



# ENLIGHT

## ENLIGHT INTERNATIONAL TEACHER EDUCATION MODULE

Teaching for Global Citizenship in European classrooms: A  
challenge-based Approach

### Portfolio



Teacher Education Module



# Teaching and Learning Award 2024

7–9 October 2024, University of Tartu

## Title

ENLIGHT International Teacher Education Module

*Teaching for Global Citizenship in European classrooms: A challenge-based Approach*

## Summary

This course aimed to empower student teachers from all ENLIGHT universities to tackle challenges related to Global Citizenship (GC) in their future classroom using the method of challenge-based learning (CBL). In the first 2023-edition, 45 student teachers participated, and in the second 2024-edition, 39 students delved into GC challenges, focusing on inclusion and diversity in education. The course kicked off with an online pre-program where students were introduced to global citizenship (GC) in education via individual learning tasks and group discussions. In the second phase, students physically came together for a 5-day onsite program with both a social and academic focus. During these days, students explored how to address challenges facing European schools by collaborating with international experts, attending keynote lectures, visiting local schools and learning from each other's experiences. By the end, students designed concrete solutions and action plans for change. In the final phase, students reflected on their experience in both an online meeting and a reflection report. This CBL approach not only deepened students' knowledge of the subject but also boosted their creativity, collaboration and communication skills. Internationalisation is difficult to achieve in teacher education programs, but this ENLIGHT-course demonstrates that it is possible.

## Educators

**Ruben Vanderlinde** is a professor at the Department of Educational Studies at Ghent University. His research interests lie in the professional development of student-teachers, teachers, and teacher educators. He also serves as the chair of the Teacher Education program at Ghent University.

Ruben Vanderlinde is also the coordinator of the ENLIGHT Teacher Education Network and the team leader of the course 'ENLIGHT International Teacher Education Module'

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**Karolien Keppens** is a postdoctoral assistant and researcher at the Department of Educational Studies at Ghent University. She is also campus coordinator of the Teacher Education program at Ghent University. Her research interests focus on diversity in education, and the role and effectiveness of digital tools as instructional methods in teacher education. Karolien Keppens is a task member in the ENLIGHT Teacher Education Network and the coordinator of the course 'ENLIGHT International Teacher Education Module'.

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**Aron Decuyper** is a PhD researcher at the Department of Educational Studies at Ghent University. His research focuses on effective teaching behaviors of teachers during team teaching. He is also involved in the 'ENLIGHT International Teacher Education Module' as a PhD coach.

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**Benjamin Ponet** just finished his PhD at the Department of Educational Studies at Ghent University. His research focuses on the professional development of teacher educators in relation to managing diversity. As of September 2024, Benjamin will be working as a postdoctoral assistant within the teacher education program at Ghent University. He is also involved in the 'ENLIGHT International Teacher Education Module' as a PhD coach.

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**Simon David** is a PhD researcher at the Department of Educational Studies at Ghent University. His research interests focus on the role of challenge-based learning in higher education. He is involved in the 'ENLIGHT International Teacher Education Module' as a CBE expert.

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The ENLIGHT Teacher Education Network (TEN) has developed an Erasmus+ Blended Intensive Program (BIP), titled “*ENLIGHT Teacher Education Module: Teaching for Global Citizenship in European Classrooms – A challenge based approach*”. This course was collaboratively designed by the nine partner universities involved in the network to address the pressing need for increased internationalisation in teacher education. National educational legislation and local internship regulations often hinder the development of an international dimension in teacher education, making this BIP-initiative particularly significant.

The course design aligns with the ENLIGHT competence framework, which emphasizes real-world 21<sup>st</sup> century challenges and equips students with global perspectives essential for today’s interdependent world. Recognizing the imperative to enhance internationalisation and cultivate intercultural competences in future teachers, the ENLIGHT TEN created this unique course to empower student teachers to tackle Global Citizenship (GC) challenges in their future classrooms. This means that the course not only aims to promote internationalisation in teacher education, but also to foster global citizenship competencies among student teachers.

As a BIP is a short, intensive program that uses innovative ways of learning and teaching, the course used the principles of challenge-based education as an innovative and empowering pedagogical practice. CBE is an engaging multidisciplinary approach to teaching and learning that encourages students to leverage the technology and resources they use in their daily lives to solve real-world challenges. In the first edition (2023), 45 student teachers and 11 PhD coaches participated, while the second edition (2024) welcomed 39 student teachers and 12 PhD coaches from the nine European partner universities. Using the CBE methodology, students from these different institutions worked together in an online and physical component, delving into challenges related to Global Citizenship with a focus on inclusion and diversity in education. They tackled concrete topics such as multilingualism, trauma among immigrant pupils, sexual orientation, religion, etc.

