

5.16 Global Citizenship as a Pedagogy of Hope

14:10 - 15:40 Wednesday, 7th September, 2022

Location Teaching Hub, Teaching Room 5

Theme Comparative and International Education

Presentation Type Symposium

Chair Namrata Sharma

98 Global Citizenship as a Pedagogy of Hope

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Abstract

In this session scholars explore the theory and practice of global citizenship education, with a special focus on the United Nations' Sustainable Development Goals (SDGs) and the 2030 Agenda for sustainability. The objective of the session is to introduce new theoretical developments and the impact of the COVID-19 pandemic on scholarly discourses in global citizenship education. The presentations debate the extent to which global citizenship should be seen as a pedagogical approach for social change, and within this promote a sense of hope, whilst being mindful of the existing global challenges to building a more just and sustainable world. In this session scholars explore several converging themes within their respective presentations:

1. An exploration of ethical and values-based perspectives and approaches that is lacking in the present discourse on education for global citizenship.
2. The idea of global citizenship as an organizing principle for rethinking the curriculum across diverse education settings.
3. An examination of existing and alternative pedagogical models and practices, including from non-western perspectives that can contribute to the intercultural dimension of education for global citizenship.

Structure of the session: Four presentations will be followed by a discussion led by an expert in the field.

Convenor: Dr. Namrata Sharma

Discussant: Ms. Alexis Stones

Paper 1 - Dr. Paul Sherman

Title: The Cultivation and Emergence of Global Citizenship Identity

Higher education institutions worldwide are focal points for demonstrating leadership in cultivating global citizenship. Given the importance of this academic focus, efforts in higher education to promote a global citizenship ethic are an area of educational research that deserves attention. This paper reports findings from case study research on the cultivation of global citizenship identity at Soka University Japan (SUJ). The research identified SUJ as an environment that promotes global awareness as a necessary pathway to global citizenship engagement. A key finding portrays SUJ students as 'emergent global citizens' - individuals undertaking a humanistic path of self-discovery that extends outwardly to the local and global community. The research findings have implications for global citizenship education programmes in higher education - those that wish to take on a leadership role in preparing students to contribute to the well-being and sustainability of our diverse global community.

Paper 2 - Dr. Namrata Sharma

Title: Integrating Planetary Citizenship as a Cross-Curricular Theme: Using a Value-Creating Approach to Learning

This paper reflects on the educational effects of the double planetary crises of climate impacts and the COVID-19 pandemic. It discusses value-creating global citizenship education as a pedagogical approach that is aimed to build resilience through nurturing the learner's capacity to transform challenges into creative solutions. The paper proposes using a value-creating approach to develop planetary citizenship as a cross-curricular theme for education across modern nation states. Under this banner the study of human relationship to Nature and its exploitation; risks like climate change crises and threat from global pandemics; and lessons from green

economy and green schools can be taken as focal points of study.

Paper 3 - Prof Douglas Bourn

Title: Pedagogy of Hope for Global Social Justice

COVID-19 and the climate change crisis have re-enforced the need for education around the world to incorporate perspectives that social change is possible, but this means bringing in themes of global citizenship and a sense of hope. This paper will build on the author's recently published book on education for social change and how crisis such as the global pandemic and debates around sustainability have suggested that social justice needs to have a much more central place within all educational provision. The paper will make reference to the continued importance of Paulo Freire in addressing these questions. The paper will give examples from research and practice as to how educators are starting to address these challenges.

References

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Paper submission type

Symposium

Themes

Comparative and International Education

Second Theme

Social Justice