

HOE ANDERE GLOBALE UITDAGINGEN  
MET HET THEMA KLIMAAT VERBINDEN:  
UNIVERSITEITSBREED KEUZEVAK 'GLOBAL MINDS'.

Leen Van Gijssel, Seminarie Klimaateducatie, 29-11-2023, Gent

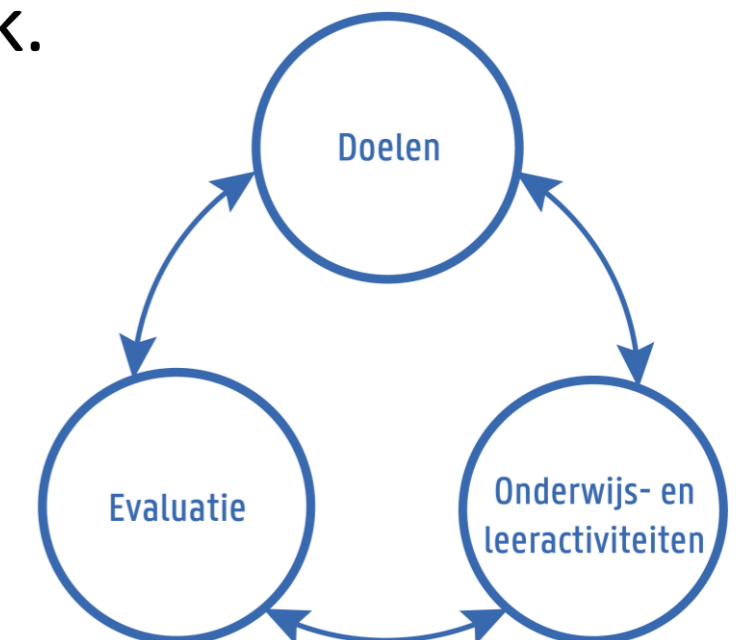
# GLOBAL MINDS: SITUERING

- Universiteitsbreed keuzevak, 2<sup>e</sup> semester, 5 ECTS, vanaf 3<sup>e</sup> bach, voertaal Engels, nu 2<sup>e</sup> jaar
- Kadert in Global Minds programma (DGD) – educatieve luik *‘critical global citizenship education’*
- 4 thema’s, verbonden door insteek ‘global justice’
  - Climate change & environmental justice
  - Global health & reproductive justice
  - Migration & mobility justice
  - Markets, commons & economic justice

# EINDCOMPETENTIES → MIX WERKVORMEN

## – Ambitieuze eindcompetenties vragen om mix werk- en evaluatievormen

- you are able to critically and ethically **reflect** on the global dimensions of your own academic discipline and work field. You can point out different scientific and societal perspectives, and especially perspectives from the Global South;
- you have grown in **intercultural** critical skills (such as respect for diversity, pluralism and solidarity) and **interdisciplinary collaboration**;
- you are aware of the **multifaceted** nature of global challenges and demonstrate a willingness to integrate other perspectives in your academic work.

