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| **WORKSHOP for F2F Instruction** |

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| Module Title | Interactive learning communities (ILC): Engaging in critical thinking, reflection, inquiry and dialogue for global learning through ILC. |
| Duration (in min/hours) | **6hr** |
| Workshop Objectives:Upon completion of this Module learners should be able to: * Describe and explain key principles of OSDE & ILC methodologies
* List the advantages of using OSDE & ILC methodologies
* Describe and explain the phases of the suggested methodology
* Develop skills of learning through problem solving and enquiry
* Reflect on their learning, and communicate their knowledge and understanding regarding matters of concern
* Develop workshops utilising the ILC Methodology
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| Methodology (discussion, role-play, problem solving etc.) | Ice-breaking activity, Presentation, Discussion, Collaborative Problem solving, Critical thinking, System thinking |
| Materials/Equipment (projector, internet connection etc.) | Laptop (facilitator) ProjectorSpeakersInternet connectionLaptops / tablets for participants (one for each working group)Printed handouts of AnnexesFlipchart and flipchart standMarkers  |
| Resources | PowerPoint presentation VideosHandoutsEvaluation Form |
| ANNEXES |

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| Powerpoint presentation “Module 4\_Unit 1\_face-to-face\_CARDET” |  |
| Powerpoint presentation “Module 4\_Unit 2\_face-to-face\_CARDET” |  |
| References | Annex A |
| Training Rules | Annex B |
| Find someone in the room who … | Annex C |
| Test your knowledge | Annex D |
| Training Evaluation Form | Annex E |

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***Description of the activities that will be carried out during the lessons.***

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| Introduction to the topic (*activating students’ prior knowledge, stating learning tasks*) |
| Preparation* The facilitator should arrange the tables in the room so there can be groups of 4-5 people.
* The facilitator should have post-its, markers, A3 papers for each group.
* The facilitator should have printed copies of all the Handouts for the activities.
* Print on A2 papers the “rules” of the training (one rule on each paper) and have them on the walls of the room so that everyone can see them (Annex B).

Introduction to the workshop (10 minutes)The facilitator presents himself/herself and the organization holding the training. Then he/she makes a short presentation on the InterCap project, its objectives, online Course, and platform. Icebreaking Activity “Find a person who…” (15 minutes)Print the Activity “Find a person who…” (Annex C) and give each participant a copy. The participants should walk around the room and discuss with each other, asking the questions of the “Find a person who…” activity and trying to find a person who can answer at least one question. They have to collect as many answers as possible in 10 minutes. The aim of this activity is to make participants know each other and understand that we are all globally interconnected.Activity adapted from: [www.fys-forums.eu](http://www.fys-forums.eu) Outline of the training (5 minutes)The facilitator presents an outline of the agenda of the training (timeline, breaks, discussions, activities, thematic areas). The facilitator highlights the fact that this training includes interactive activities which requires their high level of engagement. The facilitator reads out loud the “rules” of the training and asks the participants to feel free to express their thoughts during the workshop. |
| Topic Exploration (*Knowledge construction*) |
| Before starting (15 minutes)Create a table on a flipchart with 3 columns. In each column write one of the following questions: 1. Why trainings most of the time don’t have the desired effect?2. What are the main characteristics of ineffective trainings?3. How can we resolve this issue?Discuss with the participants each question and take notes. This table will be used again at the end of the workshop.The facilitator starts the training using the powerpoint provided and going through the 2 different Units. The facilitator should spend about 1 minute per slide (excluding the slides that include activities or videos). Presentation on Unit 1 (100 minutes)Unit 1: Learning how to Engage in Critical Thinking, Reflection, Inquiry and Dialogue for Global Learning

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| **Slides 2-9** | Open Spaces for Dialogue and Enquiry methodology |
| **Slides 10-16** | Implementing OSDE in practice |
| **Slides 17-22** | Creating an Open and Safe Space |
| **Slides 23-24** | The advantages of the OSDE methodology |
| **Slides 26-33** | ILC methodology |

