



Plenary session 1: Citizenship education: seeking the balance between content and practice

Objectives of this session



Get a view on the difference between content and educational approach in CE.



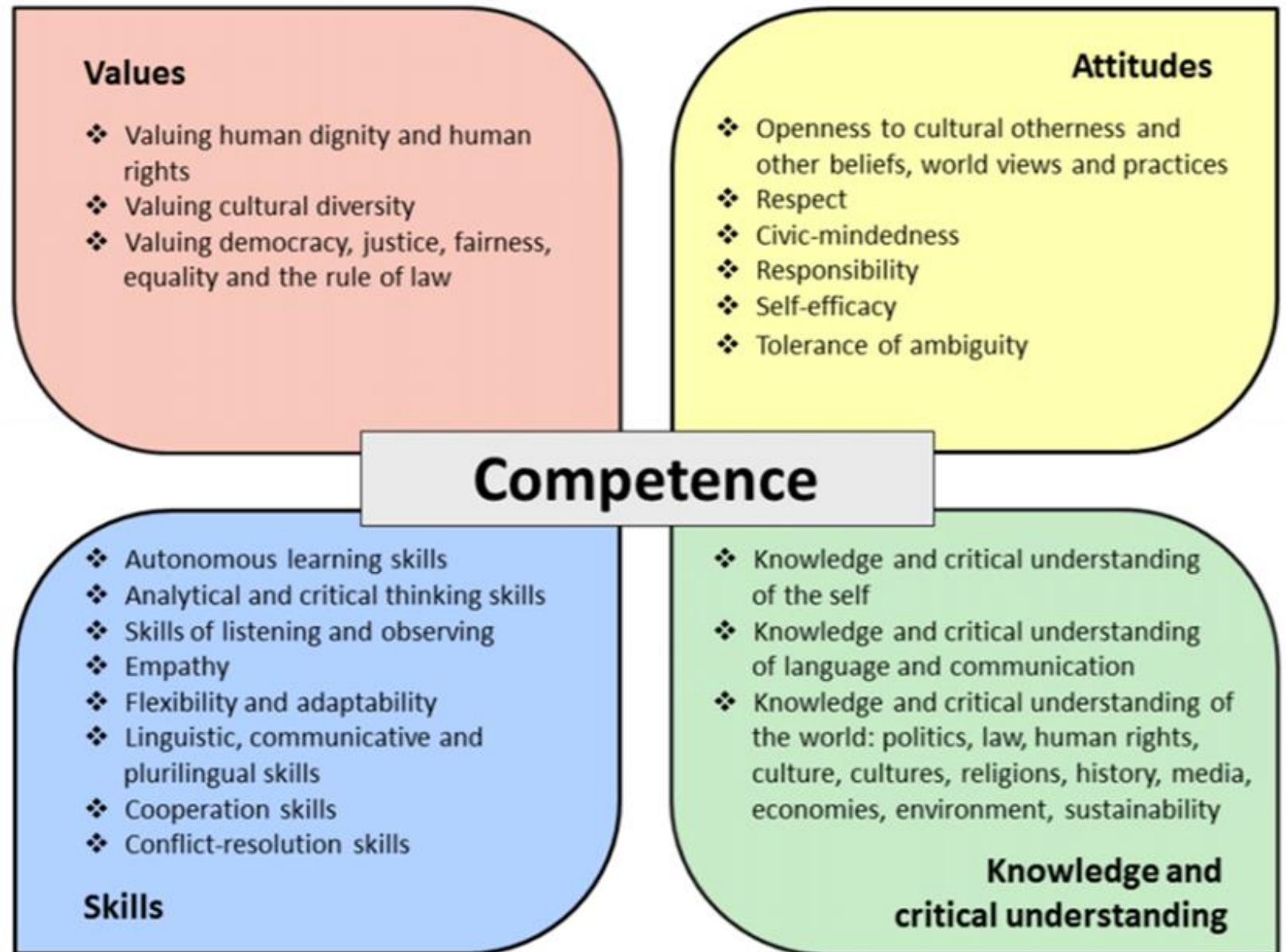
Be inspired by how transversal competences imply a way of learning, a way of teaching.



Share views on this matter.

European resources for citizenship education

- CDC – Framework
Competences for
democratic Culture



How to approach citizenship competences?

- **Contentwise approach.**

Teach the content --> assess content (--> adjust learning proces).

- **Example:**

I teach my learners about human rights. (history, content, ...)

I can assess this knowledge.

I can remedy the flaws noticed from the assessment.

