

Courses for international students - autumn semester 2024

Dear guest students

We are pleased to present the international course programme for the upcoming autumn semester 2024. Study programs for incoming students at the PH Lucerne are individually composed. Please do not hesitate to contact us for further assistance.

PH Lucerne and the International Office sets the following conditions for our guest students:

- Guest students must take modules totaling at least 15 ECTS per semester (1 ECTS = 25-30 hours of student workload).
- A minimum of 80% physical attendance at the lectures is required to pass a module.
- Most modules take place in small groups; it is therefore not possible to participate online.
- Any absences must be excused in advance by sending an e-mail to the relevant lecturer.
- 100% attendance at the teaching practicum (if chosen) is compulsory. Any absences will have to be made up.

Explanation course codes (Erklärung zu den Anlassnummern):

MO91.01-GM First two letters = abbreviation of the **subject**
(**MO** = mobility semester, international class / **EN** = English / **BS** = Sports / **MK** = Music / **BG** = Art and Design)

EN01.04-PS Last two letters = abbreviation of the **school level**
(**GM** = general module / **KU** = kindergarden, lower primary / **PS** = primary / **S1** = secondary, possible for primary if interested)

Info zum Vorlesungsverzeichnis mit allen anderen Veranstaltungen der PH Luzern (für deutschsprachige Gaststudierende)

Viele reguläre Veranstaltungen der PH Luzern sind auch offen für deutschsprachige Gaststudierende bzw. für solche mit guten bis sehr guten Deutschkenntnissen (Empfehlung: mind. Niveau C1). Wenn sich das Modul nicht mit den obligatorischen MO91-Modulen überschneidet und freie Plätze verfügbar sind, können wir unsere Gaststudierenden dort ebenfalls einschreiben.

Das Verzeichnis mit der [Veranstaltungsübersicht](#) aller Kurse an der PHLU ist auf unserer Website zu finden.

*Bei Semester **PLU.2024 Herbstsemester** (nicht HP) anwählen und anschliessend Selektion eingeben.*

Die Veranstaltungsübersicht für das Herbstsemester 2024 ist bereits aufgeschaltet. Wichtig: Bei deutschsprachigen Modulen können wir nicht immer garantieren, dass eine Notengebung möglich ist. Bei einzelnen Vorlesungen gibt es deshalb nur ein „erfüllt“ bzw. «nicht erfüllt».

Part 1: Courses for international guest students

Please note that our MO91 modules are specifically designed for exchange students at the PH Luzern (UTE Lucerne). Most of these MO91 modules are therefore compulsory for all guest students.

Subject	Course title	ECTS
History	<p>MO91.01-GM: Switzerland and Europe in the 19th and 20th century: experiences of crisis and renewal, memory cultures, and social and political movements. This course is mandatory for all incoming students.</p> <p>Aims and contents: Students...</p> <ul style="list-style-type: none"> • acquire specific thematic knowledge as well as concepts and perspectives of cultural, political and social history to critically assess themes of European and Swiss 19th and 20th century history; • are able to apply this knowledge to the independent development of thematic issues and critically discuss different perspectives; • are able to comprehensively communicate the results of their research both in written papers and – in a more visualised form – in posters elaborated in small groups; • gain experience in preparing and writing a research paper in history (only for students acquiring 6 ETCS). <p>In a perspective of cultural, political and social history, the module focuses on themes of 19th and 20th century Swiss and European history. After problematising the dimensions of „time“ and „space“ it concentrates first on events, their perceptions and the development of political, but also religious movements in the revolutionary contexts of the early 19th century. It then focuses on the often controversial construction of national identities and especially on the role of memory culture. Regarding the turn of the century of 1900 and the early 20th century, experiences and perceptions of crisis, décadence and war, political and intellectual movements of renewal – especially nationalist –, and again memory culture build the main fields of interest. Fears of a nuclear war, the cultural transformations of the 1960s and 1970s, and the new politicisation of society regarding issues such as the 'Third world', questions of human rights, ethics and the environment in an increasingly entangled, globalised world are the focal points of the module's perspective on the second half of the 20th century. Throughout the module, Switzerland's relationship to „Europe“ – also to institutionalised Europe – and its positioning within Europe are thematised.</p>	4 (or 6 with additional assignment)
Interdisciplinary module	<p>MO91.04-GM: Critical perspectives on frameworks for global teaching and learning This course is mandatory for all incoming students.</p> <p>Aims and contents: What does it mean to live in the 21st century in which globalization has become the most determining living condition and an overall systemic force? How can we help children and young people to understand the significance and influence of global actors, global interactions, and dependences for their individual lives? In this module, we will develop key content and key principles as well as introduce important critical approaches for the analysis of global issues, including both environmental and social challenges. The module focuses on introducing how global issues and especially sustainable development can be addressed within specific subjects and regarding major issues of today's school realities.</p> <p>The Program will focus on:</p> <ul style="list-style-type: none"> • exploring frameworks for global issues teaching and education for sustainable development and their historical development; • considering critical perspectives towards education for sustainable development, uncovering and challenging dominant narratives and universalisms; 	3

