

# Applying Computer-Supported Collaborative Learning (CSCL) pedagogy in developing student teachers' global citizenship



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## Key principles

- Shared space for meaning making and group learning through constructive and reflective dialogues
- Online discussion and video-conferencing as a means of supporting collaboration
- Progressive, collective inquiry

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## Project design



1. Initiation of collaborative inquiry issues on the *Generation Global* platform
2. Global peers (student teachers from the University of Bristol) read and share ideas
3. Observation and sharing comments with the “global peers”, with the facilitation of the instructor who may raise critical points for in-depth reflection and provide support in helping students maintain dialogues with the “global peers”
4. Video-conferencing with the “global peers” for presenting the final products of the inquiry

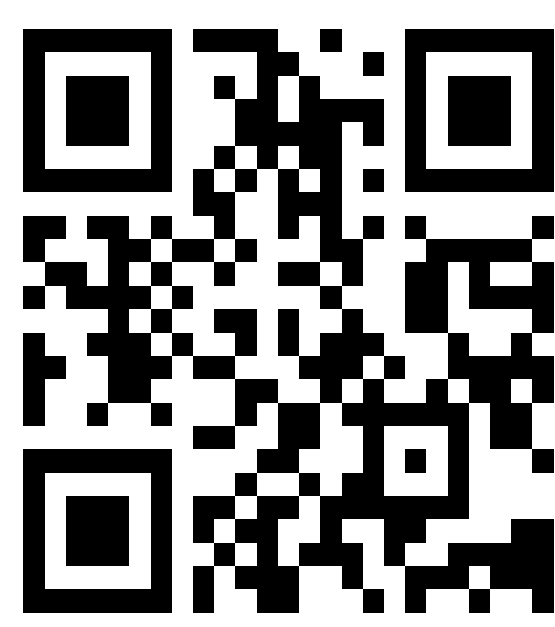


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## Generation Global: What?

*Generation Global* offers a dialogical pedagogical model that creates digital communities of inquiry between university students and their peers across other parts of the world with a particular but not exclusive concern with difference in religious, non-religious beliefs and political opinion.

More info: <https://generation.global/>



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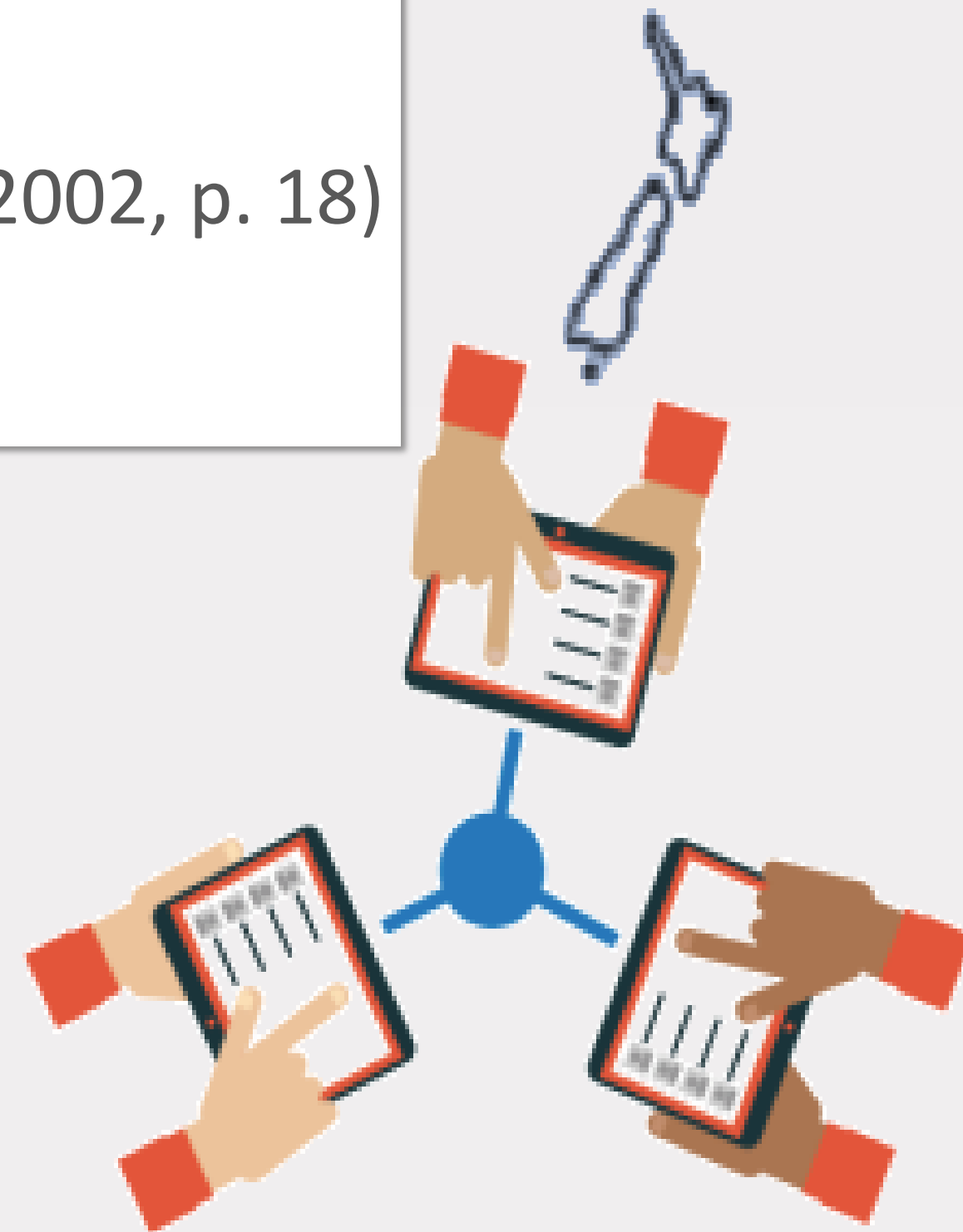
## CSCL: What and why?

*“CSCL is a field of study centrally concerned with meaning and the practices of **meaning-making** in the context of joint activity, and the ways in which these practices are mediated through **designed artifacts.**”*

(Koschmann, 2002, p. 18)

## Global Citizenship: What and why?

- Global citizenship: a way of living that recognizes our world is an increasingly complex web of connections and interdependencies. One in which our choices and actions may have repercussions for people and communities locally, nationally or internationally
- Increasing attentions to the needs of educating global citizenship in teacher professional development (Mansilla & Chua, 2017)



### References

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### References

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