

UNIVERSITY OF THE ASSUMPTION | School of Education | Educ 3A

C-EDUC10: Building & Enhancing New Literacies Across the Curriculum

Spring Semester AY 2022-2023



Session 3

Global Citizenship Education

Image credits: <https://www.mdpi.com/1660-4601/19/4/1998>



Looking back...

The 7Cs

21st Century Learners >>> **21st Century Teachers**



➤ **Curious** → **Change Champion**



➤ **Communicative** → **Communal Leader**



➤ **Critical Thinker** → **Comprehensive Thinker**



➤ **Cooperative** → **Collaborative**



➤ **Computer Literate** → **Competent in Pedagogical Technology**



➤ **Creative** → **Curriculum Developer**



➤ **Compassionate** → **Cross-cultural**

Image Credits:
<http://clipart-library.com/>



Looking back...



SUSTAINABLE DEVELOPMENT GOALS



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



Live a healthy and comfortable life that is free from hunger and other physiological uncertainties



Embrace diversity and multiculturalism and respect each other's rights, traditions, beliefs, and gender orientation



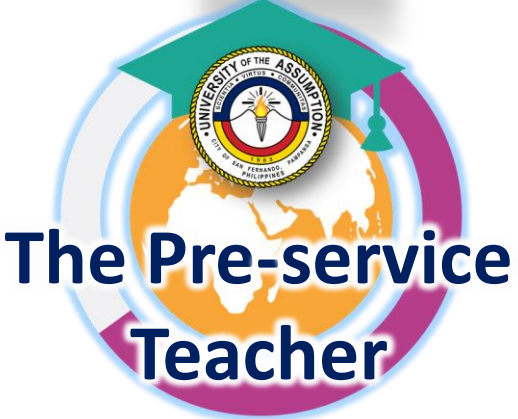
Maintain an ecological balance toward sustainable natural resources



Secure people's life and livelihood toward sustainable economic growth



Looking back...



Strongly Rooted

MATATAG

- ✓ Family is together
- ✓ Time with friends
- ✓ Work-Life balance
- ✓ Volunteering

Comfortable

MAGINHAWA

- ✓ Free from hunger & poverty
- ✓ Secure home ownership
- ✓ Good transport facilities
- ✓ Travel and vacation

Secure

PANATAG

- ✓ Enough resources for day-to-day needs, unexpected expenses and savings
- ✓ Peace and security
- ✓ Long and healthy life
- ✓ Comfortable retirement



TRUE or **FALSE**

1. Quality education upholds lifelong learning for all.
2. The creative pre-service teacher is prepared to become a curriculum developer.
3. The ecological balance can be achieved by transforming agricultural lands into residential and industrial areas.
4. A strongly rooted Filipino family volunteers to help the community of their choice.
5. The UN's SDGs and the Philippines' AmBisyon Natin 2040 are two of the problems we need to solve immediately.



Let's Assess our Understanding of Session 2

Let's evaluate.