Notes: Slide 16-18: Write as a title on a flipchart “The main characteristics that a teacher/facilitator of OSDE must have” and ask the participants to think and identify 5 characteristics and write them on post-its (5 minutes). Then ask them to stick their post-its on the flipchart and read them to the rest of the participants (5 minutes). Discuss with the whole group of participants about what was written (5 minutes). Then move on to slides 17 & 18 to further discuss about those characteristics.Slide 20 (30 minutes): The participants work in groups. Each group has an A2 paper and colored markers. They watch the video “OSDE: Open Space” (5 minutes) and discuss in their groups for about 5 minutes. Then each group attempts to present the idea of an “Open Space” on the paper (10 minutes). They can write notes, design an infographic, table, icon etc. Each group will present their work to the rest of the participants (10 minutes). The facilitator can decide if he wants to present the slides 19-22 or not. If the participants are able to identify all the aspects of an “Open Space” he/she can skip those slides. Slide 25-26: Ask the participants “Can you identify the 4 main advantages of the OSDE methodology?”. Let them express their thoughts and take notes on a flipchart (no more than 15 minutes). Then present the slide 26.Presentation on Unit 2 (220 minutes)Unit 2: Exploring migration through the lens of Sustainable DevelopmentBefore starting Unit 2: The facilitator should explain to the participants that this Unit is designed based on the ILC methodology. Is a comprehensive Unit which not only goes through the methodology step by step, but also presents the main thematic area, which is Migration and Sustainable Development, through the 6 phases of the ILC methodology. This can be used as a good example of how participants can use the methodology in the future for their own trainings/workshops. The facilitator should allow participants to choose how they will interpret the multivariate perspectives and data that will be presented. If the facilitator steer too much and participants feel they have a low degree of choice in relation to the topic, they will tend to participate less in the discussion or try to arrive at the 'right' answer they think the 'teacher' wants them to arrive at. The focus of the intervention should be on building skills/relationships, not on 'content': on how to examine issues rather than on what to think or do about the issue. As a general rule: the less you influence the choice of topic for discussion, the more effective the space is in terms of ownership, safety and participation.

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| **Slides 2-3** | Creating a Safe and Open Space  |
| **Slides 4-9** | Sustainable Development Goals |
| **Slides 10-16** | Perspectives on Migration |
| **Slides 17-24** | Evaluate Facts on Migration |
| **Slides 25-32** | Make the link between Migration and Sustainable Development |
| **Slides 33-36** | Discussion based on case studies |
| **Slides 37-43** | Food for thought  |

Notes: Slide 2: This is a video (stimulus) presenting the transition from the MDGs to the SDGs (3 minutes). Before watching the video in slide 2, ask the participants if the know anything about the Sustainable Development Goals (SDGs) and if yes how do these affect our/their lives, work, etc (approx. 10 minutes). After watching the video, the facilitator should give 10 minutes to the participants to think and discuss about the video. Slides 11- 13 (30 minutes): This is another stimulus in order to start discussing about migration, which is one of the thematic areas of this training. Participants should watch the video “What does it mean to be a refugee?”, and then write on post-it’s the terminology of “migrant”, “refugee” and “asylum seeker” (5 minutes). Then the facilitator should ask the participants to discuss with the rest of the members of their working groups and exchange ideas or thoughts on those terms (10 minutes). After that, each team should search online about those terms (you can use the resources on slide 13 or they can search online for other resources in their own language or in English), find any other information regarding migrants, refugees, asylum seekers (they may find differences between the way that different organisations use those terms), have a discussion and make notes on an A3 paper (15 minutes). Finally, participants will discuss in plenary about what they found. Slides 14-16 (30 minutes): Start with the slide 14, reading out loud those statements to the participants. Ask them to take 5 minutes and think about each one of those statements and then move on to the next slide. Start a discussion and ask the participants to say if they agree or not with each one of those statements. Make sure to let them know that there is not only one answer. Each one of them can have a different opinion but they have to explain their answers. These slides concern the second phase of the methodology. Present to the participants statements on migration in order to cause dissonance and promote the perception of the complexity of the issue. How do they define migration? What informed their current perspective on this topic? How do you make your decisions about what you think about it? The aim of this phase is to generate curiosity and anticipation, to provoke or entertain, to shock or engage, to surreptitiously drip-feed the key learning of the lesson, to stimulate discussion and higher-order thought, to find out where the participants are, to find out where they need to go. Then move on to slide 16 and give them a copy of this slide. Ask them to read again those statements and have a look at their sources. If it’s needed the facilitator can visit the online sources and all participants can have a look of the document/website/article. Does this make any difference for their opinion? Does it matter if they know the source of the information? Do they change their mind depending on who said something or where something is written/published?Slides 17-24: Presentation and evaluation of facts. These different facts derive from different sources, like reports and statistics on Migration and sustainable development. During this phase participants are informed about different facts and statistics that exist regarding issues under scrutiny in order to inform their thinking. During the presentation of these slides participants can express their thoughts on the perspectives of Europeans on migration and discuss about their perspectives. The aim of this phase is to present some facts from research in order to make sure that all participants have a common knowledge base, so they can build on that and create new paths of knowledge. The facilitator can ask questions such as:* Why are these opinions dominant?
* Where can you find out about different perspectives?
* What shapes the mainstream perspectives available to the public?
* Where can you find more?
* What kind of further questions we can ask in order to find out more?

