On reflection: what’s of value to you?

DEAR
DEVELOPMENT EDUCATION AND AWARENESS RAISING
supporting global change

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Measuring what’s valuable or Valuing what’s measurable?
Your reflections ...

(Learning from) assessments to do with:

- The **teaching** process
- The skills/competence and understanding of the learner
- The **values** shown through teaching and learning
- The **outcomes** to do with:
  - The learner’s dispositions and the learner’s contribution to society
- The **contexts** of teaching and learning processes and outcomes:
  - E.g. to do with the educator, the education institution, the education system, the society

Your reflections:
Exploring Education for Global Citizenship

A (relatively short) investigation carried out in 2015 exploring:

- Different interpretations of EfGC
- Their commonalities
- Challenges and opportunities for monitoring EfGC as seen by practitioners
- Suggestions for monitoring EfGC - for further exploration and debate

Education for Sustainable Development and Global Citizenship

- A notion/approach/concept/framework that draws on various ‘educations’, including
  - Development Education, Global Education, Global Learning, Human Rights Education, Education for Sustainable Development

- Commonalities around:
  - A global orientation
  - A pursuit of personal and/or societal transformation
  - A methodology for change
Characteristics?

- Pedagogy:
  - a **teaching process** involving Relevance (to the learner), Participation (of the learner), Enquiry, Dialogue, Reflection, and Action (by the learner)

- Capacities and capabilities of the learner:
  - **skills** of Learning, Collaboration, Global Literacy, Creativity, Change-making, Risk-taking

- Values of the teaching and learning processes:
  - **exhibiting** Justice, Democratic participation, Curiosity, Diversity, Empathy, Solidarity

- Content:
  - developing **understanding** of Systems, Concepts, Interdependence & Autonomy, Global Issues (and their local/personal relevance), Multiple perspectives, Histories & Possible Futures, Uncertainties and the limitations of Understanding

- Outcomes:
  - **the learner’s dispositions** to do with Further Learning, Drawing Conclusions, Behaviour
  - **the learner’s contributions** to community and society, based on a Universal Justice Framework, Openness to different ideas and worldviews, Systems change

**Measuring what’s valuable or Valuing what’s measurable?**

*Your reflections ...*

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- Take a few minutes to reflect on the issues mentioned and how they have been addressed today
- With one or two other participants exchange your views on how some of these issues were raised during the day:
  - What was interesting, new, controversial, what needs further investigation and discussion? (c 20 minutes)
- Plenary feedback and reflections
Measuring What's Valuable or Valuing What's Measurable?
Monitoring and Evaluation in Education for Sustainable Development and Global Citizenship

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