TRUE or FALSE

1. Quality education upholds lifelong learning for all.

TRUE

2. The creative pre-service teacher is prepared to become a curriculum developer.

TRUE

3. The ecological balance can be achieved by transforming agricultural lands into residential and industrial areas.

FALSE

4. A strongly rooted Filipino family volunteers to help the community of their choice.

TRUE

5. The UN's SDGs and the Philippines' AmBisyon Natin 2040 are two of the problems we need to solve immediately.

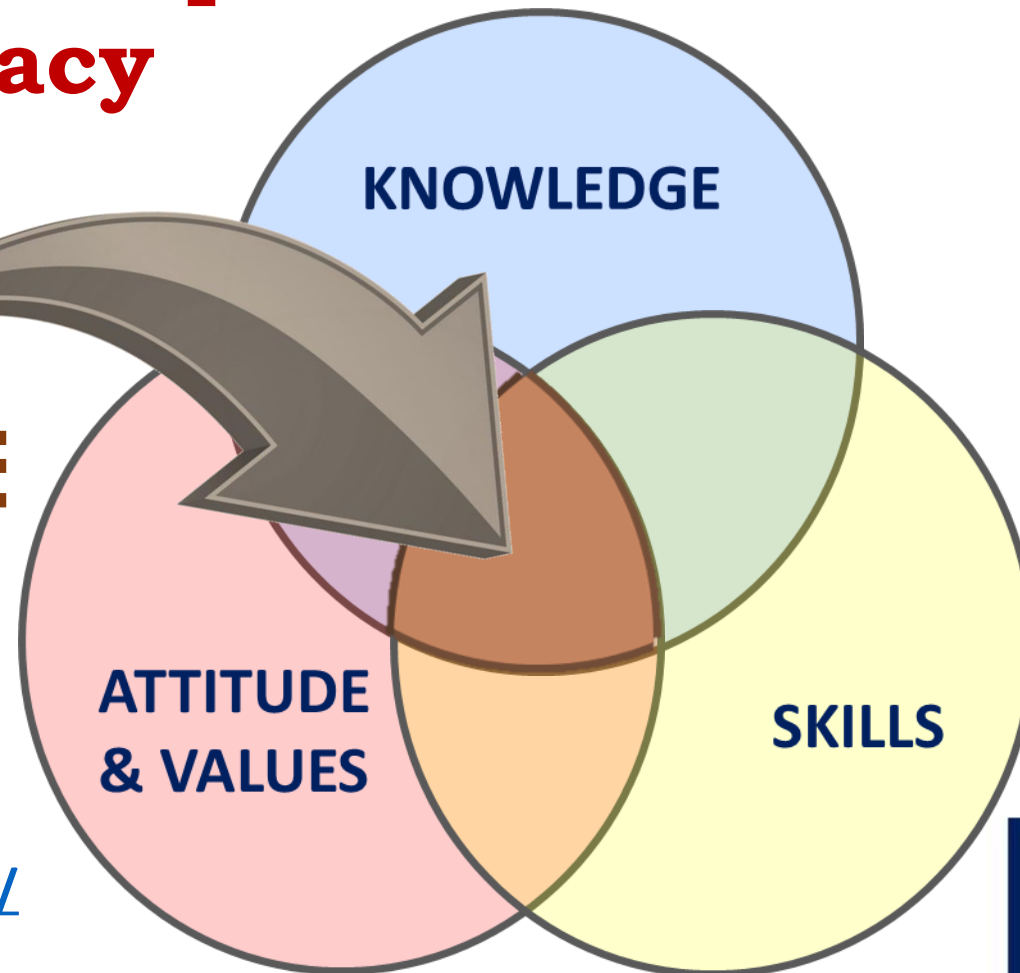
FALSE



Our springboard discussion

Teaching for Global Competence and Functional Literacy

COMPETENCE



Further reading:

<https://www.oecd.org/pisa/innovation/global-competence/>



TODAY'S SESSION OBJECTIVES



1. To elaborate social literacy as inspired by global concepts of education toward sustainable development;
2. To explain Global Citizenship Education (GCEd) as a strategy to become a globally competent teacher; and,
3. To integrate GCEd the post-pandemic pedagogies in designing curriculum, instruction, and learning assessment.





<Image credit:
<https://blogs.worldbank.org/eastasiapacific/3-ways-asia-can-recover-covid-19-pandemic-faster>

What lessons in life did you learn from the COVID-19 Pandemic?



Emerging Global Trend in Education



Teaching the Global **Sustainable Development Goals** to the children prepares them to become globally competent by means of:

- ❖ Cognitive Development - **BIASA**
- ❖ Socioemotional Skills - **MAGANACA**
- ❖ Civic Learning - **MAYAP**

GLOBAL CITIZEN



Who is the Global Citizen?

Global citizens are well-versed in the world and how they fit within it. They can be considered a global citizen when they have engaged members of society who collaborate with others to make the world a better, more equitable place (Oxfam.org.uk).



Credits to the owner of the image:
<https://www.educatetogether.ie/update/fostering-global-citizenship/>