	<ul style="list-style-type: none"> • showing an awareness of critical theories and how they can be used for analysing existing contents; • considering global issues within the personal context and compare them with different perspectives; • explain how global issues matter in different educational contexts and school subjects. <p>This course must be attended with the courses PLU.MO91.05-GM and PLU.MO91.06-GM.</p>	
Interdisciplinary module	<p>MO91.05-GM: Human-nature relations and sustainable development in an educational context This course is mandatory for all incoming students.</p> <p>Aims and contents: What does it mean to live in the 21st century in which globalization has become the most determining living condition and an overall systemic force? How can we help children and young people to understand the significance and influence of global actors, global interactions, and dependences for their individual lives? In this module, we will initiate the discussion how human-nature relations can be rethought in the twenty-first century with focus on science and geography. We will develop ideas on how to approach human-nature relations in education. The aim is to challenge established thinking patterns and to discuss global issues such as e.g. resources, climate change and biodiversity from alternative perspectives. Student experiences can be found here.</p> <p>The module will focus on:</p> <ul style="list-style-type: none"> • considering global issues within the personal context and compare them with different perspectives; • explaining how global issues and sustainable development matter in different educational contexts and school subjects; • displaying and discussing the assessment in the final session. <p>This course must be attended with the courses PLU.MO91.04-GM and PLU.MO91.06-GM.</p>	3
Interdisciplinary module	<p>MO91.06-GM: Project-based work through critical service learning This course is mandatory for all incoming students.</p> <p>Aims and contents: The module takes the students through collaborative stages of a mini group project, with stages / phases of a service learning as a basis and drawing on design thinking methodologies. As a small, collaborative group, global issues in their own contexts will be identified and explored, and a pedagogical intervention will be designed that responds to the identified issues. The phases that will be followed are: Phase 1: Investigation / Definition of challenge Phase 2: Planning / Ideation Phase 3: Action / Prototyping / Testing Phase 4: Demonstration / Presenting Reflection is also an integral part of the process and will be documented throughout the phases. Aims of the module are:</p> <ul style="list-style-type: none"> • To engage students in meaningful, inter - / transdisciplinary experiential learning opportunities that are embedded in their local context. These opportunities also respond to identified community needs. • To support future teachers in navigating moments of crises and fostering critical consciousness, and to make them applicable in a school context. • To support students in the fostering a sense of professionalism as practitioner researchers • To encourage the understanding of the teaching as a socially responsible profession and to enable students to see themselves as civic actors 	3

