## ALiC

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

#### Values

- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

#### **Attitudes**

- Openness to cultural otherness and other beliefs, world views and practices
- \* Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

#### Competence

- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Cooperation skills
- Conflict-resolution skills

#### Skills

- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Knowledge and critical understanding



## 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







## 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 learn ers 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







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

measure gathering observe data collect comparison analyzing feedback:communicating feedforward: criteria designing/adapting the about the learning data interpreting proces/results learning proces

feedup: setting up clear learning objectives



#### 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 <a href="https://comproved.com/">https://comproved.com/</a>

#### Novaplus

• This school that lays focus on STEMeducation, lets their students learn through societal problemsolving.

- Content:
  - Mathematics
  - Science
  - Arts
- Approach: participation, critical/creative thinking, ...



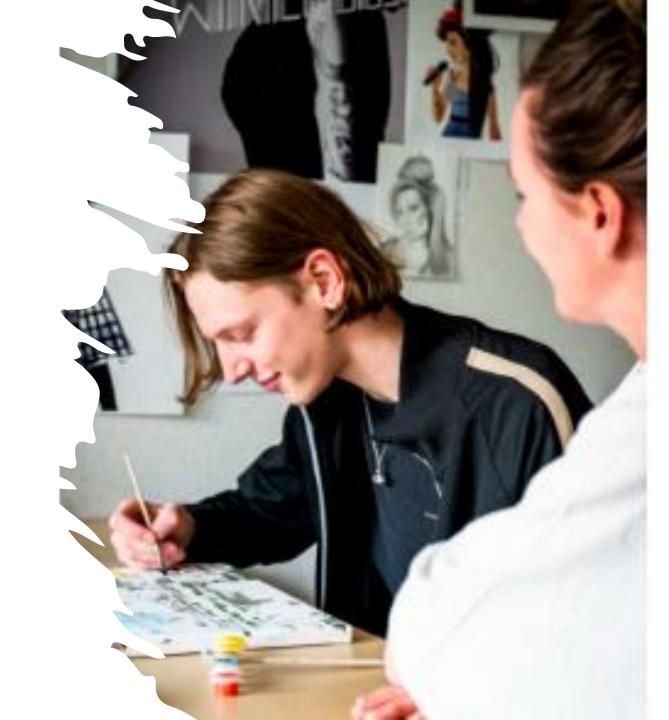






# Hospitalschool (education in a closed psychiatric environment)

- 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?