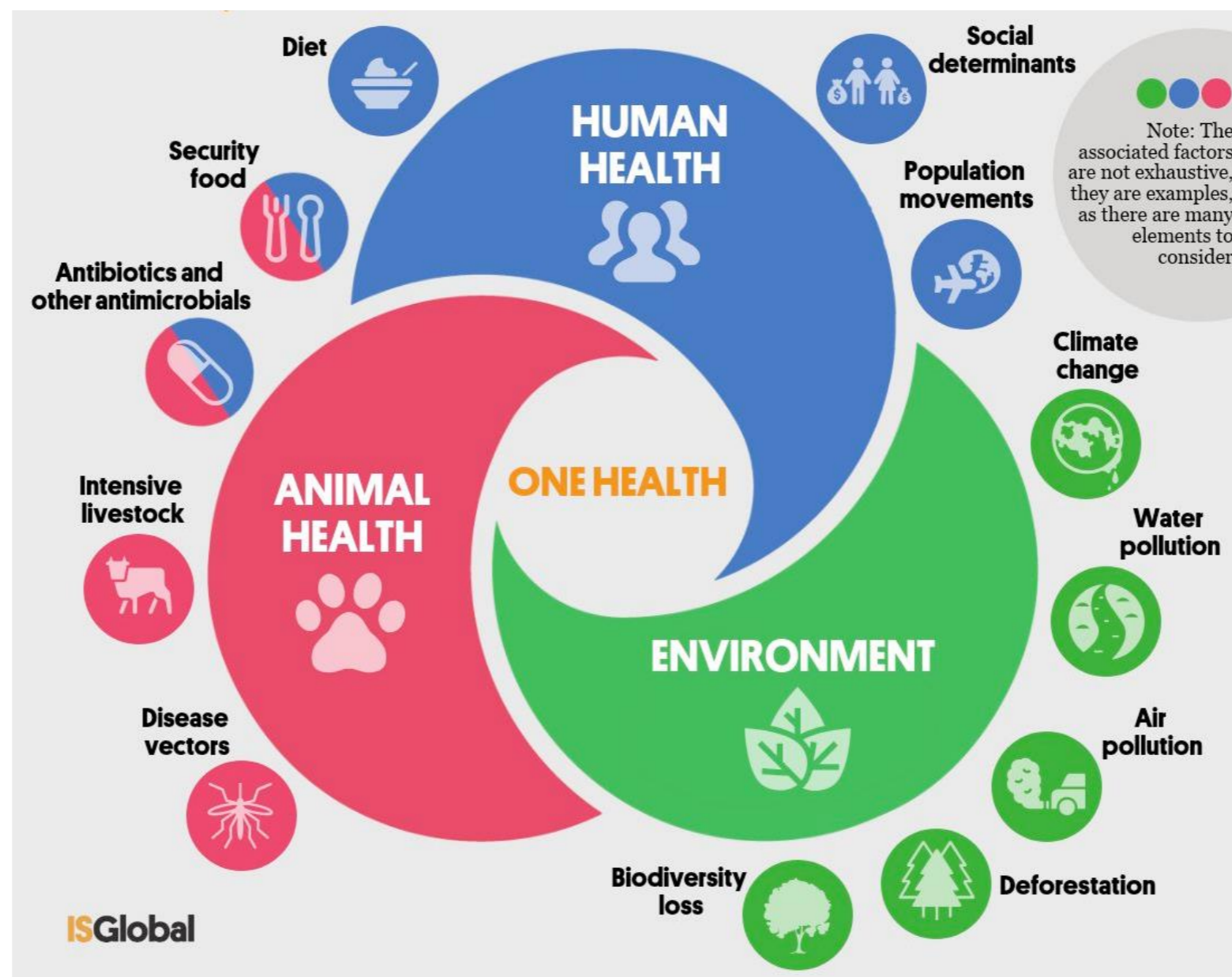


# INHOUDELIJKE UITDIEPING

- Uitdaging voor lesgevers: gespecialiseerde info brengen voor ‘leken’ + haalbare opdracht
  - Watch ‘An inconvenient sequel’ + opinion paper with focus on public debate
  - Explore the SDG’s + interview with key opinion leader
  - Read blogpost + write blogpost with analysis fo written media output
  - Explore conference website + organise & announce panel for this conference

