上智大学
SOPHIA UNIVERSITY
叡智が世界をつなぐ

Citizenship and Peace Education: The Experience of Sophia University

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Topics

1. Introductory notes
2. Sophia's course: democratic citizenship for multicultural living (course design)
3. Teaching and learning under the pandemic
4. COIL: Collaborative Online International Learning

SDGs

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Johan Galtung's peace formula

- Peace = $\frac{\text{Equity x Empathy}}{\text{Violence x Trauma}}$

Sophia University

- A private university founded 100 years ago by Catholic Jesuits.
- 15,000 students (students/faculty ratio: 25:1)
- 15% of full-time faculty members from overseas; 10.4% of students from overseas
- Internationalization ranking: 13th*

*Times Higher Education raking for Japan (2020)

Democratic Citizenship for Multicultural Living

- A course consisting of lectures delivered by faculties of Dept. of Education
- Target beneficiaries（100 students）
  1. Students with interest in working in education fields
  2. Future residents of multicultural communities

Course Design

- Program evaluation theory
- Constructing a logic frame that explains logically how **inputs** leads to expected **outputs** and **outcome**.
- Building a consensus among key stakeholders (for example, among instructors) as to the intervention objective and logics of inputs-outputs, thereby enhancing concerted efforts to improve practices.

Constructing a Logic Frame
Inputs→ Outputs→ Outcome

1. **Course Outcome**

Young people **critically** reflect on sustainable multicultural living and actively engage in constructing a desired society.

2. **Outputs**

Young people acquire **knowledge, skills and attitudes** to achieve the outcome above by proposing a **creative** education policy and practice.

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Detailed outputs

1. Acquisition of relevant **knowledge**
    1. Understanding models of multicultural living
    2. Understanding sustainability
    3. Understanding education policies and practices relevant to sustainability and multicultural living
2. Acquisition of relevant **skills**
    1. Being able to work in diversity
    2. Being able to anticipate a future outlook and plan accordingly
    3. Being able to propose an education policy/practice that contributes to sustainable multicultural living
3. Acquisition of relevant **attitudes**
    1. Respecting diversity
    2. Respecting inter and intra-generational equity
    3. Taking issues as their own (responsibility, self-efficacy, and motivation to act)

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Input: **Knowledge**
Understanding models of multicultural living

- Assimilation
- Integration
- Pluralism
- Multi-culturalism
- Inter-culturalism

Input: **Skills**
Being able to work in diversity

- Articulating own cultural rules and biases. (knowledge-cultural self-awareness in AACU)

- Initiating and developing interactions with culturally different others. Suspending judgement in valuing her/his interactions with culturally different others. (attitude-openness in AACU)

AACU Value Rubric: Intercultural Knowledge and Competence : IKC

Input: **Attitudes**
Respecting diversity

- Willing to know oneself and others
- Being sensitive to minority rights（standpoint theory）

Learning in diversity

- Students are pre-assigned to a group with those of diverse backgrounds in terms of gender, year and major.

- On-line learning: randomly assigned groups

  *90% of students agreed that they had a better learning experience in a group of diversity than the one with their close friends.

COIL: Collaborative Online International Learning

- 6-days online sessions on sustainability with university students from Malaysia, Philippines, Thailand and Japan (Sophia)

- Every day, students attended a lecture by a professor in a participating university, then engaged in discussion in a small group of students from the four universities.

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Contact me for COIL etc.

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