



Curriculum 2021



Graduate Attribute:

Global citizenship

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Introductions

Please introduce yourself and briefly share why you have come along today.



Introduction to the workshop

Workshop learning outcomes:

1. Apply the global citizenship attribute to your own learning and teaching contexts.
2. Translate the concepts within the global citizenship attribute into tangible learning and teaching activities.
3. Share and learn from each other's practices and perspectives.
4. Identify areas for further consideration, support and development.



Contexts - UoL



OUR GLOBAL UNIVERSITY

Equality Framework

2016 – 2026

EDUCATION STRATEGY 2016–2021

Our Education Strategy Vision is to support our students as they become creative and culturally rich graduates, with the capacity to find employment that will enable them to be agents for change in a connected world



Management School students undertake an innovative and stimulating module in entrepreneurship

The Education Strategy is focussed on delivering outstanding, research-connected learning and teaching alongside a supportive student experience, as well as on what we can offer our students as they find challenging and fulfilling employment. We will provide opportunities for all our students, irrespective of background, to become highly employable and well-connected global citizens.

To achieve this we will develop a truly international curriculum, provide a range of exciting opportunities for our students to study abroad and create a globally connected careers service which offers work placements and employment contacts that are unrivalled across UK higher education. As a result, our alumni will be placed in influential roles that continuously support our contribution and influence across the globe.

STRENGTHS
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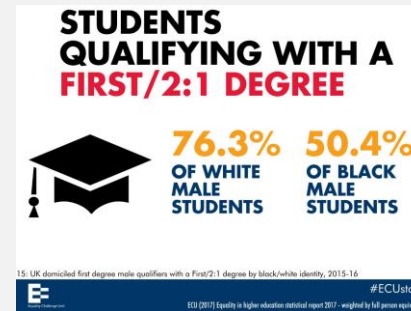
RESULTS
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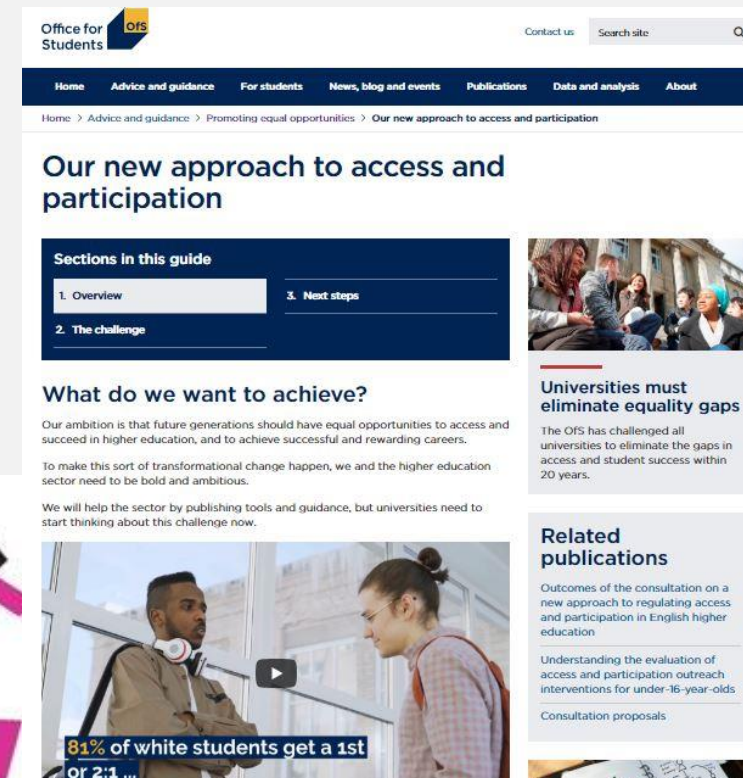
Equality Act 2010

- Protected Characteristics under the Equality Act:
- Age
- Disability
- Being Transgendered
- Married or in a Civil Partnership
- Pregnant or on Maternity Leave
- Gender
- Sexual Orientation
- Race, Ethnicity and Nationality
- Religion and Belief

Contexts - external



nus connect





Global Citizenship (GC) in Curriculum 2021



Global citizens see themselves as part of a community at every level from local to global, and recognise that this comes with responsibilities based on equality, respect and valuing diversity.




