




TEACHING CITIZENSHIP

Introduction to a practice perspective - insights into
practical ways citizenship education can be introduced at
class / school level



CITIZENSHIP IN THE CURRICULUM/I: A SEPARATE SUBJECT OR NOT?

EDUCATIONAL PERSPECTIVE AND TEACHING APPROACH

- content-based
- competence-based

Cross-curricular approach:
teachers should approach the knowledge, skills and understanding inherent within every curriculum **subject**.

CITIZENSHIP IN THE CURRICULUM/II

We learn to be citizens: critical thinking
We are citizens who learn: life long
learning

WHAT/WHY/HOW DO WE LEARN?

EXPERIENCE

CHANGE

DESIRE

What do we learn?

Hard
skills/cognitive
skills

Formal
Informal
Not formal

Soft skills/noncognitive
*(Hard evidence on soft skills J.J.
Heckman T.Kautz*

CITIZENSHIP HAS TO DO WITH THE WHOLE CURRICULUM

The 'taste' of citizenship should be experimented
as a way to learn in all 'subjects' (knowledge is
reticular)

HOW can we find the solution to a problem? (maths, foreign lang., history...)

COOPERATIVE LEARNING
PROBLEM SOLVING
ARGUMENTING
DEBATING
MANAGING CONFLICT

Dialogue skills and critical thinking

ACTIVITIES/AN EXAMPLE

- “THE LESSON” BY IONESCO
- PRESS CONFERENCE
- DEBRIEFING

TOOLS/AN EXAMPLE

- CARDS FOR DEMOCRACY
- <http://www.learntochange.eu/2017/02/21/cards-for-democracy/>

WE SHOULD OPEN TO REALITY...
CITIZENSHIP IS *HIC ET NUNC* (Habermas)



Who are they?
Why, on your opinion,
did the magazine
choose this photo?

...

ASSESSMENT AND EVALUATION