	<ul style="list-style-type: none"> To facilitate a process of co-learning and co-construction of knowledge (student – student / student – teacher / student – teacher – community) <p>This course must be attended with the courses PLU.MO91.04-GM and PLU.MO91.05-GM.</p>	
Media Education	<p>MO91.08-GM: Digital learning This course is mandatory for all incoming students.</p> <p>Content:</p> <ul style="list-style-type: none"> What is Digital Learning? Technical, pedagogical, and didactical models of digital teaching and digital transformation. Specific methods and tools for the use of digital media in subject-specific and interdisciplinary teaching. Social and legal references of learning and communication offers (CC, OER, MOOCS, ...). Mobile learning: Basics and design. Instructional Design: Implementation of an interactive online teaching sequence. <p>Aims:</p> <ul style="list-style-type: none"> Students get an overview of the possibilities, opportunities, and problems of digital media in the classroom. Students know models and perspectives for digitally supported teaching. Students can produce digital media and learning opportunities for the classroom themselves and integrate them into a learning scenario. Students can use digital media correctly within the framework of social and legal conditions. 	3
1.2. Teaching practice and mentoring class (optional)		
Teaching Practice	<p>MO91.02-GM: School practicum for incomings* (optional)</p> <p>Classroom experience in a Swiss Public School or in an International School in Central Switzerland. Taking place half a day per week (4 lessons), weekly.</p> <p>*The school practicum is being organised for every student individually by the International Office, according to your already submitted wishes regarding the offer of PH Luzern.</p>	4
Mentoring class for Teaching Practice	<p>MO91.03-GM: Practice oriented and theory based classroom management This course is mandatory if you are completing a teaching practice (school practicum MO91.02-GM)</p> <p>Aims and contents: The module is based on the approach of the integrated classroom management consisting of preventive and reactive aspects. Theoretical aspects will be closely linked to practice. Topics such as how to build a strong class community, how to build confidential professional relationship with pupils, how to create a good learning atmosphere, how to cope with conflicts, disruptions or even mobbing are discussed and analysed. The participants have to produce an individual learning diary as a concept map about their benefits from the course.</p> <p>Competences that are targeted:</p> <ul style="list-style-type: none"> To have developed the competence to build and keep a confidential relationship with pupils. To have developed the competence to implement a learning atmosphere that supports the pupils' learning process. To have developed the competence of educating teenagers To have developed the competence of reflecting on teaching 	2

Part 2: Selection of courses from the regular course program of the PH Luzern
These courses are mainly attended by local students, but open for international students.

2.1. English courses (taught in English)

<p>English</p>	<p>EN91.04-GM: English conversation workshop Recommended for international students</p> <p>Speak Up! Enhance your English language skills with engaging conversations</p> <p>Are you eager to improve your oral English skills while expanding your vocabulary and perfecting your pronunciation? Then this English Language Workshop is perfect for you! It offers a platform for lively discussions that will help you practice and enhance your communication abilities. Dive into fascinating topics such as the science of happiness, artificial intelligence, and more.</p> <p>In this exciting workshop, each week will focus on a new and captivating theme. Together, we will explore current questions and challenges, exchange opinions, and continuously strengthen our English skills. Special emphasis will be placed on improving your pronunciation.</p> <p>This course provides a friendly and supportive learning environment where you can develop your English skills. Broaden your horizons, gain new insights, and make new friends along the way. Join us and experience how enjoyable learning English can be in a motivating and multicultural university community!</p>	<p>1</p>
<p>English</p>	<p>EN91.06-GM: Being exclusive: Identity creation and interpretation Recommended for international students</p> <p>The course explores the ways in which identity is manifested on social media, in the mass media, arts, advertising, politics, language, fashion, and literature.</p> <p>In the modern world, the question of identity is at the core of our lives. But what do we really know about it? What does it mean to be your 'true' self? To what extent are we defined by stereotypes and why do we keep believing in them? What roles do nationality, gender, race, language, and sexuality play in defining who we are? Are we free to construct our own identities or are we 'created' by the mass media, politics, and the arts that surround us? How can we reflect on and explain these questions to ourselves and others? The course offers the participants to practice their English language skills when looking for answers to these and other identity-related questions.</p> <p>During the course, the students will be able to:</p> <ul style="list-style-type: none"> • the participants are able to understand and interpret how and what identities are constructed in the mass media, on social media (e.g., Instagram and Facebook), in advertising, politics, painting, photography, architecture, language, fashion, music, and literature; • the participants discern manipulation in identity construction in the mass media, on social media, and in politics; • the participants enrich their English vocabulary and improve their English speaking and listening skills. <p>The course takes an international perspective but is supplied with illustrative material that focuses on a Swiss context.</p>	<p>2</p>
<p>English</p>	<p>EN01.02-PS: Mastering the basics (particularly suitable for primary education)</p> <p>Aims and contents: Mastering the Basics aims at making students familiar with basic teaching techniques and teaching material for the primary English classroom. An introduction to modern language teaching approaches as well as means of supporting pupils' understanding forms the basis for in-depth exploring of key issues related to the teaching of communicative and linguistic competences.</p> <p>Principles for teaching listening, reading, speaking, writing as well as vocabulary, grammar, pronunciation and spelling are introduced and transferred to practical activities suitable for primary school pupils.</p>	<p>2</p>

