Developing character through learning

Global citizenship in the classroom

ETH Vision

"The ETH Zurich consciously **directs it's activities to the needs of human beings, nature and society**."

"Solutions to mankind's most urgent problems -- poverty, hunger, disease, the threat to our very existence due to the spread of human civilisation -- demand that we find new approaches to knowledge and skills."
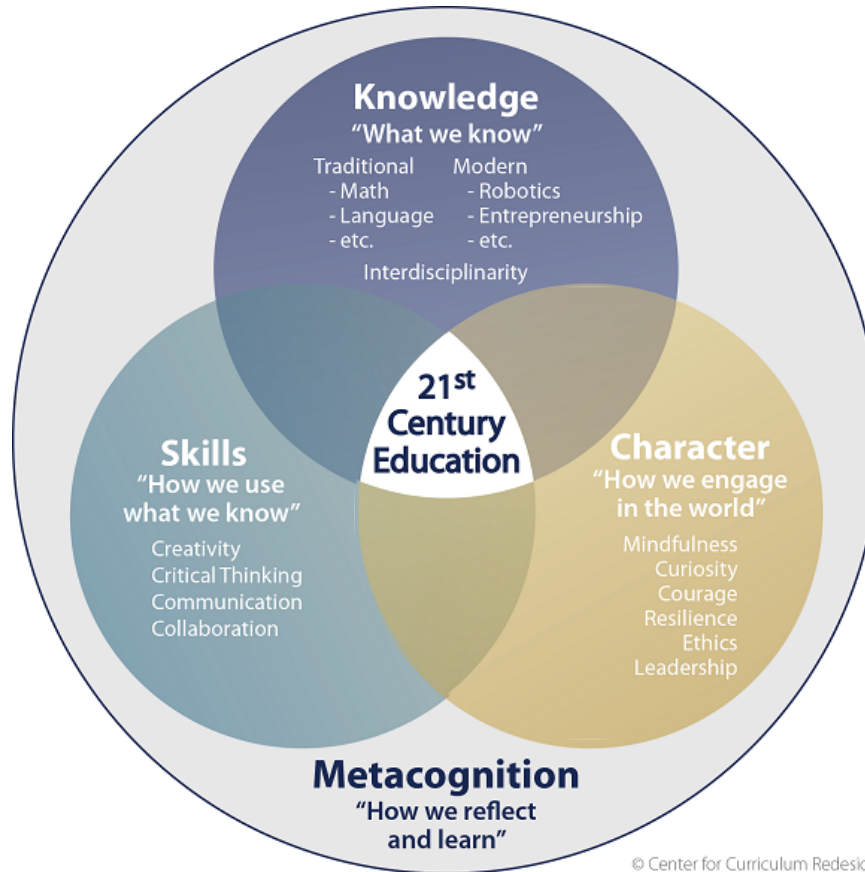
Affective learning objectives
Steps to develop character in the classroom

Planning teaching

1. Teachers **reflect** on the attitudes & values they want to make explicit in their teaching

In the classroom

21ˢᵗ Century education

Bialik, Maya; Bogan, Michael; Fadel, Charles; Horvathova, M. (2015). *Education for the 21st Century*. Boston, Massachusetts.

Top Qualities	Associated Qualities and Concepts (non-exhaustive)
Mindfulness	Wisdom, self--awareness, self--management self--actualization, observation, reflection, consciousness, compassion, gratitude, empathy, caring, growth, vision, insight, equanimity, happiness, presence, authenticity, listening, sharing, interconnectedness, interdependence, oneness, acceptance, beauty, sensibility, patience, tranquility, balance, spirituality, existentiality, social awareness, cross--cultural awareness, etc.
Curiosity	Open--mindedness, exploration, passion, self--direction, motivation, initiative, innovation, enthusiasm, wonder, appreciation, spontaneity etc.
Courage	Bravery, determination, fortitude, confidence, risk taking, persistence, toughness, zest, optimism, inspiration, energy, vigor, zeal, cheerfulness, humor etc.
Resilience	Perseverance, grit, tenacity, resourcefulness, spunk, self--discipline, effort, diligence, commitment, self--control, self--esteem, confidence, stability, adaptability, dealing with ambiguity, flexibility, feedback, etc.
Ethics	Benevolence, humaneness, integrity, respect, justice, equity, fairness, kindness, altruism, inclusiveness, tolerance, acceptance, loyalty, honesty, truthfulness, authenticity, genuineness, trustworthiness, decency, consideration, forgiveness, virtue, love, helpfulness, generosity, charity, devotion, belonging, civic--mindedness, citizenship, equality, etc.
Leadership	Responsibility, abnegation, accountability, dependability, reliability, conscientiousness, selflessness, humbleness, modesty, relationship skills, self--reflection, inspiration, organization, delegation, mentorship, commitment, heroism, charisma, followership, engagement, leading by example, goal---orientation, focus, results orientation, precision, execution, efficiency, negotiation, consistency, socialization, social intelligence, diversity, decorum, etc.