Slides 26-27 (40 minutes): Watch the video “A day without migrants” (2 minutes). Then, the facilitator asks the participants to reflect on specific questions. Initially they think individually for 5 minutes and afterwards they share their perspectives within their group (15 minutes) and then with the rest (15 minutes). At this point trainer provides the groups with necessary equipment (A3, markers, post it notes) so that participants can record their perceptions and views on the issues under scrutiny.1. Are there any interlinkages between migration and sustainability? What assumptions about reality influence the understanding of migration in your context? To what extent are these assumptions linked with sustainable development?
2. Identify 3 ways in which you believe that migration and sustainable development are related concepts (i.e. do we need migration to have sustainable development or sustainable development to have migration)?

After the group discussion and the depiction of their ideas, the facilitator asks the participants to reflect on the following (10 minutes):Do people in different parts of the world see things in the same way? Do you think there is something that is fundamentally true for everybody, regardless of where they come from or what their background is?Slide 29: If there is time, participants can watch the video “Towards better migration governance” (2 minutes)Slides 34-36 (45 minutes): Provide to each group a copy of the two excerpts of slide 34, as well as one of the three real life stories, from the “[I am a migrant](http://iamamigrant.org/)” platform (make sure that all stories are distributed – if you have more than 3 working groups, some groups can have the same stories or you can find more from the online platform). Ask them to read all the resources (they can also find more from the online platform by themselves if they have time) and write down ideas on how migration and Sustainable Development can be interrelated based on the stories and providing specific examples (30 minutes). All working groups can present their results and discuss (15 minutes).Slide 38 (45 minutes): Presentation of a case study: “Asylum, migration and integration of migrants and refugees should be considered a policy priority. A number of laws, policies national and sub-national development plans and implementation frameworks and programme plans regulate asylum, migration and integration, nevertheless SDGs are not explicitly referred to in national legislation on migration or in migration policies.” The facilitator asks the participants to think and suggest initiatives to raise awareness about sustainable development and migration, for policy-makers, researchers, educators and students. This activity can be implemented as a “World Café”. The facilitator should have 4 stations in the room. Each station will have an A2 paper with a specific thematic area:* Raise awareness about sustainable development and migration – Initiatives for policy-makers
* Raise awareness about sustainable development and migration – Initiatives for researchers
* Raise awareness about sustainable development and migration – Initiatives for educators
* Raise awareness about sustainable development and migration – Initiatives for students

