you as a person and the range of teaching strategies you can use is broadened. I now feel we have an advantage over students in other HEIs because this has been a feature of our course. It is an example of being up-to-date and having something to contribute when starting our careers.*

Conclusion

What contributed to the project's success?
The project sought to explore a way of embedding Global Citizenship and PSHE in our primary 3 year ITE course. The methodology for doing so was designed to reflect the nature of global education in its focus on the democratic process and relationships / decision-making within this.

The fact that the Institute of Education at UCW has now adopted this methodology as a permanent feature of its primary undergraduate course is testament to its success. In addition, the evaluation indicated that the students not only valued the focus on citizenship and PSHE, but that it had a positive impact on their subject knowledge and application in school.

The key aspects that appear to have contributed to this success are:

1. provision of a coherent approach across the year
2. strengthened links between subject modules and the Pedagogy and Management strand
3. clear mechanisms for communication between student groups and tutors
4. focused opportunities for students to apply their developing knowledge and understanding theoretically (assignments) and practically (peer observation during block school experience)

What aspects need further development?
The evaluation of the project, both formal and informal, has enabled us to identify elements that we will try to improve in the coming years.

1. Provide mechanisms to strengthen communication between students, tutors and mentors and within each of these groups (student reps with their peer groups; PAM coordinator with PAM tutor team; mentors with school staff)

2. Strengthen school-based element (evidence that some schools did not see the relevance of the work and therefore were not supportive of students)
3. Coherence across all subjects, including the core.
4. Teaching controversial issues: role of the teacher drawing on P4C and other thinking skills approaches.

Of these, 1 and 2 are areas that we feel we could build on to enhance the student experience even more, while 3 and 4 are areas where we feel we are not particularly effective at present.

In terms of my own learning, I have a much deeper understanding of the complexities of using a democratic approach to student development within a tightly controlled course. I feel that this is an area that needs further development, not least in using it more explicitly with the students to help them become explicitly aware of the concept of democracy as an ideal and their experience of it in practice. This would hopefully enable them to better apply their understanding to, for example, democratic systems that are often used in schools, such as schools councils. At UCW we all recognise that this is a work in progress, but one that we are committed to.

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Glossary of terms:

The terms global education, global dimension , and global citizenship will be used according to the definitions given by David Hicks (2003):

Global education – the term used internationally to designate the academic field concerned with teaching and learning about global issues, events and perspectives. NB. During the 70s-80s this field was known as world studies in the UK.

Global dimension – refers to the curriculum taken as a whole and the ethos of a school; those subject elements and cross-curricular concerns that focus on global interdependence, issues and events

Global citizenship – that part of the citizenship curriculum which refers to global issues, events and perspectives; also being or feeling a citizen of the global community (as well as cultural or national communities)

Seven key concepts of sustainable development
(Panel for Education for Sustainable Development, 1999)

1. **Interdependence**

Understanding how people, the environment and the economy are inextricably linked at all levels from local to global.

2. **Citizenship and stewardship**

Recognising the importance of taking responsibility and action to ensure the world is a better place.

3. **Needs and rights of future generations**

Understanding our own basic needs and the implications for the needs of future generations of actions taken today.

4. **Diversity**

Respecting and valuing both human diversity (cultural, social and economic) and biodiversity

5. **Quality of life**

Acknowledging that global equity and justice are essential elements of sustainability and that basic needs must be met universally.

6. **Sustainable change**

Understanding that resources are finite and that this has implications for people's lifestyles and for commerce and industry.

7. **Balance**

Understanding of uncertainty and of the need for precautions in action.

Appendix 2 Geography module 2002-3: outline of sessions

Week	Teaching strategies	Content/key issues	Key concepts/ learning
1	**Odd One Out – thinking skills activity to explore meanings of GC terms (rights, responsibilities, needs, wants etc)**	What is the difference between Citizenship and Global Citizenship? The wider perspectives of geography: Global Citizenship within place study.	Local-global links; concepts associated with citizenship, global citizenship. Role of geography in the wider curriculum
2	**Diamond ranking – statements of knowledge, skills & qualities that people need to work towards a sustainable future** **Fact or Opinion – Future of Antarctica**	Case Study. Medium term planning to integrate place, theme and skills. Use of ICT and locality packs. Continuity and progression issues	Sustainable development – change, needs and rights, quality of life. Quality learning and teaching: Characteristics of 'good' geography lessons in which pupils are actively engaged in the learning process
3	**Development Compass Rose (Birmingham DEC) - use as a planning tool to check for coverage of natural, economic, political and social aspects of change in context of places.**	Choice of case study: extending subject knowledge and understanding for developing professional competence as geography teachers. How to adapt QCA units of work to incorporate GCE objectives / key concepts	Continuity and progression in developing a unit of work. Selection of material and approaches to develop concepts, skills & attitudes that are age/ability appropriate
4	**Whose Place? Role-play to explore the rights and responsibilities of different groups of people who use Snowdonia National Park. Video stimulus**	Settlement and land use Case Study. Tourism – impact of tourism in two localities – Snowdonia and St Lucia.	Conflicts of interest; Democratic processes; Decision-making Citizenship and sustainable development
5 & 6	**Directed Study Tasks** Complete a unit of work that focuses on a distant place that shows how your main teaching and learning activities can develop learning objectives for geography *and* Global Citizenship or Sustainable Development Education. Use your ICT skills to create 2 or 3 worksheets or handouts relating to one small part of this work that match different levels of ability/skill of the children within the year group.		Upgrading subject knowledge Applying to planning at medium-term and short term levels
7.	**The Trade Game – simulation game from OXFAM.**	Economic and industrial understanding. Issues relating to world trade; Fairtrade organizations – actions that can be taken by individuals and groups.	Interdependence; social justice and equity; globalisation Citizenship; Simulations and games for learning