--> Learning is in this example approached as an **acquisition of knowledge, skills and attitudes.**

Positive thoughts regarding this approach

- 3 words
- Wooclapcode: RAQZZQ

wooclap



Reaching beyond acquisition

- "Learning however isn't just mere acquisition. Knowledge about citizenship does not imply we can act upon it." (Komalasari, 2012)
- Gert Biesta (2011) describes two types of learning:
 - Learning as **acquisition**
 - Learning as **responding**

Learning as responding

- From the moment a teacher transfers or presents learning matter, this content is given out of hands. Learners can choose what they do with the knowledge, skills and attitudes they've just learned.
- Learning as responding shows that not only **what** we teach matters but also **how** we teach, how learners cope with or act upon certain content.

Learning as responding

"If we look at learning in this way, we can say that someone has learned something not when she is able to copy and reproduce what already existed, but when she responds to what is unfamiliar, what is different, what challenges, irritates, or even disturbs. Here learning becomes a creation or an invention, a process of bringing something new into the world: one's own, unique response."

Gert Biesta, *Beyond Learning* (2016)

Challenges

- How to make learning responsive?
- How much input, content is needed?
- Everyone skilled at responsive learning? Whole school approach is desirable but is it also possible?
- How to measure and assess this responsive form of learning?
- Loss of meaning, of truth?

Learning as responding in CE

Wooclapcode: RAQZZQ

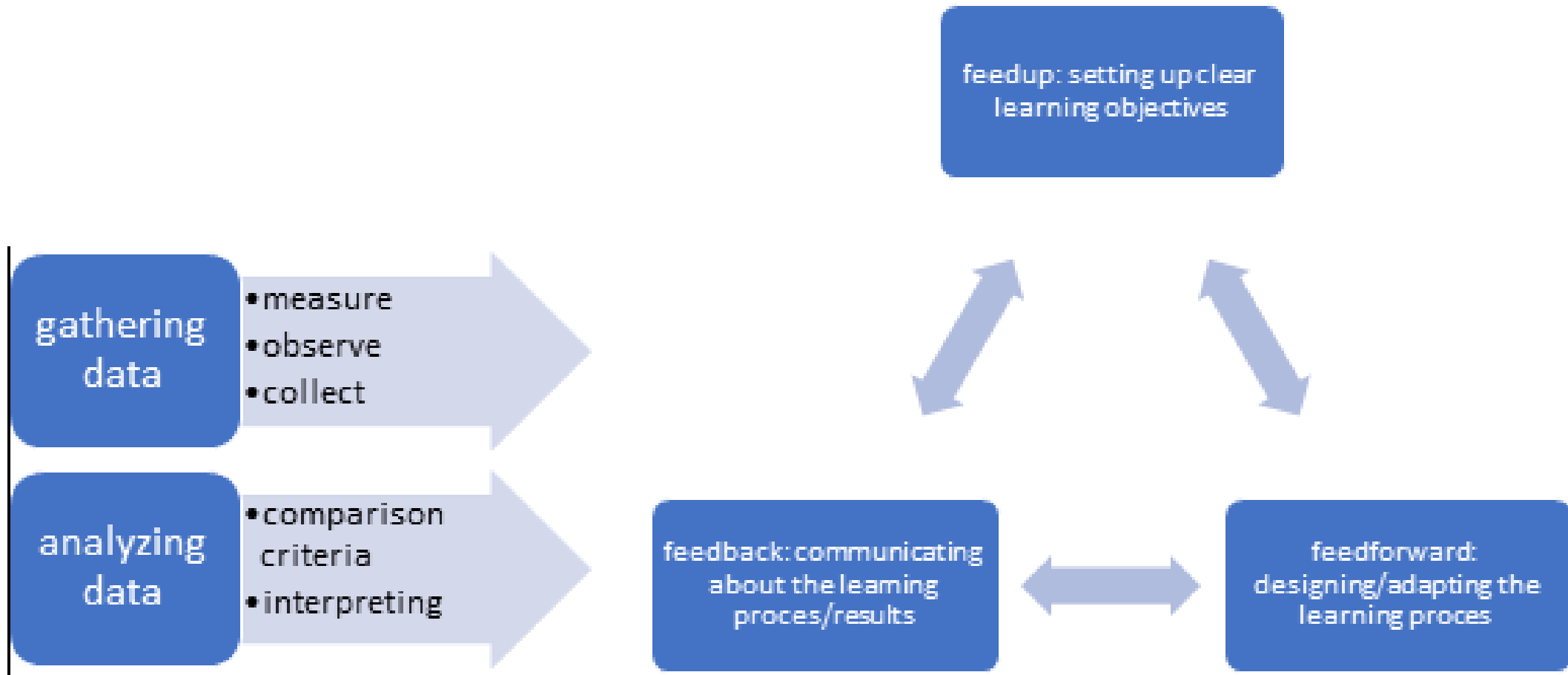
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Education, too, is where we decide whether we love our children enough not to expel them from our world and leave them to their own devices, nor to strike from their hands their chance of undertaking something new, something unforeseen by us, but to prepare them in advance for the task or renewing a common world.

