
COURSE TASKS

GENERAL REQUIREMENT: Participation in *most of the lectures/discussions* and *all of the seminars/exercises*.

TASK 1 (individually): *general learning journal*

- The student writes a *general learning journal* based on the lectures/discussions; the journal *reflects the student's own insights, observations, critical thoughts, interesting new ideas* etc., received during the session (it is important to write these down during the sessions and refer to them in the journal).
- The learning journal has no particular or fixed format: it consists of the student's understanding and thoughts and interpretations about the course; two criteria, however, are essential: the journal should show (1) that *the substance of the course has been understood*, and (2) that *the substance has been processed and critically reflected upon* — both are equally important; if something about the contents of the sessions remained unclear, *it is important to contact the course coordinator* who will, gladly, explain the matters in more detail.
- In the end of the learning journal there should be a *feedback section* in which *the student expresses his/her sentiments about the whole course*: What, in the end, was the personal 'gain' from the course? What kind of a learning experience was the course? etc.

TASK 2 (as pair or group work): *planning exercise*

- Students plan (in pairs or groups) a *hypothetical syllabus for 'global education'* (imaginary, although feasible) — this with special attention to the idea of "the class as a miniature society"; the plan is made for a *set period of time* (e.g. a few weeks or a couple of months) for a *set age group* (e.g. 1st to 3rd graders or 7th to 9th graders); the syllabus can focus on either (1) a few subjects or (2) all the subjects that are to be taught during the set period; the main criteria is that *whatever is being taught is geared towards the objectives of 'global education'*.
- The plan for the syllabus has no particular format, but it must include the following elements: (1) a particular focus and frame of reference is *education for world citizenship* with attention to long-term effects on the society and the future of humankind, (2) *overall objectives* of the whole syllabus period, (3) *specific goals* for shorter periods or individual classes, (4) *materials and methods* of teaching; the plan must also include a proper *introduction/rationale* in which the background and reasoning of the plan and the process of planning are explained; although the books and course materials provided to facilitate the both critical thought and the process of planning, *they should be studied and referred to* in the plan (e.g. in the introduction/rationale).
- When considering what to include in the syllabus, students should: (1) consider *what have been the real consequences of current educational practices*, (2) identify together *the ethical principles and values related to the matter*; after this, students should think of various areas of learning/growth that are important: (1) *ethics & moral*, (2) *knowledge & information*, (3) *vision & understanding*, (4) *capacities & skills*; only after identifying relevant elements related to these areas, it is meaningful to start actually planning the syllabus and its details.

TASK 3 (as a whole group): *simulation*

- Students simulate (as a whole group) *democratic and participatory models of governance*; for this purpose, students (1) organize themselves into a decision-making system based on the electoral principles discussed in during the course, (2) choose a societal challenge, (3) study how it has been so far generally solved, (4) analyse the existing structural/administrative shortcomings and obstacles that have contributed to the inadequacy of solutions, (5) consult and invent an alternative or better way of solving the particular societal challenge.
- The alternative solution to the chosen challenge does not have a fixed form, but it must be based on the following points of departure: (1) the governing and decision-making model is *stripped of structures that enable 'pursuit of power'*, i.e. it has no space for bolstering one's position of power; (2) when seeking the solution, the first task is to find out *the facts related to the matter*, (3) before outlining alternative solutions *the ethical principles and values related to the matter* must be jointly identified; (4) the challenge to be solved and the principles related to it *are discussed openly and with a learning attitude*; (5) instead of seeking the solution 'dear to oneself' or promoting the advantage of a limited group *the solution 'best for all'* is pursued.