The course’s focus on 21st century challenges (i.e. Global Citizenship) and its innovative challenge-based learning methodology demonstrate that the program successfully meets the first award criteria of developing ENLIGHT competencies that support innovation and creativity. Below, we provide further evidence of how this criterion is met, along with an overview of how the course satisfies the other award criteria.

1. **Developing ENLIGHT competences that support innovation and creativity:** The TEM course employs a challenge-based education approach, encouraging students to tackle real-world problems from concrete European classrooms. This methodology enhances their critical thinking, creativity, and problem-solving skills, preparing them to innovate in their future teaching careers.
2. **Replicability in the ENLIGHT community:** The TEM course is designed to be replicated annually within the ENLIGHT network (the course relocates every 2 years to a different university), ensuring its sustainability and widespread adoption among member universities. Resources and guidelines are provided to facilitate the organization of TEM at different institutions, promoting its scalability and impact across Europe.
3. **Reflection on learning and teaching:** The final phase of the TEM course involves reflection through online meetings and reports. This process allows students to critically evaluate their learning experiences, refine their teaching approaches, and integrate newfound insights into their professional development.
4. **Innovative approaches to student involvement:** Throughout the course, students engage deeply in discussions with international experts (online and on campus), collaborate in diverse teams, and develop practical solutions. This active participation fosters a sense of ownership and empowerment among student teachers, enhancing their engagement and commitment to addressing educational challenges.

In what follows, we describe the course in more detail and provide evidence as to how each award criterion described above is met. Links are also provided with further information.

## Practical organisation of the ENLIGHT TEM

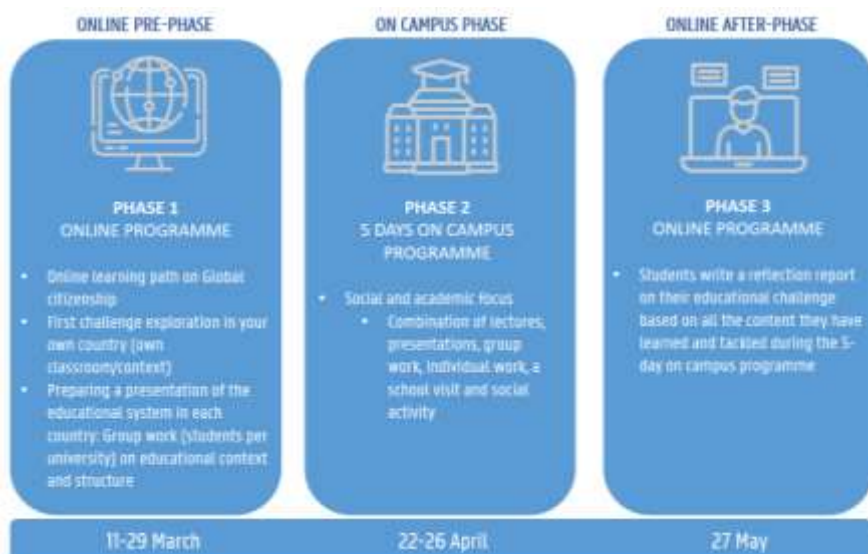


The first and second edition of the TEM was developed (with support from the ENLIGHT Teacher Education Network) and hosted by Ghent University. The responsible lecturer and coordinator were substantively supported by PhD coaches from each of the nine partner universities. [Four separate training sessions](#), both physically and online, were organized to prepare the PhD coaches for their role during the TEM. Additionally, the course organizers were practically supported by the ENLIGHT coordinators from Ghent University and their international office.

## TEM program

Upon enrolling at UGent and for the course, the students received a guidebook with all the substantive and practical information about the course. The guidebook can be found [here](#).

Since the TEM is designed as a Blended Intensive Program (BIP), students from various institutions must collaborate online and also meet in person. Based on that, the TEM consists of three distinct phases: (1) an online pre-phase, (2) an on-campus phase, and (3) an online post-phase.



### Phase 1: Online pre-phase

During the online pre-program, students collaborated in groups with a coach and peers from their home university on the topic of Global Citizenship, inclusion and diversity in education in particular. They began by completing an online learning path dedicated to this subject. This learning path consists of a series of steps focused on Global Citizenship, where students individually acquire insights and foundational knowledge. Additionally, students from the same university participated in online group discussions facilitated by a coach from their institution. These discussions aimed to explore and identify challenges pertaining to Global Citizenship within their respective countries. Finally, students prepared a group presentation on their country's educational system and its associated challenges regarding Global Citizenship. They presented this presentation on the first day of the onsite week in Ghent (see further). For more details, see [these documents](#). The information provided shows that this initial part of the course aligns with the 21st-century skills endorsed by the ENLIGHT competence framework, thus meeting the first award criteria.