	<p>The following learning objectives reflect the requirements of this module: The students...</p> <ul style="list-style-type: none"> • are familiar with modern language teaching approaches. • can use subject-specific scaffolding techniques. • can apply several techniques for storytelling to foster communicative language competences. • can apply general principles for teaching the four skills (listening, reading, speaking, writing) including mediation and strategies. • understand basic principles for teaching pronunciation and spelling. • are aware of the importance as well as complexity of vocabulary learning and can apply theoretical core principles in teaching. • can understand the role of grammar in foreign language learning and are able to support pupils' grammatical development • display a wide repertoire of motivating learning activities to foster communicative competence. 	
English	<p>EN01.03-PS: Exploring (particularly suitable for primary education)</p> <p>Aims and contents: This module allows the students to explore and elaborate their practical experiences in the light of underlying theories. Students reflect on their experiences with anglophone cultures and deepen their teaching competence related to focus on culture. Furthermore, they explore and critically examine current foreign language teaching approaches such as Task-Based Learning (TBL) and Content and Language Integrated Learning (CLIL) and storytelling. Gained theoretical insights are applied to practical teaching situations.</p> <p>The following learning objectives reflect the requirements of this module: The students...</p> <ul style="list-style-type: none"> • can apply several techniques for storytelling to foster communicative language competences. • can use stories as springboards to implement other teaching methods and approaches. • reflect on their intercultural experiences gained during their stay abroad. • develop concepts for teaching important aspects of anglophone cultures according to the objectives of the curriculum. • understand the concepts of Task-Based Learning (TBL) and Content and Language Integrated Learning (CLIL) and can discuss the rationale of these two approaches. • can critically analyze and modify course book content and activities in terms of relevance and cognitive demands. • understand the relevance of the concept of language support and can apply it in the context of TBL and CLIL. • can plan a teaching sequence based on TBL, CLIL or/and referring to cultural aims. 	2
English	<p>EN01.01-S1: Introduction to English Language Teaching (for secondary, but also highly recommended by former primary education students)</p> <p>This module seeks to engage students in learning about teaching English as a foreign language. It is designed to establish both students' suitability and motivation as future teachers of English.</p> <p>Content:</p> <ul style="list-style-type: none"> • Principles of Modern Language Teaching • Methodology • The language biography • Language competence • CEFR (Common European Framework of Reference for Languages) • Open World • Receptive and productive skills • Plurilingualism 	2