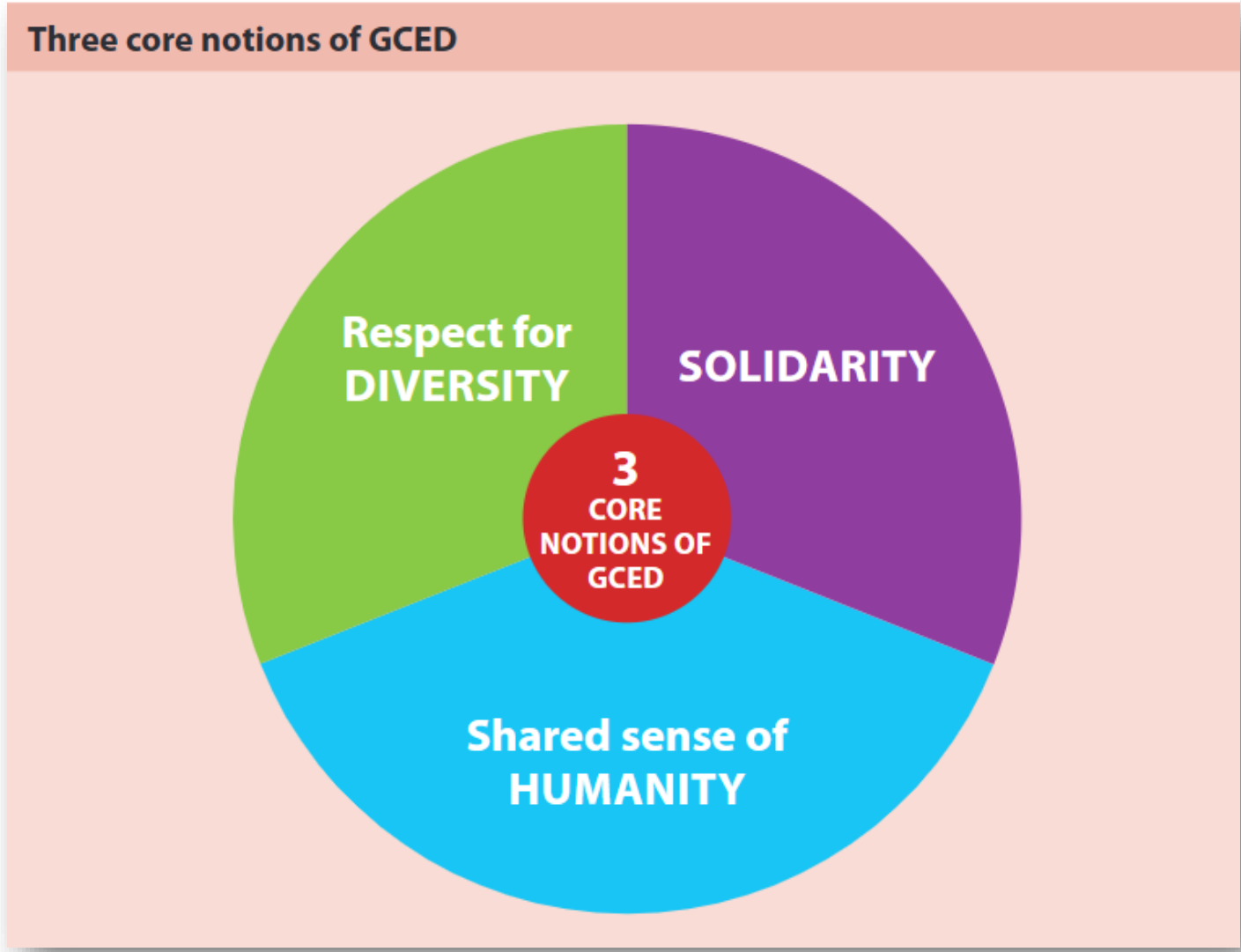
Attributes of the
21st-century
GLOBAL CITIZEN

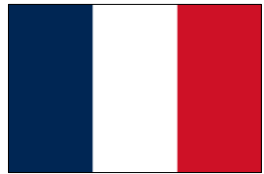
- Conscious of social issues
- Cross-culturally literate
- Communicative
- Collaborative
- Creative



Introducing GLOBAL CITIZENSHIP EDUCATION (GCED)

Content and Image Source:
<https://unesdoc.unesco.org/ark:/48223/pf0000265456>





Liberté, Égalité, Fraternité

- **English:** Liberty, Equality, Fraternity
- **Value Focus:** Solidarity and tolerance in diversity
- **Curricular Integration:**
 - Replacing competition with collaboration
 - Division of labor in the academic tasks
 - Learning buddies



► University of Paris, Faculty of Law building

Content and Image Source:

<https://unesdoc.unesco.org/ark:/48223/pf0000265456>

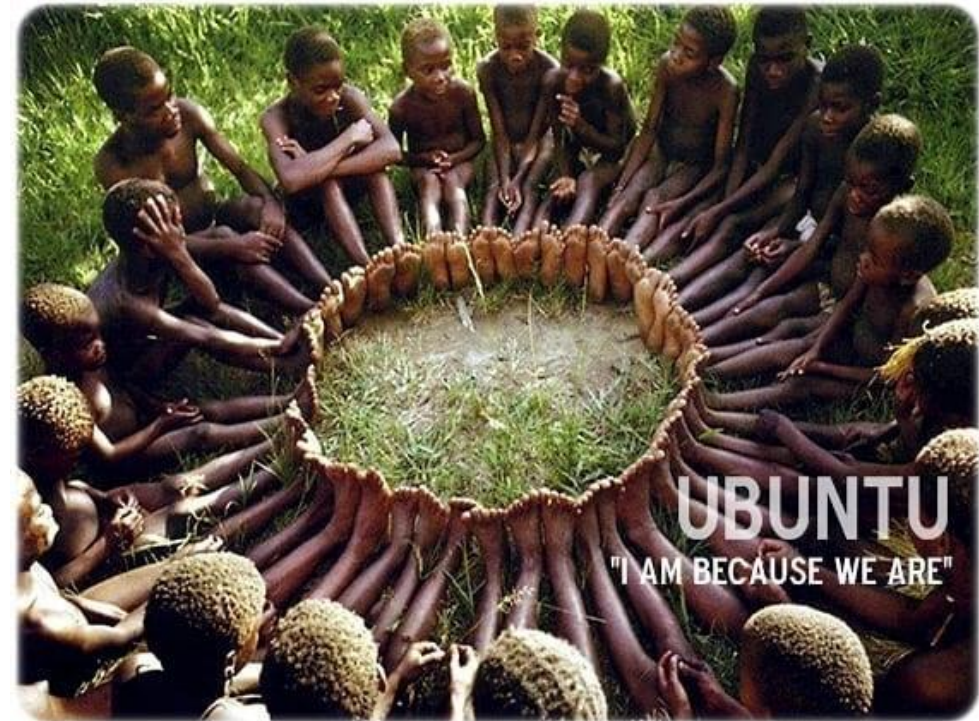




UBUNTU

SOUTH AFRICA

- **English:** I am because we are
We are because I am
- **Value Focus:** Appreciation for cultural variety, peace and non-violence, and human rights
- **Curricular Integration:**
 - Focus group discussion of social issues
 - Sharing of experiences and learning
 - Teambuilding activities



Credit to the owner of the image:

<https://www.facebook.com/WilburSmith/photos/a.213324788682563/4030183166996687/?type=3>



Let's learn GCEd from model local and traditional cultural contexts



Hongik-Ingan SOUTH KOREA

- **English:** To broadly benefit humanity
- **Value Focus:** Wellbeing and love for everyone
- **Curricular Integration:**
 - ❑ Character building
 - ❑ Self-directed or independent learning
 - ❑ Group tasks concerning community and civic functions



Credit to the owner of the image: Dr. Hyun Jin Preston Moon from <https://www.facebook.com/hyunjinmoon/videos/2650419618323721/>



Conclusion:



Credits to the owner of the image:

<http://www.globaleducationmagazine.com/our-mission/>

The **global citizen** is competent, conscious of social issues, cross-culturally literate, communicative, collaborative, and creative. The socially literate teacher applies the core values of GCEd in the teaching and learning process, making the curriculum responsive to the **promotion of respect for diversity, solidarity, and a shared sense of humanity.**



Assignment:

CURRICULAR INTEGRATION

email to dmbalajadia@ua.edu.ph

1. Visit this article: <https://unesdoc.unesco.org/ark:/48223/pf0000265456>
2. Synthesize the curricular integration of two of the remaining local contexts of GCEd by completing the matrix template.

GCEd Local Context	English Translation	Value Focus	Curricular Integration





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programme and meeting document



Global citizenship education: taking it local

Person as author : [Deardorff, Darla K. \[contributor\]](#) [9], [Kiwan, Dina \[contributor\]](#) [6], [Pak, Soon-Yong \[contributor\]](#) [3]

Document code : ED-2018/WS/26

Collation : 13 pages : illustrations

Language : English

Also available in : [Français](#), [العربية](#)

Year of publication : 2018

Licence type : [CC BY-SA 3.0 IGO](#) [11553]

Type of document : programme and meeting document

Online

Open Access



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References

Deardorff, D., Kiwan, D., & Park, S. (2018). *Global citizenship education: Taking it local*. UNESCO-UNESDOC Digital Library. Retrieved on October 16, 2019, from

<https://unesdoc.unesco.org/ark:/48223/pf0000265456>

Oxfam Education:

<https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship/>