Hannah Arendt – Between Past and Future: A Crisis in Education

Applied on assessment



Examples city education of Antwerp

- Designing and assessing the learning proces through participation / communication
 - Projectwork
 - Demoklap
 - Novaplus
 - Democratic files of learners (De leerexpert: ziekenhuisschool)
 - Comparative assessment <https://comproved.com/>

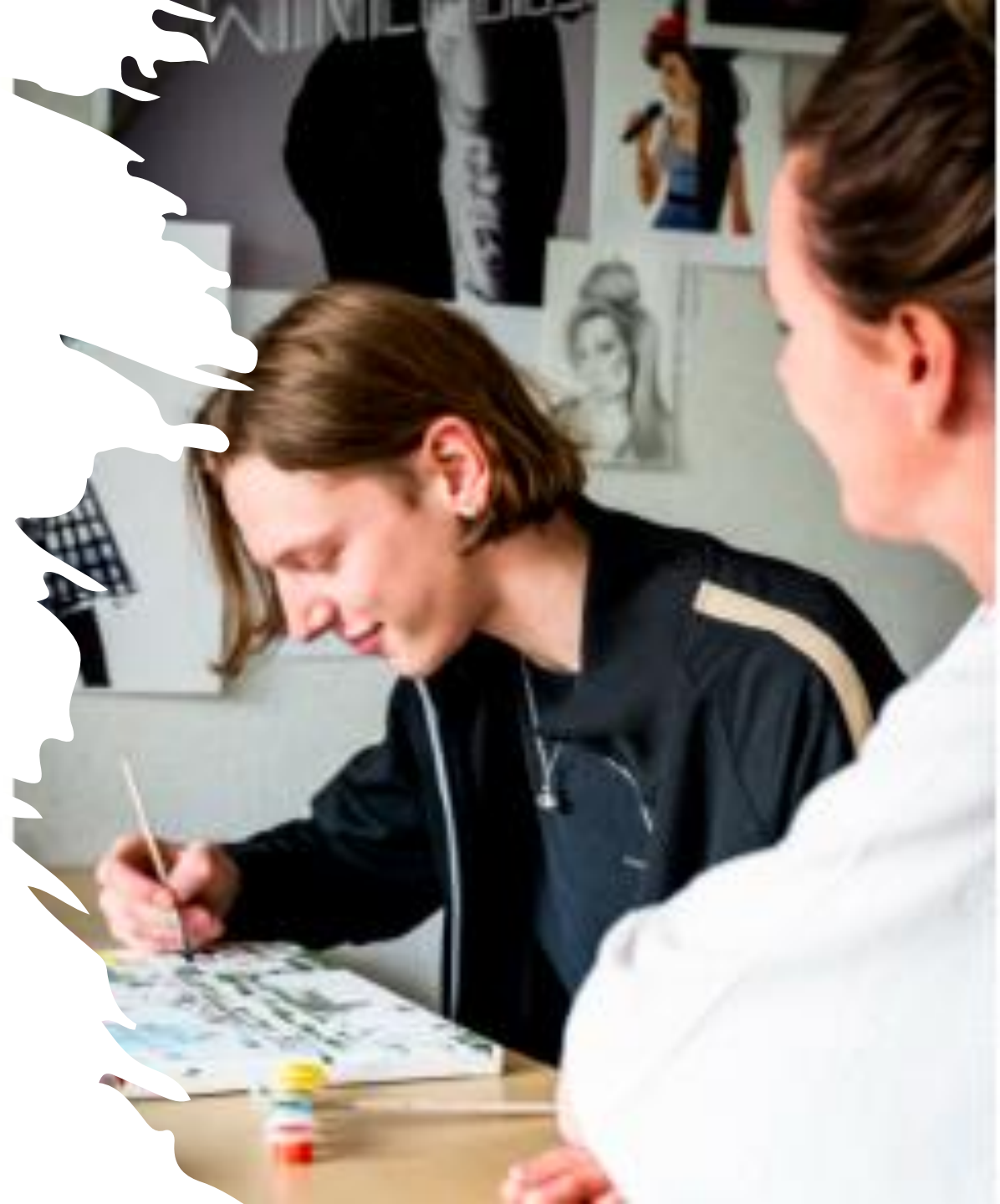
Novaplus

- This school that lays focus on STEM-education, lets their students learn through societal problemsolving.
- Content:
 - Mathematics
 - Science
 - Arts
- Approach: participation, critical/creative thinking, ...