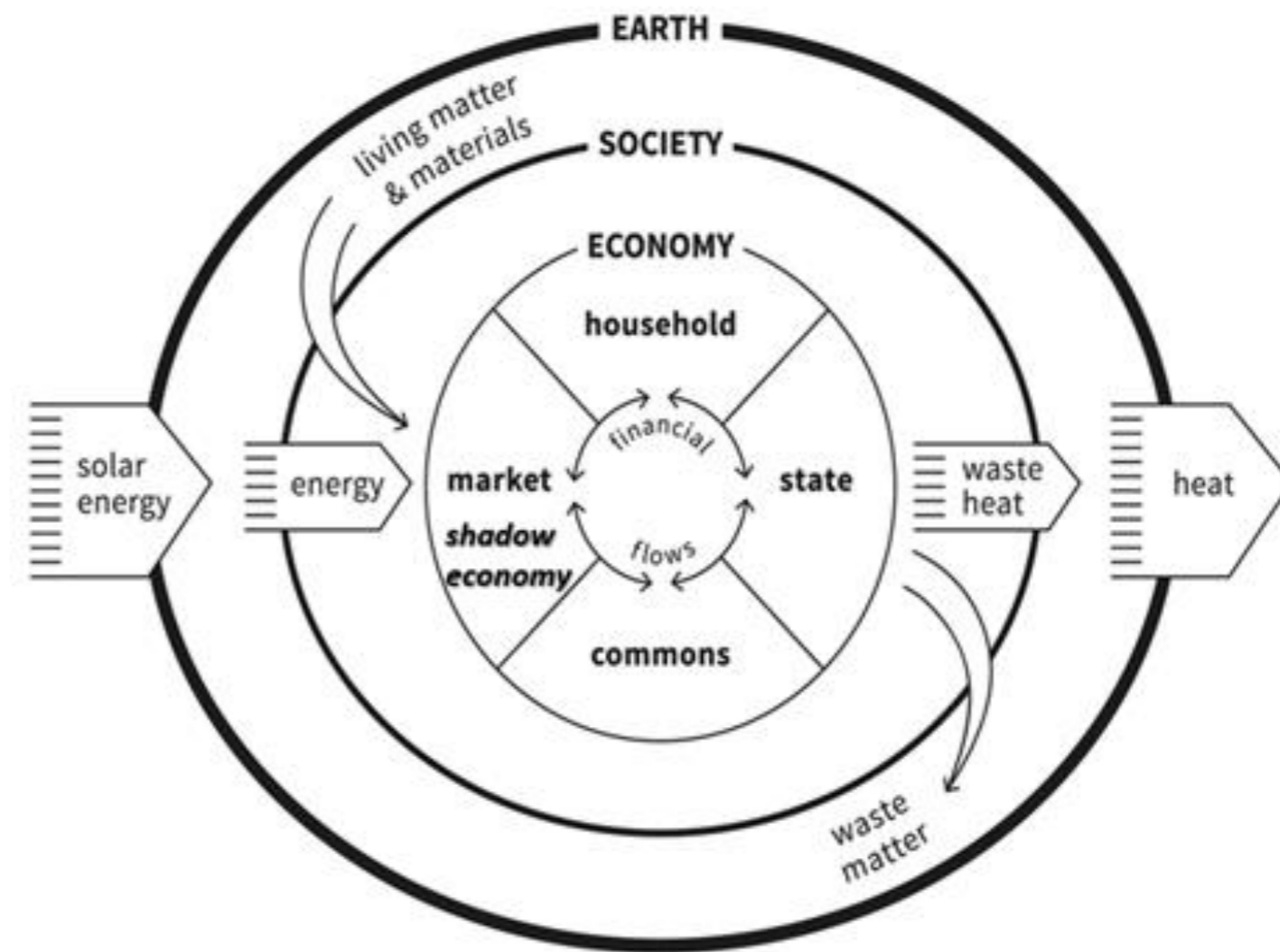
# LINKS MET KLIMAAT?

- Door lesgevers, enkele voorbeelden:
  - Global health – SDG 7 “Ensure Environmental Sustainability”
  - “One health”



# LINKS MET KLIMAAT?

- (donut) economie (K. Raworth)



- “Natural capital” met “eco-system services”, o.a. klimaatregulering
- “Tragedy of the commons” toepasbaar op allerlei klimaat- en milieuproblemen, vb. grondwater, luchtvervuiling, CO<sub>2</sub>-uitstoot

# LINKS MET KLIMAAT?

## ○ Commons

*The original meaning of the term ‘commons’ comes from the way communities managed land that was held ‘in common’...*

*Along with this shared land **a clear set of rules** was developed by the community about how it was to be used.*

*Over time, the term ‘commons’ has taken on several meanings. Most generally, it can be used to refer to a broad set of **resources, natural and cultural**, that are shared by many people. E.g. forests, fisheries, or groundwater resources*

*Communities and Indigenous Peoples are estimated to hold as much as 65 percent of the world’s land area under customary systems, yet many governments formally recognize their rights to only a fraction of those lands.*

*This gap—between what is held by communities and what is recognized by governments—is a **major driver of** conflict, disrupted investments, **environmental degradation, climate change**, and cultural extinction.*

# LINKS MET KLIMAAT?

– Door studenten, enkele voorbeelden:

*“In the connection between modules on Climate Change & Environmental Justice and Global Health & Reproductive Justice, my main takeaway is getting to know about One Health: the interconnectedness of human health, animal health, and the environment. Here, a crucial role played multidisciplinary collaboration with group members and module lectures given by specialists.”*

*“The course has deepened my understanding and broadened my interest of the interconnections between health, environment, and climate change. Overall, every module of the course grounds me and further reinforces the realization that the current world economy and way of life must undergo drastic changes.”*



# LINKS MET KLIMAAT?

*“As far as academic learning goals go, I’d say the biggest eye-opener for me was and is the sheer pervasiveness of the **relevance of intersectionality** in regard to the global problems discussed in the modules of this course. The problems facing environmental-, health-, migration- and economic justice don’t exist because of one pervasive problem in world history or in the world community, but the result of decades if not centuries of systematic inequality, discrimination, colonialism, racism and imperialism. **This intersectionalism, however, also gives reason for optimism** in regard to the problems discussed in the modules: since all these problems are implicitly or explicitly linked to each other in various ways, breaking down the oppressing barriers highlighted by intersectionalism in one problem helps break it down in the other themes. This, for the most part, makes the course very complementary to my own discipline.”*

