

Institute of Education and Research
Faculty of Education
University of the Punjab, Lahore



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| Program | Bachelor of Education (B.Ed.) | | |
| Course Title: Global Citizenship | | Course Type: Major Course | |
| Course Code: MCEd-102 | Credit Hours: 3 | Duration: 16 Weeks | |
| Introduction | This course aims to provide students with an understanding of the concept of global citizenship and the skills necessary to engage effectively and ethically in an increasingly interconnected world. It will cover topics such as cultural diversity, global issues, human rights, sustainability, and global governance. Through various activities, students will develop critical thinking, empathy, and a sense of responsibility towards global communities | | |
| Learning Objectives | <p>Upon the successful completion of this course the students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept of global citizenship and its relevance in today's world. 2. Analyze global issues and their impact on local and global communities. 3. Develop an appreciation for cultural diversity and intercultural communication. 4. Explore the role of international organizations in global governance. 5. Engage in sustainable practices and understand their importance for global well-being. 6. Develop skills in critical thinking, problem-solving, and ethical decision-making. | | |
| Course Content | <p>Introduction to Global Citizenship</p> <ul style="list-style-type: none"> • Definitions and key concepts • Historical evolution of global citizenship • Importance of global citizenship in contemporary society <p>Cultural Diversity and Intercultural Communication</p> <ul style="list-style-type: none"> • Understanding cultural diversity • Importance of intercultural communication • Strategies for effective intercultural interaction <p>Global Issues and Challenges</p> <ul style="list-style-type: none"> • Overview of major global issues (e.g., poverty, inequality, climate change) • Impact of global issues on local communities • Case studies of global challenges <p>Human Rights and Social Justice</p> <ul style="list-style-type: none"> • Introduction to human rights • The role of global citizenship in promoting social justice • Case studies on human rights violations and advocacy <p>Sustainable Development</p> <ul style="list-style-type: none"> • Principles of sustainable development • The United Nations Sustainable Development Goals (SDGs) • Strategies for sustainable living <p>Global Governance and International Organizations</p> <ul style="list-style-type: none"> • Overview of global governance • The role of international organizations (e.g., UN, WHO, WTO) • Case studies on international cooperation and conflict <p>Global Citizenship in Practice</p> <ul style="list-style-type: none"> • Volunteering and community service • Ethical consumerism and corporate social responsibility • Role of technology and social media in global citizenship | | |

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| | <p>Critical Thinking and Ethical Decision-Making</p> <ul style="list-style-type: none"> • Importance of critical thinking in global citizenship • Frameworks for ethical decision-making • Case studies on ethical dilemmas in global contexts <p>Global Citizenship and Education</p> <ul style="list-style-type: none"> • Role of education in promoting global citizenship • Strategies for integrating global citizenship into curricula • Best practices from around the world <p>Reflection and Action Plan</p> <ul style="list-style-type: none"> • Reflecting on personal growth and learning • Developing a personal action plan for global citizenship • Sharing and discussing action plans | | | | | | |
| Textbook(s) | <ol style="list-style-type: none"> 1. Banks, J. A. (2008). Diversity, Group Identity, and Citizenship Education in a Global Age. <i>Educational Researcher</i>, 37(3), 129-139. 2. Davies, L. (2006). Global citizenship: Abstraction or framework for action? <i>Educational Review</i>, 58(1), 5-25. 3. Nussbaum, M. C. (1997). <i>Cultivating Humanity: A Classical Defense of Reform in Liberal Education</i>. Harvard University Press. 4. Sen, A. (2006). <i>Identity and Violence: The Illusion of Destiny</i>. W.W. Norton & Company. 5. United Nations. (2015). <i>Transforming our world: the 2030 Agenda for Sustainable Development</i>. | | | | | | |
| Teaching/Learning Strategies | Lecture Discussion Cooperative Learning Class activities Applied Projects | | | | | | |
| Evaluation Criteria | <table> <tr> <td>Assignment/Project/Presentation</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>35%</td> </tr> <tr> <td>Final Term</td> <td>40%</td> </tr> </table> | Assignment/Project/Presentation | 25% | Mid Term | 35% | Final Term | 40% |
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