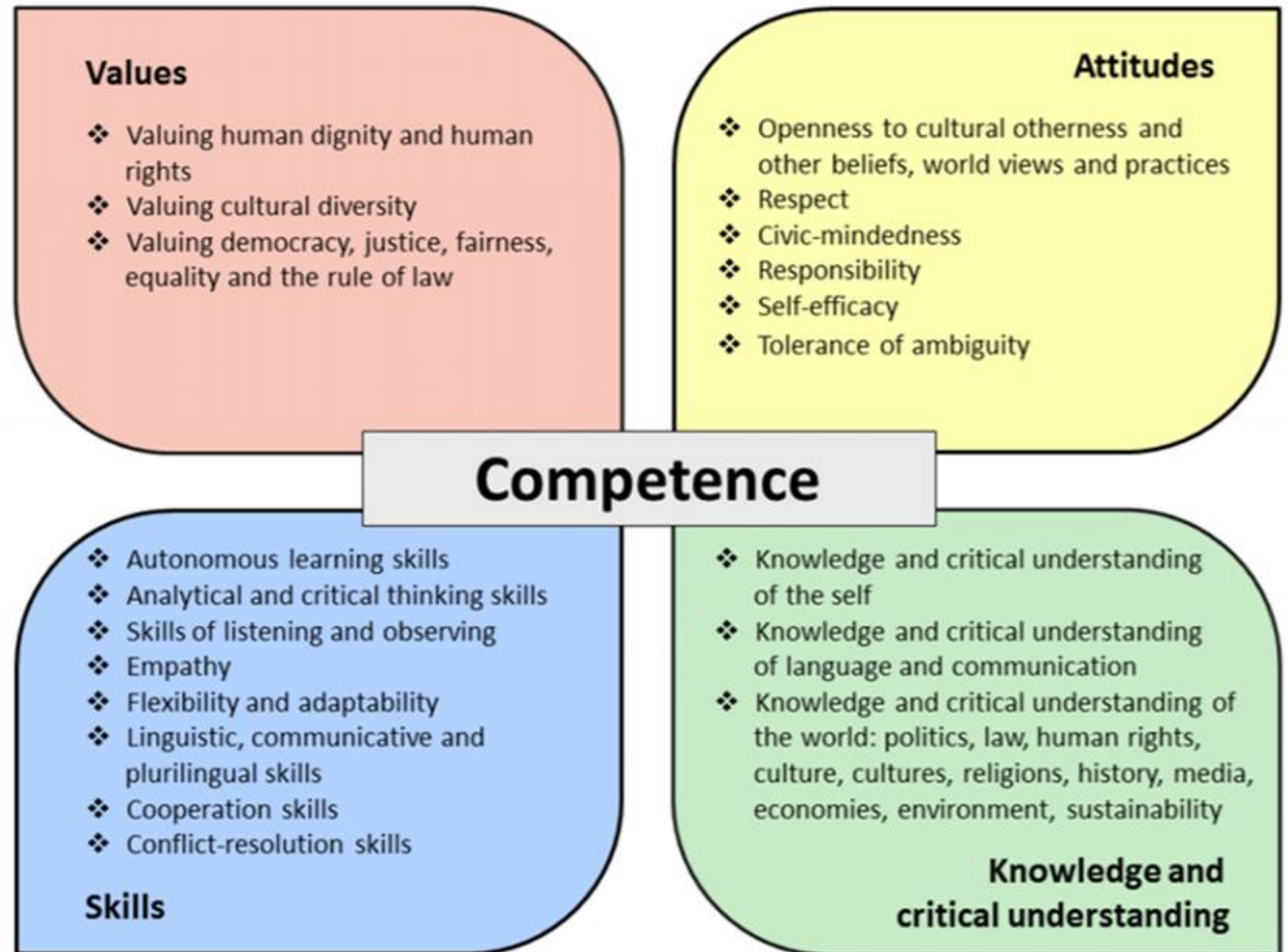
Hospitalschool (education in a closed psychiatric environment)

- Each subject teacher works on their own objectives.
- Because these youngsters are highly vulnerable, they focused on democratic assessment systems and open access student files.
- Content: several subjects
- Approach: participation, creation of a positive identity, forming of judgement



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In practice

- Work out together an example (in the scope of citizenship education) where you explain the acquisition of content as well as how you create responsive opportunities for learners.



Think – pair - share

- **Think** about the question individually.
- Speak about your answer with another person in **pairs**.
- **Share** your common insights on the matter.

Thoughts,
questions
and remarks?