All groups should spend no more than 10 minutes for each station, discuss and write down as many ideas as possible. This final phase “Food for thought” aims to promote group discussion in solving complex problems. It facilitates development of the higher levels of Bloom’s taxonomy of cognitive learning and encourages participants’ engagement in activities, which promotes learning and enables action. ILC Methodology can lead to action. Through the interaction with others and by enabling people to think independently through the tasks and simulations we encourage participants to plan collective interventions responsibly and take action for the subject under investigation. Slides 39-41: These slides rely on the aforementioned case study. Discussion is continued based on the points depicted on the slides. |
| Reflection/Feedback (*on the content, the activities etc.*) |
| Revisiting your knowledge (15 minutes)The facilitator presents the flipchart paper with the 3 columns:1. Why trainings most of the time don’t have the desired effect?2. What are the main characteristics of ineffective trainings?3. How can we resolve this issue?Discuss with the participants what they said before the training and what their thoughts are now, after the completion of the training based on the ILC methodology.  |
| Assessment (*how you will ensure that participants have learned*) |
| Assessment Questionnaire (10 minutes)At the end of the training, the facilitator distributes the questionnaire “Test your knowledge” to assess the learning of the participants (see Annex D). Training Evaluation Form (10 minutes) Finally, the facilitator distributes the questionnaire “Training Evaluation Form”, so as participants can assess the training in general (see Annex E). |

**ANNEXES**

**References (Annex A)**

**Online**

Andreotti V., Barker, L. and Newell-Jones, K. (2006). Critical Literacy in Global Citizenship Education Professional Development Resource Pack. UK: OSDE Methodology.

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Eurobarometer (2017a). Public opinion in the EU [Report]. Retrieved from <http://ec.europa.eu/commfrontoffice/publicopinion>

Eurobarometer (2017b). EU Citizen's views on development, cooperation and aid [Report]. Retrieved from https://ec.europa.eu/europeaid/sites/devco/files/sp455-development-aid-final\_en.pdf

Eurobarometer (2017c). Attitudes of European citizens towards the environment

International Organization for Migration (Ed.), Migration in the 2030 agenda. Switzerland: International Organization for Migration.

Martins, L.L. (2011). Open spaces: An investigation on the OSDE methodology in an advanced English conversation course in Brazil. Critical Literacy: Theories and Practices 6(1), 68-78.

ODI (2017). Public perceptions of refugees and migrants: the role of politicians, the media and civil society. London: ODI.

OECD (2014). Is Migration Good For the Economy? Migration Policy Debate. [Report]. Retrieved from <https://www.oecd.org/migration/OECD%20Migration%20Policy%20Debates%20Numero%202.pdf>

**Videos:**

A day without migrants: <https://youtu.be/DVwrkYnKZT4>

Towards better migration governance: <https://youtu.be/hQ6kbZYCofs>

Transitioning from the MDGs to the SDGs: <https://youtu.be/5_hLuEui6ww>

What does it mean to be a refugee: <https://youtu.be/25bwiSikRsI>

**Training Rules (Annex B)**

1. We all have knowledge
2. All knowledge is incomplete and partial
3. We are here in this space to explore and affect our own knowledge in to engage critically with the knowledge of others.
4. We are not looking for one specific answer.
5. There are different ways of thinking about a specific issue.
6. Different cultures, different individuals may have different thoughts about the same thing.
7. We want to explore different perspectives.
8. People shouldn't be competing against each other for who's got the truth or whose answer is better.
9. Explore different angles of the same issue.

**Find someone in the room who … (Annex C)**

|  |  |  |
| --- | --- | --- |
| **1. Likes food from another country.**Answer  | **2. Has a friend who was born in another country.**Answer  | **3. Has visited a country outside Europe.**Answer  |
| **4. Can say some words in a language other than English.**Answer  | **5. Likes a sportsperson or a musician from another country.**Answer  | **6. Has read a book or a poem by an author from another country.**Answer  |
| **7. Is wearing clothes made in another country.**Answer  | **8. Has lived in another country.**Answer  | **9. Has a family member or friend who lives in another country.**Answer  |
| **10. Has been helped by a teacher, doctor, nurse or similar adult from another country.**Answer  | **11. Knows a business (eg: a shop) run by people from another country.**Answer  | **12. Would like to live in another country when they grow up.**Answer  |