	<ul style="list-style-type: none"> • Languages in Switzerland • Linguistic Landscapes <p>Objectives: Students...</p> <ul style="list-style-type: none"> • are familiar with the principles of English Language Teaching methodology (ELT) and • reflect on their own language learning biography, • verify their aptitude and suitability to teach English as a Foreign Language (EFL) at secondary I level, • get a clear sense of their language competence and are able to assess it, • get acquainted with basic tools (e.g. course books, curriculum, the Common European Framework of Reference for Languages CEFR), • develop their teaching skills, • improve their receptive and productive language skills, • know key concepts and approaches (e.g. competences, action and content orientation, plurilingualism), • are familiar with the language situation in Switzerland as well as with language policies in Switzerland and Europe, • get to know the core elements of studying informative and symbolic functions of linguistic signs. 	
English	<p>EN01.04-S1: Teaching Linguistic Competences (for secondary education, but also recommended for primary education students)</p> <p>Linguistic competences form the formal resources for meaningful language use. In school settings, these competences are mostly summarized under the terms vocabulary, grammar and pronunciation. The module aims to provide students with a broad understanding of teaching linguistic competences and with opportunities to develop a range of teaching sequences.</p> <p>Content:</p> <ul style="list-style-type: none"> • linguistic competences and language use • Language Awareness • How to teach grammar, vocabulary/lexis, pronunciation • Teaching grammar, vocabulary/Lexis and pronunciation in primary and secondary education <p>At the end of the module, students are expected to be able to know why it is important to teach literature.</p> <ul style="list-style-type: none"> • understand the role of the linguistic competences in the language learning process. • support learners' language awareness. • understand the processes involved in grammar, vocabulary/lexis and pronunciation learning and teaching. • understand and apply the principles when teaching learners with special needs. • relate theory and research to the practice of teaching linguistic competences. • explain relevant grammar topics of the coursebook to the target group. • develop teaching sequences with a clear focus on specific linguistic competences. • critically analyze and adapt teaching material. • create motivating and stimulating teaching material. • understand the relevance of the transition between primary and secondary education • design teaching sequences built on the learners' previous knowledge from primary education. 	2

English	<p>EN91.01-GM: B2 Brush-up course (English language course B2) Important notes: 1. Course fee: CHF 250.- The International Office of PH Luzern will reimburse half of the costs (CHF 125.-). 2. It only takes place if there are enough students attending.</p> <p>Aims and contents: By working on receptive and productive language skills, the prerequisites for achieving language competence at level B2 according to the Common European Framework of Reference for Languages (CEFR) are created. Students consolidate their communicative (listening, reading, writing and speaking) and linguistic (grammar, vocabulary and pronunciation) language skills at level B2 and develop them further towards C1. Within this course, students consolidate their oral, linguistic, and written competencies.</p>	1
English	<p>EN91.02-GM: CAE Preparation course (English language course C1) Important notes: 1. Course fee: CHF 250.- The International Office of PH Luzern will reimburse half of the costs (CHF 125.-). 2. It only takes place if there are enough students attending.</p> <p>Aims and contents: This CAE prep-course course is for those students who are already at the C1 level and can work intensively during the course to prepare to take the CAE exam after it. Access to videos will be given so that participants can familiarise themselves with the tasks at home ('flipped classroom'). In class we'll then have a deeper look at the tasks and do a lot of practice, using a course book for exam preparation and some additional material.</p> <p>Course requirements for participants: solid language competence at B2 to C1 level</p>	1
2.2. Bilingual courses (taught in German, with English translation assistance)		
Physical Education (bilingual)	<p>BS01.02-PS: Run, jump, throw and play</p> <p>Aims and contents: The work in this sub-module serves to develop competences in the topics "running-jumping-throwing" and "playing". Subject-specific, didactic and sport-specific content is interlinked. Students can demonstrate the basic practical sports content and derive key aspects for lesson design, in particular for formative and summative assessment. In the competence area "Running, jumping, throwing", the students deal with the organisation of lessons from the pedagogical perspective of "performance". The 'Tactical Game Approach Model' and the game teaching concept form the theoretical basis for developing the technical and tactical skills of sports games. Students can use this model to design a level-appropriate games education programme.</p>	2
Physical Education (bilingual)	<p>BS01.04-PS: Exercise on sports equipment (fully booked - not available for Erasmus students. I'm sorry!)</p> <p>Aims and contents: The work in this sub-module serves to develop skills in the area of "Exercise on sports equipment". Subject-specific, didactic and sport-specific content is interlinked. In particular, formative and summative assessment is addressed. In this context, students deal with the core elements of a movement and learn to perceive and optimise these in their personal movement sequences. The knowledge gained from this process can be transferred to adaptive learning support. In terms of lesson design, students understand the connection between carefully thought-out lessons and plenty of real movement and learning time. Furthermore, they can incorporate the knowledge they have acquired about developing skills in the area of movement on equipment into the planning of a teaching unit and explain their planning considerations.</p>	2