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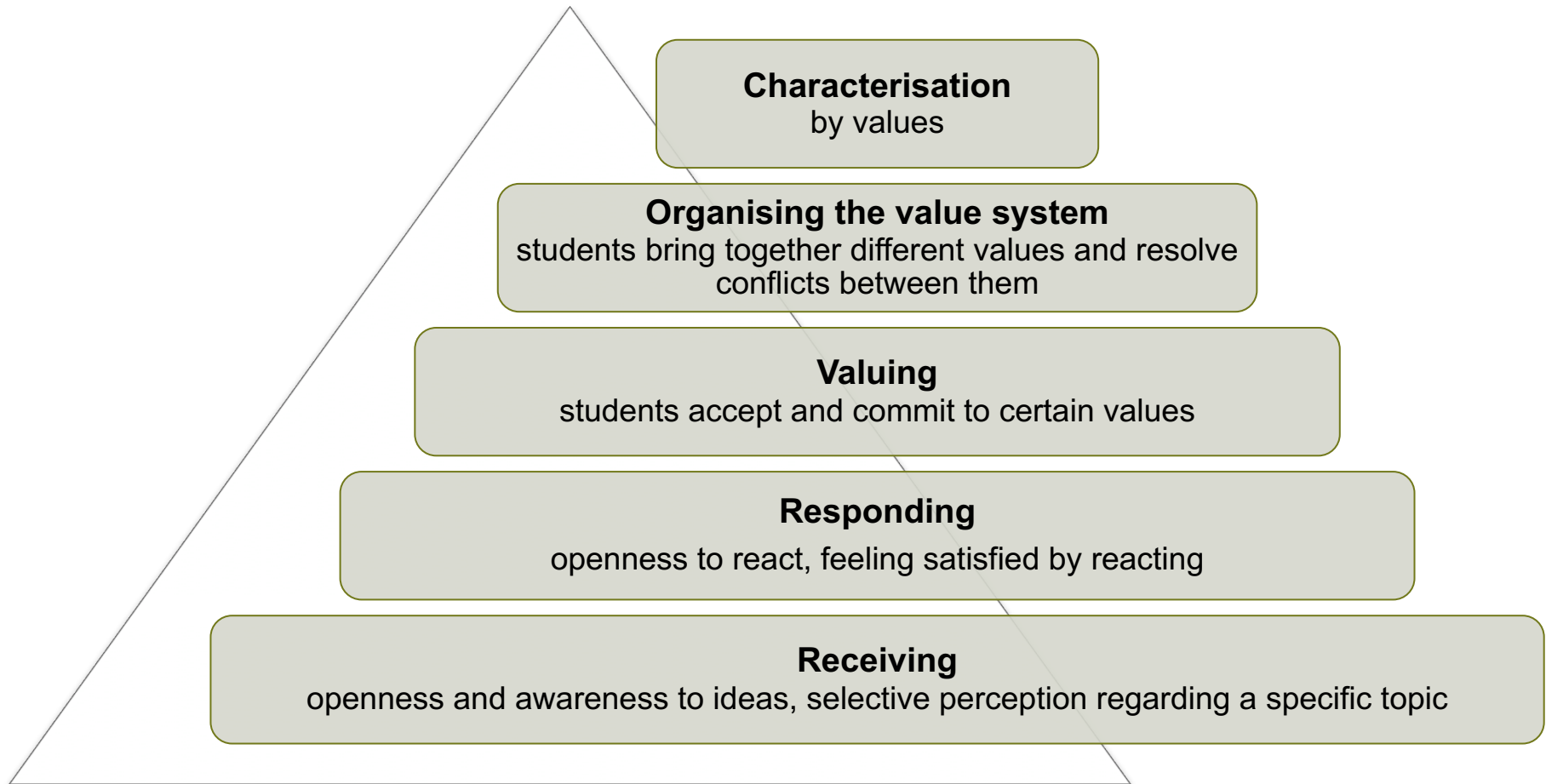
Affective learning objectives
Steps to develop character in the classroom

Planning teaching

1. Teachers **reflect** on the attitudes & values they want to make explicit in their teaching
2. Teachers ensure attitudes & values are made explicit by **designing affective learning objectives** and setting fitting taxonomic levels

In the classroom

Affective learning objectives

Characterisation
by values

Organising the value system
students bring together different values and resolve
conflicts between them

Valuing
students accept and commit to certain values

Responding
openness to react, feeling satisfied by reacting

Receiving
openness and awareness to ideas, selective perception regarding a specific topic

Krathwohl, D. R., Bloom, B. S. & Masia, B. B. (1964). *Taxonomy of educational objectives: Handbook II: Affective domain.* New York: David McKay Co.

Affective learning objectives
Steps to develop character in the classroom

Planning teaching

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In the classroom

3. Teachers provide opportunities for **students to reflect** on their own values and beliefs and how they fit/don't fit with what is being taught (culture, gender, etc.)
4. Teachers provide opportunities for students to **actively apply** the intended attitudes & values

Wilson et al., (2000), Festinger, (1957) Dewey, (1938/1955)

Three presentations

- ## Prof. Dr. Thomas Bernauer (ISTP)
  - How to make student assumptions and values explicit

- ## Dr. Sybille Zürcher (D-MTEC)
  - How to develop negotiation skills in class

- ## Dr. Claude Garcia (D-USYS)
  - explore what it means to look for solutions to wicked problems and why it matters in the classroom and outside.

Discussion questions

1. Which values and attitudes do YOU want to make explicit in your teaching?
   (Inspiration: ETH Mission, 21st Century skills, competence profiles)

2. What will affective learning objectives look like in your course?
   (Hint: Use the taxonomy)

3. How will you enable student to reflect on their own attitudes and values?

4. How can your students actively apply the intended attitudes and values?