Global Citizenship (GC) in Curriculum 2021



Developing global citizens within the curriculum involves **internationalisation**, **inclusion and diversity**, and **education for sustainable development (ESD)**.



Global Citizenship (GC) in Curriculum 2021



Internationalisation includes developing all students' intercultural skills and embedding local and global perspectives.

Inclusion and diversity and **ESD** enrich **internationalisation**, with an emphasis on belonging, social impact and justice and on developing critical approaches to the way we live.



Activity

Discuss in pairs:

What does the global citizenship attribute mean to you in your learning and teaching contexts?



Definitions: internationalisation

The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education.

(Knight, 2003)



Definitions: inclusion & diversity



- Inclusive learning and teaching in higher education refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all (Hocking, 2010)
- Diversity as adding positive value – range of perspectives enrich the curriculum



Definitions: education for sustainable development (ESD)

- An interdisciplinary approach to learning that integrates the social, economic and environmental dimensions.
- Aims to develop students' knowledge, skills, values and capabilities to contribute to solving complex societal problems.

[HEA Education for Sustainable Development](#)





Reflecting on global citizenship development in your learning and teaching

In pairs, take it in turns to read through the provided cards (and create new ones) and then to reflect, discuss and identify where you think you are already developing or could be developing global citizenship in your learning and teaching.

Questions for consideration:

1. What specific examples of learning activities can you identify within the programme that are particularly effective in developing global citizenship?
2. What elements of global citizenship are students able to develop overall as an outcome from the programme?
3. What aspects of global citizenship could you further develop within the programme?
4. Where in the programme do or could students get opportunities to reflect on their global citizenship skills, values and behaviours?

Introduction to Global Citizenship (GC) in Curriculum 2021

Resources to support you:

1. Curriculum 2021 booklet – overview to all the Hallmarks, Attributes and Principles.
2. [Curriculum 2021 case studies](#) – examples of effective practice for each Hallmark and Attributes (ongoing development).
3. Programme level self-evaluation questions (P-SEQ) - used by programme teams to support the review of programmes.

Important: P-SEQ is for programme teams to reflect and discuss how to engage with Curriculum 2021 and is not a compliance document.



Workshop feedback

Please post feedback on our session by post-it-note or on our feedback wall



Extras!



ESD competencies



ESD competencies **simplify!**

Collaboratively:

1. Analyse complex social, economic, environmental systems:
2. Envision the future:
3. Map, apply & negotiate sustainability values, goals, principles etc:
4. Design and implement change:
5. Facilitate sustainability research & problem solving:



External ESD drivers

Students:

NUS and LGoS research

QAA:

2014 ESD guidance
framework

Societal:

Complex global problems



PSRB's?

Employers:

EAUC report? World
economic forum report

UN:

Decade for ESD, education in
support of the sustainability
development goals (SDG's)



Developing inter-cultural communication in your classroom

Some examples of issues often raised:

1. General communication with international students (ensuring they understand everything and not struggling)
2. How to convey standards of working in a professional environment
3. Conveying importance of all work tasks given.
4. How to identify issues students may have without them saying anything. (Cultural body language and mannerisms)



**Where and how can you
imagine opportunities to develop inter-
cultural communication in your future
curriculum?**

1. Ensure the tasks set are accessible to students with different cultural or educational backgrounds, or learning preferences
2. Achieve a balance in class time between content delivery and student participation



How do you enable inter-cultural communication in your classroom?

1. Ensure that such curriculum-based opportunities are accessible to all students
2. Provide students with an opportunity to consider how their academic knowledge, skills and understanding can be applied in an entrepreneurial way