ENLIGHT GLOBAL ENGAGEMENT MODULE

Overview:
This course is organized by the ENLIGHT European University, which aims to "contribute to the fundamental transformation of European Higher Education that empowers learners as globally engaged citizens with state-of-the-art knowledge, skills, and innovation potential to tackle major societal transitions and to promote equitable quality of life and sustainability". GEM is a fundamental part of the ENLIGHT project, as it equips students across the different partner universities with global engagement competencies (knowledge of the world, skills, attitude and values) which they need to succeed in an increasingly global and dynamic world. The module will be organized in a peer learning environment. Students work on challenges provided by experts from the nine ENLIGHT partner universities. The teaching model will be blended and, circumstances permitting, there will be one week of on-site group-work at one of the ENLIGHT partners. The course will be offered in the Spring term for 5 ECTS and an Edubadge as part of a micro-credential pilot. This is a selective module, meaning students will have to go through an application process to enrol. In the first edition there is limited enrolment of 45 students in total of which 5 students are from the RUG students (due to consortium agreements that determine that all 9 partners can enrol 5 students each).

4.2 Content

The module will consist of different (off- and online) units, which students can accumulate at different ENLIGHT universities, and which they can integrate/combine with their individual learning path:

1. An online preparatory unit, with a welcoming activity (also see Appendix B) course introduction and a theoretical part on diversity and inclusion, change perspective, global citizenship, employability and reflection on your individual learning curve and personal development. Among other things, this part will focus on the T-shaped educational model and the UN SDG's. It will draw on peer feedback, introspection, debating skills and video-lectures. At the start of the module, the three LC's will take part in the same online programme. This part of the programme will be provided jointly by the universities of Groningen and Ghent. Teaching staff: Dr. Indira van der Zande (University of Groningen), NN (Ghent University).

2. The greater part of the module will center around three real-world challenges, one for every LC. After an introductory workshop by an expert in the field, students will be divided into smaller teams of five. In collaboration sessions with peer-learning modalities, they will work intensively together to tackle the challenge assigned to them. These teams will work as self-steering groups, but will also be coached by two (junior) professors. The module will be concluded by a final assessment (presentation), first on the level of students' own LC, then in a final meeting with the other two LCs through virtual exchange/mobility. The challenge-based part of the programme comprises both online sessions and – conditions permitting – a site visit of 1 week to one of the three organizing universities.

The following three challenges will be provided by the University of Groningen, Ghent University and the University of Göttingen:

Groningen: Public Health (expert: Prof. Dr Jochen Mireau / Dr Marije Bosch)

In this challenge (public) health is interpreted not so much as the absence of illness, but rather as general wellbeing. How can we strengthen the health potential of our citizens, with extra attention for people who have a lot to gain? This question applies no less to the Northern part of the Netherlands (Groningen, Friesland and Drenthe) than to a global scale. Students will have to deal with several important sub-questions that cross many disciplinary boundaries. How can we provide the right care at the right place? What should we do to improve people's digital health skills? By what means can we reach people who don't want, but need help to improve their health? And how can we ensure a holistic approach to strengthen public health, by looking at the living-, working-, social-, environmental context?

Ghent: Migration and Society (expert: Prof. Dr Ilse Derluyn)
Migration is a highly diverse and rapidly changing phenomenon, with implications for our entire society in all its facets. As such, migration and mobility are studied by an increasing number of disciplines, often each from its own focus, questions and preferred methods. In this challenge, we offer focused, interdisciplinary discussions on specific themes (e.g., family, discrimination, health care, contentious movements and mobilities, housing and homemaking, communication and representation). These discussions are set up as dialogues between two disciplines approaching the same issue through a different lens. The double goal of this is to provide a more in-depth view on current debates on migration, and to foster interdisciplinary dialogues.

Göttingen: Climate Change (expert: Prof. Dr Elfriede Hermann)
Students will have the opportunity to engage in an exercise of learning about socio-cultural ways of understanding climate change in the city of Göttingen from the perspective of social and cultural anthropology. You will have the chance to have conversations and conduct interviews with Göttingen citizens to find out about local challenges in connection with global climate change, concrete local effects of climate change, climate change-induced migration and climate protection.

Throughout the module, and in addition to the common programme above, students will also develop a personal learning plan and portfolio. This document helps them to monitor and self-regulate their own learning-process, by describing both (acquired or desired) academic contents but most of all generic skills and competencies. The portfolio enhances student's sense of ownership of their learning track and enables fellow students and the coach to give feedback at various stages of the course. For a first sketch of the design of the portfolio, see Appendix B.

In view of the definitions and principles on Global Engagement formulated above (3.4), the learning outcomes of the module are formulated as follows:

Students will:
acquire knowledge about the world and other cultures
- understand historic developments and contemporary concepts relating to global engagement, global citizenship, diversity and inclusiveness;
- learn about different disciplinary approaches and methodologies to solving global challenges

master skills to understand the world and take action
- apply a challenge-based approach
- collaborate effectively within a diverse team
- communicate ideas, visions, and project results to a wide range of audiences

- actively and respectfully engage with different perspectives to achieve comprehensive solutions

develop attitudes of openness & valuing human dignity and diversity
- reflect on their own learning process and give and receive constructive feedback
- recognise and critically reflect on the way their own value-system influences their perspective
- appreciate social and cultural diversity

Assessment will take place on the basis of group performance (debate, written challenge report, final presentations) and their individual portfolio.

Hours per week: varies over the course, 140 hrs in total (includes online sessions, student work & immersive week)

Teaching method: Blended learning, peer learning, challenge-based education.

Assessment: students will be assessed on progress in their learning path portfolio, a written challenge-report, a final presentation and group participation.

Course type: bachelor

Lecturer(s): TBC

Compulsory literature: TBC

Prerequisites: third-year BA students, this is a selective module

Remarks
GEM is part of the degree programme BSc Global Responsibility & Leadership, in which the module is a major elective for third-year bachelor students.