# KRITISCH REFLECTEREN

- Veel aandacht voor instructie
  - Waarom? Linken aan eindcompetenties, reflectie = tool.
  - Waarover? Academische, persoonlijke, maatschappelijke.
  - Hoe? Kritisch incident, stapsgewijs verdiepen.
- 3 keer, zelfde structuur, evolutie zichtbaar maken
  - Eén vraag in initial → meerdere en ruimere vragen in final
- Evaluatiecriteria staan vermeld in assignment

# INTERDISCIPLINAIR WERKEN

- Voorwaarde: zorgen voor interdisciplinaire omgeving → samenstelling lesgeversteam en groepen (survey & puzzelen)
- Rolmodel: lesgevers uit 8 disciplines, allen sterk geëngageerd in interdisciplinaire netwerken
- Specificiteit eigen discipline kennen, waarderen, uitdragen, en beperkingen erkennen
- Waarderen en integreren van andere disciplines

Hoorcolleges, groepswork, logboek, reflectie

# INTERDISCIPLINAIR WERKEN

*“I have noticed that my discipline **uses a rather unique approach** (though, of course, this is a generalisation to be taken cum grano salis): speculative rather than defining, slow rather than fast, and with an attention to a rare kind of beauty. By studying Latin, I have also dealt with an entirely different mindset, and learned lessons from great thinkers who had different thought patterns than the ones we are used to today. [...] Lastly, my literature studies have helped me acquire an open attitude and analytical, communicative and creative skills. Because this academic approach is so different from (again, this is a simplification) the more fact-based scientific approach, I believe I can offer valuable insights in the debates tackled in this course.”*

*The intercultural and interdisciplinary classroom, and in particular **the makeup of our group**, greatly aided my learning experience throughout the course and provided me with multi-faceted and differing viewpoints on the course content. Our group included three members from Belgium and four international students, with an array of disciplines including science, history, politics, and translation.*

# INTERDISCIPLINAIR WERKEN

*“Most of these goals have actually been achieved thanks to working with an interdisciplinary group. Examining the paragraphs written by other group members made it clear that I am pretty stuck in my English knowledge. I use the grammar and vocabulary over and over again. The whole group learned a lot from having a native English speaker from Australia as a group member. When struggling with transferring an idea to a sentence on paper, we often asked how he would articulate it. Paying attention to how to express yourself was also taught to me by working with another team member. She put effort into how to write ideas down in a short, concise way, almost like trying to solve a riddle.”*

# INTERNATIONALE GROEPEN

- Dikwijls eye-opener!
  - voorbeeld ‘sterk paspoort’ → onvermoede privileges
  - voorbeeld ‘Latijnse alfabet’ → onvermoede hindernissen
  - voorbeeld ‘the nice Belgians’ → spiegel
  - voorbeeld ‘developing countries’ → context zien, oordeel uitstellen

# “BEGELEID GROEPSWERK”

- Doel: aanzet van deliverable uitwerken, pitchen, feedback van lesgevers én medestudenten. Moeilijk! Format:
  - Before session: choice of subtheme
  - 1h: in small group – prepare one-pager
  - Groups are paired – send one-pager to twin group
  - 20’: in small group – read one pager & prepare feedback
    - *Houvast: 3 duidelijke vragen*
  - 20’: with twin group – give & receive peer feedback
  - 30’: in small group – continue work in groups
  - 40’: with half of plenum – present your work & receive lecturers’ feedback

# EVALUATIE

- Continue evaluatie, geen examen
- 20% op reflectie, 4 x 20% op groepsopdrachten
- Evaluatiecriteria groepsopdrachten gelijklopend
  - *Content: Complete; To the point; Substantiated; Nuanced analysis; Multifaceted (content reflects interdisciplinary character of the team, critical and reflective approach)*
  - *Style: Well-structured; Adapted to the audience*
  - *Referencing: No plagiarism, Format*



# VERANDERINGEN DIT JAAR

- Aantal opdrachten verminderd o.w.v. vrees voor te veel studenten (onterecht...): 1 per 2 modules
- Concept 'justice' meer uitdiepen en als rode draad gebruiken
- Concept 'interdisciplinariteit' uitdiepen en meer van groep gebruik maken → peer feedback zichtbaar maken voor ontvanger
- Extra groepsessie bij de start
- Afsluitend college met presentaties van studenten
- Individuele prestatie meer laten doorwegen in evaluatie

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