8.	**Climate Change in West Midlands and The Gambia – Mysteries Thinking Skills activity designed to make links between causes and effects of climate change**	Sustainability – conflicting economic, environmental and social needs. Management of change. Local and global dimensions.	Sustainability; Rights and responsibilities; Decision-making skills
9.	**Futures Education activities – timelines, preferable / probable futures, V for Visions (Birmingham DEC)**	Visions of the future: what part do we have to play? Learning attitudes. Presentation and evaluation of Directed Study work. Module review	Needs and rights of future generations, quality of life Sustainable change Role of geography in the curriculum
	Key concepts for sustainable development and global citizenship: this module will attempt to address the following key concepts both at the level of student understanding and application to practice during serial and block school experience. Interdependence; citizenship and stewardship; needs and rights of future generations; diversity; quality of life; sustainable change; uncertainty and precaution; human rights; identity; social justice and equality See also www.oxfam.org.uk/coolplanet/teachers/globciti/key.htm for Global Citizenship objectives for knowledge, skills and values.		

1. Bravery	2. Productive	3. Racism	4. Wants	5. Needs
6. European	7. Rights	8. Education	9. Culture	10. Society
11. Responsibilities	12. Needs	13. Immigrant	14. Religion	15. Interdependence
16. Independence	17. Influence	18. Tolerance	19. Dependence	20. Tradition
21. Middle-aged	22. Travel	23. Ignorance	24. Ethnicity	25. Nationalism

Set A   14   12   7   4

Set B   14   12   25   20

Set C   24   3   22   21

Set D   18   16   19   17

Set E   5   25   9   20

Set F   3   18   23   1

Set G …

Look at the sets above. Write out each one and then underline which term you believe to be the odd one out. Explain why it is the odd one out and what the others have in common.

Add an extra word to each group but keep the same odd one out.

Make some sets of your own, each with an odd one out, for another pair to do.

Can you categorise the terms into distinct groups?

Sports Shoe Trade Game

Procedure:

Divide class into 5 groups. Each group receives an instruction card and a role card.

After about 10 minutes discussion arrive at a figure that you think is reasonable for the time, costs and expertise that are involved in your work. Be able to justify the amount you suggest.

Class coordinator asks each group for their figure and compares the total with the 'actual' figure the shoes sell for in the shops.

Small groups then reconsider the amount they think they are worth. At this points groups can be re-formed into ones that have at least one representative for each of the key roles in the process of sports shoe production. These groups then discuss and attempt to arrive at a solution that everyone is happy with.

Class coordinator then asks for examples of agreements reached.

Compare with 'actual' (simulated) figures below and discuss the issues that this raises.

If a Sports Shoe retails in the UK for £60 …

£7.20 goes to the factory (usually in the 'South') where it was manufactured, broken down as:

- £4.80 raw material costs
- £1.20 other production costs (of which wages are £0.24)
- £1.20 profit for the factory owners

£20 goes to the owner of the brand name, broken down as:

- £6.60 research and design costs
- £5.20 promotion and advertising costs (including sponsoring people like Tiger Woods and David Beckham)
- £8.20 is profit for the brand name owners

£30 goes to the retailer

£3.00 is paid in transport and taxes

Each group gets this instruction card

A Sports shoe costs £60

How much of the selling price do you think your group should have to cover your costs / needs?

Raw material suppliers

You have to supply:

- **leather**
- **plastics**
- **glue**
- **any other raw materials as required**

Factory workers

You need wages to:

- **feed your families**
- **pay for housing**
- **pay for your children's schooling**
- **pay for healthcare**

Brand name owners

You have to:

- **promote the brand through advertising and sponsorship**
- **pay designers for new product ideas**
- **pay researchers to 'assess' the market and what people want**

Retailers

You have to:

- **Maintain high street shops**
- **Employ staff to deal with customers**
- **Keep a large stock of shoes**

Manufacturers

You have to:

- **Buy the raw materials**
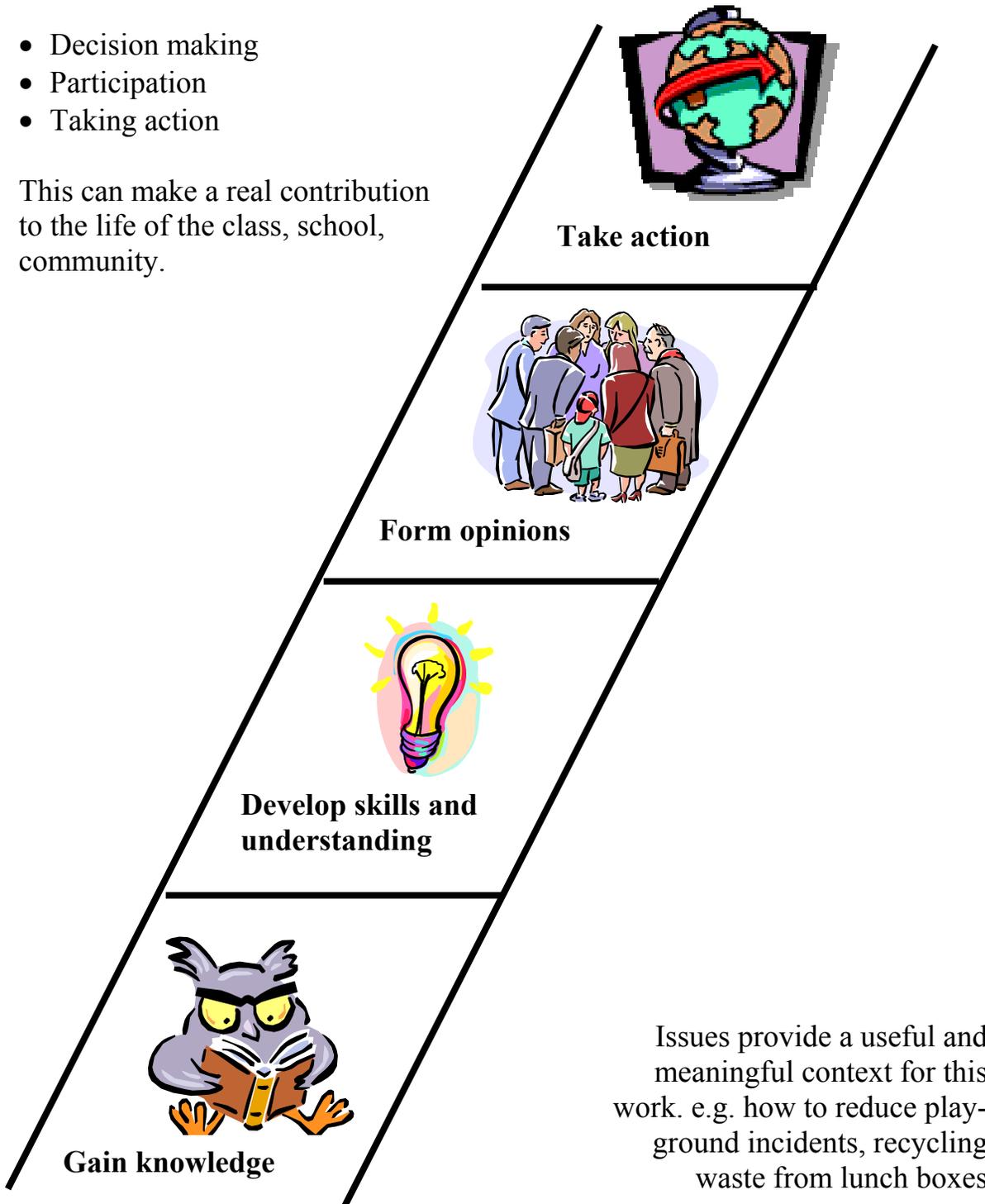- **Run the factory**
- **Pay the factory workers**

THE GLOBAL CITIZENSHIP LADDER *[adapted from Oxfam (2000) Global Literacy Lessons]*

Learning through:

- Decision making
- Participation
- Taking action

This can make a real contribution to the life of the class, school, community.

Take action

Form opinions

Develop skills and understanding

Gain knowledge

Issues provide a useful and meaningful context for this work. e.g. how to reduce playground incidents, recycling waste from lunch boxes

Appendix 6

Global Citizenship and PSHE in the Curriculum.

Criteria for evaluating peer observations of lessons which incorporate a global citizenship / PSHE dimension.

We agreed that a lesson observed might not demonstrate all of the criteria, but that it would need to demonstrate some of the criteria below. We also agreed that it would be useful to state the criteria as questions.

Does the lesson:

1. encourage listening to, and valuing, all contributions that children make and that there is no right or wrong answer?

2. encourage children to express opinions?

3. as far as possible, present at variety of perspectives on the issue being investigated?

4. have an approach to learning and teaching that reflects the school's policy and Children's Rights (http://www.unicef.org/crc/)?

5. relate to an issue and support children in make choices about how to take positive action?

6. demonstrate that change can be local or global and that each affects the other (linking with the key concept of interdependence)?

7. make use of interactive / participatory approaches, taking account of learning intelligences and engaging higher order thinking skills? (ref. Howard Gardener – http://www.Idpride.net/learningstyles.MI.htm and Bloom's taxonomy - a web search will throw up many sites including http://www.ops.org/reading/blooms_taxonomy.html and http://www.coun.uvic.ca/learn/program/hndouts/bloom.html)