

Global Citizenship Education Further Reading

Vanessa Andreotti

- Heads Up checklist by Vanessa Andreotti

Hegemony Ethnocentrism Ahistoricism Depoliticisation Salvationism/Self serving attitude Uncomplicated solutions

- [Soft versus critical global citizenship education'](#)
- [Mobilising Different Conversations about Global Justice in Education: Toward Alternative Futures in Uncertain Times'](#)

Perspectives on GCE

- [Reflections and Projections: Policy and Practice](#)
- [From Learning about Development to Critical Global Pedagogy](#)
- [Towards Compassionate Global Citizenship](#)
- [Do it Yourself: A Handbook for Changing Our World](#)
- [The Art of Life: Understanding how Participation in Arts and Culture Can Affect Our Values](#)
- [Paulo Friere: Education for Development](#)
- [10 Lessons the Arts Teach](#)

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- [Infed](#) is an encyclopedia of information specialising in the theory and practice of informal education, social pedagogy, lifelong learning, social action, and community learning and development.
 - [Strengthening your GCE](#)
 - [Building a Critical Approach to GCE](#)

Podcasts

- [Cry Power](#) Hozier talks to artists and activists about how to take action and change the world . Guests include Annie Lennox, Bono, Marcus Mumford, and Mavis Staples.
- [Mother of Invention](#) gives focus to the stories of Black, Brown and indigenous women and girls who have been innovating from the front lines of climate change for generations. Hosted by former Irish president Mary Robinson and comedian Maeve Higgins.
- [Five Degrees of Change](#) is an energy and environment podcast series from the Business Post.
- [A Sustainable Mind](#) is a podcast created for the earth-conscious individual, ecopreneur, environmental activist

Action Projects

- [Empathy Museum](#)
- [Craftivist Collective](#)
- [Creativity and Change action projects](#)
- [Actipedia - a wiki for creative action](#)

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- [Creativity and Change toolkits](#) this link leads you to a series of toolkits made by Creativity and Change. They have toolkits for Action Projects, Theatre, Visual Facilitation, Street Art, How to Host Meaningful Dialogue, Creating Visually Stimulating Learning Environments, and Creativity, Resilience and Global Citizenship.
 - [World Wise Schools checklist for starting an action project](#)
 - [New For You \(Fast Fashion project\)](#)

Transformative Learning

Text and concepts adapted from Singleton, J (2015) 'Head, Heart and hands model of transformative learning : Place as a context for Changing sustainability values', Journal of Sustainability Education. Vol. 9

HAND: Active use of concepts, deep engagement, experience

From Puge's (2002) construct of transformative learning experience, active use of concepts learnt refers to a learner incorporating educational experiences into their everyday life. From a sustainability education point of view, this would result in an outcome of sustainability practices as a part of daily life.

In 'How People Learn', Bransford (2000) states that learners are more motivated and engaged when they can use what they have earned to do something that has an impact on others, especially their local community.

HEART: Expansion of value, relation knowing, awareness

Relational knowing can be defined as awareness of the relationships shared with community and the natural world. Relationships have a powerful affect on people's emotions, thoughts and behaviours because human beings have a fundamental need to belong.

It is the means through which we receive recognition and affirmation of our value; nurturing, caring, and compassion; connection to purpose and meaningful lives.

HEAD: Expansion of perception, reflection

The function of reflection is to create meaning from experience by drawing connections and relations to previous experience, knowledge and ideas. Critical reflection can lead to self awareness which is necessary for change because without reflection one cannot: identify, question and reframe underlying values and beliefs; acknowledge and challenge assumptions; recognise bias and identify fears; understand strengths and weaknesses.

Quotes mentioned during training

- 'Better never means better for everyone, it always means worse for some' - Margaret Atwood
- 'Ignoring isn't the same as ignorance, you have to work at it' - Margaret Atwood
- 'The teacher is an artist of course, but being an artist does not mean that he or she can make the profile, can shape the students. What an educator does in teaching is to make it possible for students to become themselves' - Paolo Friere
- 'Attempting to liberate the oppressed without their reflective participation in the act of liberation is to treat them as objects that must be saved from a burning building' Paolo Friere