Art and image (bilingual)	<p>BG01.01 PS: "Reacting to print"</p> <p>"Reacting to print " triggers artistic processes.</p> <p>Contents: With experimental procedures such as printing and random procedures, drawing and collage, students become acquainted with a variety of approaches in the process of finding and shaping images. Accompanying the artistic work, the students document the impulses conveyed and their experiences. In the form of a biographical mapping, the memories of their own childhood and school years are represented pictorially.</p> <p>Aims: The students...</p> <ul style="list-style-type: none"> • develop their own artistic questions by experimenting between chance and control, by playing with basic artistic elements and by collecting and organising • can engage in artistic processes and develop them independently. • develop the ability to perceive, observe and reflect in a differentiated way to form their own ideas. The artistic process includes the ability to make associations and fabulate, to engage in aesthetic research and improvisation and to anticipate what is not yet understood. 	2
Music (bilingual)	<p>MK01.03-KU: Making music in groups</p> <p>Aims and contents: By discovering and playfully exploring sound material and Orff instruments, students learn how to stimulate and awaken a child's curiosity, imagination and joy. Target level-appropriate songs are accompanied and arranged with Orff instruments. Noises, sounds and voice are recognised as non-verbal means of expression and used in picture books, stories, fairy tales, experiences, situations, and moods.</p>	1
Music (bilingual)	<p>MK01.02-PS: Singing and conducting</p> <p>Aims and contents: Students will learn how to treat their speaking and singing voices appropriately; how to use their voices as an instrument in the classroom; how to lead children in singing and bring them into a musical experience by using a comfortable basic conducting technique, as well as singing many different songs appropriate to the target group. They will also learn how to recognise defects in children's voices through specific listening, and how to name and address them in an appropriate way. Please note: This course is suitable for students who also take music at their home university.</p>	1
Music (not bilingual)	<p>MK01.21-GM: Choir (Basic German skills are recommended!)</p> <p>By participating in a choir project, the singing voice and skills in the realisation of rhythmic-melodic and formal structures are specifically promoted. The basic vocal experience of singing and realising the literature favours the students' own vocal development and later application in teaching. Personal experience and realisation of a project work - from the first rehearsals to the performance. Please note: the performance will be in spring 2025 and you won't be able to participate at the concert.</p>	1
Music	<p>MK01.31-S1: private singing lessons* or MK01.11-GM: private instrumental lessons* (piano, guitar, others upon request)</p> <p>*Enrolment in a private singing/instrumental module requires that you have already submitted the corresponding request. Basic knowledge in singing or the instrument you would like to play are required. You have to bring along your own instrument or rent one here (costs for renting will occur).</p>	1

<p>German course</p>	<p>German Course for Incomings, level A1 or A2</p> <p>Important notes:</p> <ol style="list-style-type: none"> 1. Course fee: CHF 350.- (The International Office of PH Luzern will reimburse CHF 150.-) 2. The course is organised by the University of Lucerne and the number of places is limited. 3. Registration through the International Office will only be possible a few weeks before the semester starts and can't be guaranteed. <p>Please indicate your desired level in your learning agreement. A1 is aimed at participants without prior knowledge, A2 is aimed at participants with some previous knowledge.</p> <p>Learning objectives:</p> <p>Participants can express themselves in simple sentences when their conversation partners speak slowly and clearly. They are also able to understand and use everyday and familiar expressions (e.g. information about themselves, their work or their environment).</p>	<p>2</p>
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Further remarks:

Studying in Lucerne not only means profiting from small study groups, and from a close and individualized mentoring and coaching system for practical classroom experience but also getting in touch with Swiss students in joint courses. In addition, you can explore the breathtaking nature of the Swiss Alps, Lake Lucerne as well as a small town offering many cultural and other leisure activities.