## Phase 2: On campus phase

In the second phase, participating student teachers and PhD coaches gathered at Ghent University for a 5-day onsite program, blending social and academic activities. The program of the second edition in the academic year 2023-2024 is detailed below:

	DAY 1 Mon 22/04/2024	DAY 2 Tue 23/04/2024	DAY 3 Wed 24/04/2024	DAY 4 Thu 25/04/2024	DAY 5 Fri 26/04/2024
10:00 – 10:30	<b>Welcoming</b> by the supervisors and introduction on the day  Room 0.1. Dunant 1. Campus Dunant	Group discussion on the challenges  Room 0.1. Dunant 1. Campus Dunant	10:30 – 12:00 Social activity Science Museum Ghent ( <a href="https://www.gum.gent/en">https://www.gum.gent/en</a> )	Introduction on <b>Diversity in Education</b>  Room 1.3. Dunant 2. Campus Dunant	Preparation of poster presentation in groups (CBE cycle: ACT)
10:30 – 12:00	<b>Group presentations</b> Getting to know each other based on presentation of educational system and challenges in each country  Room 0.1. Dunant 1. Campus Dunant	Group work (CBE cycle: ENGAGE)  Room 0.1. Dunant 1. Campus Dunant		<b>Guest lecture</b> <b>Prof. Dr. Teresa Campos</b> (University Basque Country)  Room 1.3. Dunant 2. Campus Dunant	Room 0.1. Dunant 1. Campus Dunant
12:00 – 13:00	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break
13:00 – 14:30	<b>Group presentations</b> Getting to know each other based on presentation of educational system and challenges in each country  Room 0.1. Dunant 1. Campus Dunant	Local school visit "De Toren van Babel"	Group work (CBE cycle: INVESTIGATE)  Room 0.1. Dunant 1. Campus Dunant	Group work (CBE cycle: INVESTIGATE)  Room 0.1. Dunant 1. Campus Dunant	<b>Poster presentation</b> Outcome of the group work (CBE cycle: ACT)
14:30 – 15:00	Break		Break	Break	
15:00 – 16:30	<b>Group presentations</b> Getting to know each other based on presentation of educational system and challenges in each country  Room 0.1. Dunant 1. Campus Dunant		<b>Guest lecture</b> <b>Prof. Dr. Elisabeth De Schauwer</b> (UGent)  Room 0.1. Dunant 1. Campus Dunant	Group work (CBE cycle: ACT)  Room 0.1. Dunant 1. Campus Dunant	Room 0.1. Dunant 1. Campus Dunant

During the physical week, student teachers learned - through the CBE approach - how to tackle challenges facing European schools and teachers. Below is an overview of how the different CBE phases were approached and developed. For more details, have a look at [these documents](#) to see the daily organization and activities, complete with pictures. Also this information demonstrates that the course successfully meets the first award criteria, using CBE as an innovative teaching and learning strategy to better prepare student teachers for the challenges they are likely to encounter in their future classrooms.

### 1. Group presentations



On the first day of the onsite week, students from each university presented its country's school system and the specific challenges they encountered regarding inclusion and diversity in education. Through these presentations, students were able to discern significant differences in educational systems, while also noting that issues related to diversity and inclusion were remarkably alike. It became clear that cultural differences influence the nature of these challenges in unique ways.

### 2. CBE cycle: ENGAGE



In the morning of the second day of the onsite week, students engaged in deep discussions on controversial themes such as gender, migration and socio-economic background of students in educational contexts. Based on discussions with each other, educational experts and coaches, students formulated concrete and actionable challenges related to inclusion and diversity in education. In the afternoon, students visited a local school specifically focused on foreign language speakers.

### 3. CBE Cycle: INVESTIGATE



On the third day of the onsite week, students tackled their challenges by researching its underlying causes. They interacted with a diverse range of international experts and coaches. These professionals helped students to address their complex challenges and to expand their knowledge on these topics. Afterwards, students brainstormed within their group possible solutions for their challenge.

### 4. CBE cycle: ACT



On the fourth and fifth days of the onsite week, students focused on the final phase of the CBE cycle, developing grounded solutions for their challenges. On the last day, they presented their challenges and solutions to their peers. Educational experts were invited to provide feedback. From these presentations, students identified practical strategies to create more inclusive and equitable classroom environments.

In summary, student teachers participated in profound discussions on diversity and inclusion with international experts, school leaders and teachers, keynote speakers, PhD coaches, and fellow students, gaining valuable insights and practical strategies for addressing diversity and inclusion issues in their future classrooms. They developed innovative solutions and strategies for dealing with diversity, fostering creativity in problem-solving. For instance, examples included projects where students designed inclusive educational classrooms where children with different native languages could work together, using both their native language and the target language. Student teachers discovered the importance of intercultural collaboration and the significance of collective efforts in addressing complex issues, aiming to create an inclusive environment where diversity is embraced. This CBE approach, whereby students work on real-life challenges and develop grounded solutions for common real-life challenges, is particularly engaging for student teachers. Throughout the week, it became increasingly apparent for the students that, despite their diverse cultural background, they share a common goal: supporting and empowering all students in their educational systems. This shared purpose and ownership, coupled with addressing complex real-life issues, enhanced students' involvement significantly. This demonstrates that the course meets the fourth award criterion of innovative approaches to student involvement. Evidence for this can be found in the reflection reports of the students (see below).

