U21 Global Citizenship Course Guide

Description

Global Citizenship is an experiential online programme which develops the skills and competencies students need to advance their understanding and implementation of the United Nations Sustainable Development Goals. This iteration of the course is being offered exclusively to students in Universitas 21 universities in partnership with U21 and Common Purpose.

A cohort of up to 2,000 students from across the U21 network will participate in this three-week online course. The course consists of nine hours of asynchronous learning and three hours of synchronous reflection workshops. Built on Common Purpose's Open Source Leadership model, students engage with and learn from each other and (through video content) hear from inspiring future and current senior leaders across the world. Student will participate in experiential activities and exercises, complete offline tasks and reflections and work on their own individual plans to advance their understanding of the Sustainable Development Goals.

At the end of the programme participants can earn the Common Purpose and U21 co-branded Global Citizenship micro-credential, demonstrating that the course has allowed them to demonstrate new knowledge, skills and competencies in complex global and leadership issues.

Leadership model

In designing this course, Common Purpose have adopted a fresh, modern perspective on the kind of leadership young people will need to develop in order to adapt to the changing and challenging times in which they live. The course structure has been informed by a wide consultation process with over 1,000 young people from across the world. This diverse range of young people came from many different countries, genders, religions, and cultures. Interviews, focus group discussions and online surveys were conducted, focusing on the question of what leadership traits the 21st century demands.

Insights gained from this knowledge co-creation process were distilled into a leadership model for the 21st century which is an intrinsic part of the course design called Open Source Leadership (OSL). The Open Source Leadership model is a set of five interrelated character traits: Quick, Interconnected, Awake, Accessible and Trustworthy.

Aims and learning outcomes

Students on this course are supported to play an active role in advancing the 2030 Agenda for Sustainable Development and step up as the next generation of leaders.

As a result of the course, students will

- Gain understanding and insights on the UN Sustainable Development Goals and focus on one Goal in which they have a particular interest.
- Apply rapid action on their chosen Sustainable Development Goal,
- Compare and learn to collaborate with diverse networks
- Gain skills in challenging preconceptions and a confidence in how to better inform people's perspectives
- Understand the nature of hierarchies and compare approaches to best operate across them
- Evaluate their own values and integrity in regard to key global issues

Course structure

The entire course takes 12 hours to complete, 3 hours per week of asynchronous content, with 1.5 hour synchronous reflection workshops in weeks 1 and 2.

Week 1

- Module: Sustainable Development Goals
- Module: Quick
- Module: Interconnected
- Module: Awake
- Reflection workshop: The SDG I am passionate about
- Assessment: Quick – Taking the first step
- Assessment: Interconnected – Storyboarding

Week 2

- Module: Accessible
- Module: Trustworthy
- Reflection workshop: Moving to action on my SDG
- Assessment: Awake – Challenging preconceptions
- Assessment: Accessible – Listening and learning
- Assessment: Trustworthy – Values and integrity

Week 3

- Assessment: Final assessment
- Assessment: Peer review

Assessment

Across the course students need to complete five assessments during weeks 1 and 2 and they complete a final assessment in week 3. Assessments are designed according to the assessment rubric that follows on page 4, and marked on a Pass/Fail basis.

If the assessment is deemed to 'Need improvement', students are advised on how to improve their submission and have one opportunity to re-submit. If it still needs improvement it will be marked as Fail. To earn the micro-credential, students need to achieve Satisfactory for each assessment and be deemed to have received a Pass for all assessments.

Resources

- Article - Introduction to Open Source Leadership: https://commonpurpose.org/blog/archive/open-source-leadership-reinventing-leadership/
- TEDxLondon video - Open Source Leadership: https://www.ted.com/talks/andy_coxall_open_source_leadership
- Website – Global Citizenship: https://commonpurpose.org/leadership-programmes/global-citizenship/

Assessment rubric

Criteria: demonstrates a genuine attempt to…	Measured through	Assessed by	Levels	
Identify an SDG they are passionate about and the requirement for rapid action that can be taken.	Assessment 1: Global challenges	Common Purpose	Needs improvement SDG chosen, however the rationale and/or plan of action are lacking in detail or missing.	Satisfactory SDG carefully chosen with a clear rationale and a plan of action provided.
Create a roadmap to collaborate more effectively with diverse networks.	Assessment 2: Storyboard	Common Purpose	Needs improvement A roadmap presented but with limited detail and/or no analysis included for the steps needed to collaborate with diverse networks to advance their SDG.	Satisfactory A detailed roadmap presented with thoughtful analysis of steps needed to collaborate with diverse networks to advance their SDG.
Reflect upon their ability to challenge preconceptions and better inform people's perspectives.	Assessment 3: Challenging preconceptions	Common Purpose	Needs improvement Only offers a limited description of what happened with no analysis.	Satisfactory Delivers a detailed description of what happened with a reasonable analysis of their learning as a result.
Reflect on how someone in authority stood up for an issue.	Assessment 4: Operating across hierarchies	Common Purpose	Needs improvement Lacking the level of insight needed from the written assessment to be able demonstrate they reflected on a suitable experience.	Satisfactory Demonstrates the ability to use their reflective skills to generate points of learning about how someone of an older generation stood up on an issue.
Critically analyse how they live and maintain their values and integrity.	Assessment 5: Values & identity	Common Purpose	Needs improvement Lacks depth and understanding of their values and integrity and/or self-analysis and reflection is too shallow or is missing.	Satisfactory Demonstrates a thought through understanding of their values and integrity based on self-analysis, coupled with meaningful actions needed to better live and embody them.
Reflect upon their ability to step up as active global citizens and commit to action on the global issue they are passionate about.	Assessment 6: Presentation	Students (peer review)	Needs improvement Response lacks a link between their Sustainable Development Goal and how they will advance it and limited next steps.	Satisfactory A solid understanding of how they will advance their Sustainable Development Goal and detailed plan for next steps.