

# HOW TO WORK TRANSFORMATIVELY ON GLOBAL CITIZENSHIP EDUCATION IN HEAD, HEART, HANDS?



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## DESIGN CRITERIA GLOBAL CITIZENSHIP EDUCATION

### LEARNING RESOURCES

LEARNERS WORK WITH AUTHENTIC OR ARTISTIC RESOURCES: LITERATURE, TESTIMONIES, CARTOONS, MOVIES, PAINTINGS, BUILDINGS ... WHICH STIMULATES THINKING PROCESS.

### OWNERSHIP

LEARNERS HAVE AUTONOMY OVER THEIR LEARNING PROCESS. THEY WORK BASED ON THEIR TALENTS, INTERESTS AND CAN MAKE THEIR OWN CHOICES.

### IQUIRY BASED

LEARNERS EXPLORE, INVESTIGATE AND INFORM THEMSELVES ABOUT A TOPIC, WHILE RESEARCHING SEVERAL PERSPECTIVES

### TASK DRIVEN

LEARNERS WORK ON AN ASSIGNMENT: AN ENGAGEMENT, A RESEARCH PAPER, A DISCUSSION, A PRESENTATION OR A CREATION.

### SELF EXPLANATION

LEARNERS MAKE EXPLICIT WHAT THEY LEARNED, WHY THEY DID WHAT THEY DID AND HOW THEY FELT THROUGH THESE LEARNING ACTIVITIES.

### CONNECTION

LEARNERS WORK TOGETHER (COOPERATIVE LEARNING), CONNECT SEVERAL ASPECTS (CONNECTIVE THINKING), WORK ON MULTIPLE SUBJECTS (INTERDISCIPLINARY LEARNING), ARE ACTIVE IN VARIOUS DOMAINS OF SCHOOL (WHOLE SCHOOL) AND COOPERATE WITH PARTNERS OUTSIDE SCHOOL.



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