#### Phase 3: Online after-phase

In the final phase, students reflected on their BIP-experience in both an online meeting and a reflection report. For more information, see [these documents](#) as they include the script for the online meeting and the reflection reports of the students. Students' reflections focus on personal growth, pedagogical insights and the application of what they learned to their future teaching practices. Examples from students' reflection reports highlight how they integrate diverse perspectives and experiences gained during the course into their professional development:

*"The program was an incredibly enriching and eye-opening experience. I hope every educator has the opportunity to undergo such experiences throughout their career journey, as it's enlightening to witness both the differences and similarities among us. This is precisely the message I want my future students to grasp: We are both different and alike! It's a paradox, but one that fosters acceptance of diversity and celebrates inclusivity. I only wish there were a way to convey all the knowledge I gained in Ghent to those in higher positions within our educational system."*

*“The journey to Ghent not only broadened my perspective on diversity and inclusion but also reinforced the significance of collective efforts addressing these complex issues. It has been an inspiration for change, motivating me to implement new strategies in my classroom and work towards an educational system where diversity is embraced, and inclusion is the norm. This experience has underscored the power of collaboration and the impact of sharing knowledge and practice across cultural and national boundaries to create a more inclusive and diverse educational landscape.”*

This final phase of the course demonstrates that the third award criterion, 'reflection on learning and teaching,' is integrated into the learning process.

## Research

The development and effectiveness of the TEM was explored using a mixed-method research design, targeting two primary research objectives: understanding student teachers' perspective on the challenge-based approach of the course on the one hand, and examining their experience with the international collaboration aspect to enhance intercultural competencies on the other hand. By focussing on these research goals, we aimed to gain insight into the student perspective and identify opportunities for improvement. Information on the research can be found in [here](#).

Data collection included pre-test and post-test phases throughout the two consecutive years that the TEM took place at Ghent University. Quantitative data was collected through a questionnaire (62 participants), assessing demographic variables, course evaluation (Gonzalez, Montenegro & Lopez, 2012), student engagement (Reeve, 2012), and Intercultural Communication Competence (Arasaratnam, 2009). Analysis was done through R. This was complemented by qualitative data from focus group interviews (35 participants), discussing the added value of CBE. Thematic analysis was employed to analyse the focus group data, utilizing NVivo software to facilitate this process.

## Research results

Both [quantitative and qualitative research results](#) indicated that the participating student teachers had a very positive experience and found the challenge-based approach to be a highly empowering and innovative pedagogical practice. The results also showed that the social and international aspects of the BIP were deemed crucial by participants. The opportunity for student teachers to interact and familiarize themselves with each other, as well as with the diverse educational systems represented, not only fostered a sense of community among them but also led to more effective and cohesive collaboration. Overall, the development of the BIP and the associated research shows the potential to finally realize an international dimension in teacher education curricula in general, and the development of student teachers' intercultural competencies in particular. More information on these results can be found in [this presentation](#).

## Conclusion

The TEM-course effectively cultivates essential competencies among student teachers needed to excel in today's global society. By emphasizing societal issues in education and fostering collaboration between students and stakeholders from diverse backgrounds to address these challenges, the course stands out as both innovative and empowering, stimulating student's sense of creativity. This achievement was made possible through the method of challenge-based education. As such, the TEM not only meets but exceeds the criteria set by the ENLIGHT framework, equipping student teachers with essential skills and perspectives to thrive in an increasingly interconnected and diverse educational landscape.

Furthermore, it is noteworthy that the TEM's impact extends beyond its initial success at Ghent University. Through the ENLIGHT TEN network it has been decided to host the TEM annually, with each university hosting for two consecutive years. Beginning from the academic year 2024/2025, the TEM will span two years at the University of Groningen, and we are currently preparing for this transition. Organizing the TEM involves significant effort to ensure its continuity, as it is a valuable course for future teachers within our participating teacher education institutions. To facilitate this transition smoothly, we have invested considerable time and energy into preparing a detailed script outlining the necessary steps for organizing the TEM. This can be accessed [here](#). Additionally, a [Google Drive](#) repository containing various supportive materials and information is attached to this script. These resources are crucial for replicating the course across the broader ENLIGHT community, thereby demonstrating that the second award criterion, 'replicability in the ENLIGHT community,' has been fulfilled.