For more information visit our [website](#) or contact the [International Office](#).

Student experiences MO91.06-GM

Project-based work through Critical Service Learning: experiencing service learning and design thinking approaches

Dr. Victoria Wasner, lecturer

It is the last in a series of modules that encourage dialogue and discussions about issues related to global education such as human-nature relations, interculturality and transculturality, human rights education, postcolonial approaches, and global citizenship education, the module 'pedagogical perspectives on global issues and sustainable development' places particular emphasis on what education for global issues and sustainable development might actually look and feel like in the classroom.

To this end, pedagogical approaches are not only discussed in the seminars of this module, but they also experienced first-hand. Students are given the opportunity to take part in collaborative, creative processes of co-learning with their peers, so that they not only talk about what methodologies could look like in the classroom, but they also get to understand what it feels like. This way, certain activities and emotions may remain with them, and they could then also provide inspiration for their own teaching. Relational competencies are also important in such approaches, (Chika-James, 2020) and thus the role of the lecturer in these sessions supports this idea of being a facilitator of learning.

A particular example this semester has been the combination of service learning and design thinking approaches. Service learning is a reciprocal, community engagement pedagogy (Bandy, 2016) that fosters both personal growth and works towards achieving positive change in a specified community. Design thinking is an iterative process of creative problem-solving, and it is also ultimately a mindset and a culture (Kohls, 2019). What both approaches have in common is that they focus on identifying authentic needs and empathizing with real 'users' (pupils, teachers, community partners for example) and that global issues are translated into local, tangible, and meaningful action.

Students in the sessions were firstly taken through the Four Corners method (Berger Kaye, 2014) that challenged them with the task of identifying a global issue that they felt troubled them the most in their daily lives, devising questions about it, and considering how they would go about taking concrete action in order to be able to address these questions (figure 1). If they would have been following through with a service learning group project, they would have then mapped out the various stages of their project: *Investigation, Preparation, Action, Reflection, Demonstration*.

Following on from this, the students were then taken through some activities that belong to the first stage, *Empathise*, of a design thinking process (the most commonly known and well-referenced stages are those from Stanford University: *Empathise, Define, Ideate, Prototype, Test*, although there can be slight variations on these). In this first stage, the focus is on getting to know your 'users' and who you would be designing for.

Using their identified global issue of *reduced inequalities* (SDG 10) as a starting point, students carried out a semantic analysis of reduced inequalities in school through a 'silent brainwalking' activity (figure 2). They then imagined a 'user' in schools, for example a pupil in a certain grade, and took three photos that represented what reduced inequalities looked like for that person. These photos were then described by a student who was interviewed by peers, with a focus on open questioning, active listening, and repetition of the question *why*. As a last exercise, they then put themselves in the shoes of that user and came up with actionable problem statements beginning with *How might we....?* Example questions were:

- *How might we create spaces in schools that allow for everyone to be included and not feel left out?*
- *How might we create an opportunity in schools where parent and community stakeholders can help facilitate everyone being able to go take part in school trips and excursions?*

Within the space of only a few hours, students had begun to collaboratively sense what it can feel like to bring global issues into the classroom and to take ownership of what could be done to address them. They had been thoughtful, spontaneous and creative. Let's hope that they will take some of this away with them for their own practice!

References

Bandy, J. (2016) What is service learning or community engagement? Center for Teaching, Vanderbilt University.

Berger Kaye, C. (2014) Service Learning: A Teacher's Guide. Free Spirit Publishing.

Chika-James, T. A. (2020) Facilitating service-learning through competencies associated with relational pedagogy: a personal reflection, *Higher Education Pedagogies*, 5:1, 267-293

Kohls, C. (2019) Hybrid Learning Spaces for Design Thinking. *Open Education Studies*, 1, 228 – 244