**Test your knowledge! (Annex D)**

1. Select all that apply. OSDE methodology:
2. Doesn’t impose individuals what to think, what to do or what to say
3. Encourages critical engagement, aiming at identifying the one and only truth
4. Identifies underlying assumptions and implications
5. Doesn’t encourage disagreement between participants
6. In which educational contexts can OSDE be applied?
7. Secondary education
8. Secondary and higher education
9. Secondary and teacher education
10. Higher and adult education
11. All the above
12. Which one of the following statements about the OSDE Principles iswrong?
13. We all bring valid knowledge to the space
14. There is only one true answer
15. The knowledge is partial and incomplete
16. All knowledge should be questioned
17. Select the correct answers. How do you create an Open and Safe Space?
18. All participants should feel free to express themselves, without the fear of being criticized or silenced.
19. The facilitator should ask close-ended questions.
20. The discussion should be focused on one correct answer.
21. Cognitive dissonance and conflict during the discussion are very important.
22. The facilitator should try to impose his own perceptions on the participants.
23. Which one of the following statements about ILC methodology is wrong?
24. It’s very important to have some time for self-reflection at the end.
25. The use of multimedia can trigger the discussion.
26. The facilitator should focus on the perspectives that are closer to the truth.
27. It’s important to hear the views of all the participants.
28. EU Member States granted citizenship to 217 thousand persons in 2017.
* True
* False
1. Which one of the following SDGs does NOT have specific reference on Migration?
2. SDG 1: No poverty
3. SDG 4: Quality Education
4. SDG 8: Decent Work and Economic Growth
5. SDG 16: Peace, Justice and Strong Institutions
6. Which one of the following statements is correct?
7. Migration cannot increase development and investment in origin countries.
8. Migration can fill labour gaps in host countries.
9. Climate change and disasters constitute major drivers of migration and displacement.
10. Migration increases economic strains of ageing population.

**Test your knowledge – Correct Answers! (Annex D)**

1. Select all that apply. OSDE methodology:

**Correct Answers:**

1. Doesn’t impose individuals what to think, what to do or what to say
2. Identifies underlying assumptions and implications
3. In which educational contexts can OSDE be applied?

**Correct answer:** E.All the above

1. Which one of the following statements about the OSDE Principles iswrong?

**Correct answer:** B. There is only one true answer

1. Select the correct answers. How do you create an Open and Safe Space?

**Correct answers:**

1. All participants should feel free to express themselves, without the fear of being criticized or silenced.
2. Cognitive dissonance and conflict during the discussion are very important.
3. Which one of the following statements about ILC methodology is wrong?

**Correct Answer**: C. The facilitator should focus on the perspectives that are closer to the truth.

1. EU Member States granted citizenship to 217 thousand persons in 2017.

**Correct Answer**: B. False

1. Which one of the following SDGs does NOT have specific reference on Migration?

**Correct Answer:** A. SDG 1: No poverty

1. Which one of the following statements is correct?

**Correct Answer:** C. Climate change and disasters constitute major drivers of migration and displacement.

**Training Evaluation Form (Annex E)**

**DATE:**

**TITLE AND LOCATION OF TRAINING:**

**TRAINER:**

**INSTRUCTIONS:** Please indicate your level of agreement with the statements listed below in #1‐11.

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|  | Strongly agree | Agree | Neutral | Disagree | Strongly Disagree |
| 1. The objectives of the trainingwere clearly defined. |  |  |  |  |  |
| 2. Participation and interaction were encouraged |  |  |  |  |  |
| 3. The topics covered were relevant to me |  |  |  |  |  |
| 4. The content was organised and easy to follow |  |  |  |  |  |
| 5. The materials distributed were helpful |  |  |  |  |  |
| 6. This training experience will be useful in my work |  |  |  |  |  |
| 7. The trainer was knowledgeable about the training topics |  |  |  |  |  |
| 8. The trainer was well prepared |  |  |  |  |  |
| 9. The training objectives were met |  |  |  |  |  |
| 10. The time allotted for the training was sufficient  |  |  |  |  |  |
| 11. The meeting room and facilities were adequate and comfortable |  |  |  |  |  |

12. What did you like most about this training?

13. What aspects of the training could be improved?

14. What additional training would you like to have in the future?

15. How do you hope to change your practice as a result of this training?

16. Please share any other comment regarding the training course you have participated, if any:

**THANK YOU FOR YOUR FEEDBACK!**