

Developing Student-Driven Learning Assignments Using the CARE Methodology

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What is the CARE Methodology?

The CARE four constituencies



Figure 1: The CARE Constituencies

Lead to:

1. Increased Engagement
2. Personalized Learning
3. Development of the 10Cs (Critical and Transversal Skills)
4. Empowerment and Autonomy
5. Relevant and Meaningful Learning

Why the CARE Methodology

Developing student-driven learning activities and assignments is crucial for several reasons:

- **Engagement and Motivation**
(Student-driven activities allow them to explore interesting topics, making the learning experience more enjoyable)
- **Ownership of Learning**
(Empowering students to take charge of their learning fosters a sense of ownership and responsibility)
- **Differentiation and Inclusivity**
(Allowing students to choose or design their learning paths helps to accommodate different learning styles, interests, and abilities).
- **Real-World Connections**
(Student-driven assignments often integrate real-life situations that can address SDGs. This relevance can enhance their learning experience and role as change agents for building a more sustainable and just society).

Applying the CARE Methodology

CONCEPTUALIZATION

- **Assignment Title:** Climate Action Advocacy Project
- **Course:** Global Challenges and Social Transformation
- **Target Sustainable Development Goal (SDG):** SDG 13 – Climate Action
- **Time required:** 7 weeks
- **List the materials/preparation needed**
- **Assignment Overview:**

This assignment empowers students to explore the complex intersections of climate change, sustainability justice, and community action. Students will work in groups to create a climate advocacy project that responds to a specific issue or challenge related to climate change within their local or global context. The goal is to develop solutions that advocate for change and inspire community engagement.

CONTINUING CONCEPTUALIZATION

Ask students to fill in the **K.W.H.L** chart: what they know (K), want to know (W), how (H)- by what means and methods), and what has been learned (L).

The first two are needed at the conceptualization level, while the other two should continue to be filled in in subsequent processes.

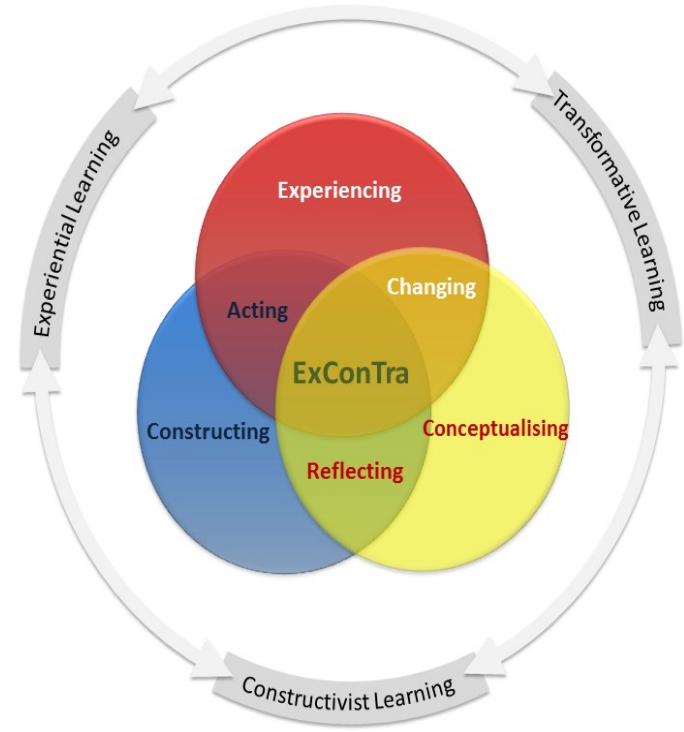
The K.W.H.L chart is an organizer for designing, developing, implementing, and evaluating the student-driven learning assignment.

- **Objectives (Example):**
- Understand the implications of climate change on different communities.
- Critically analyze existing climate policies and their effectiveness.
- Design a practical project that advocates for change in climate action.
- Enhance collaborative skills through group work.
- Develop various transversal skills elicited from the 10Cs framework.

Conceptual Tools and Strategies

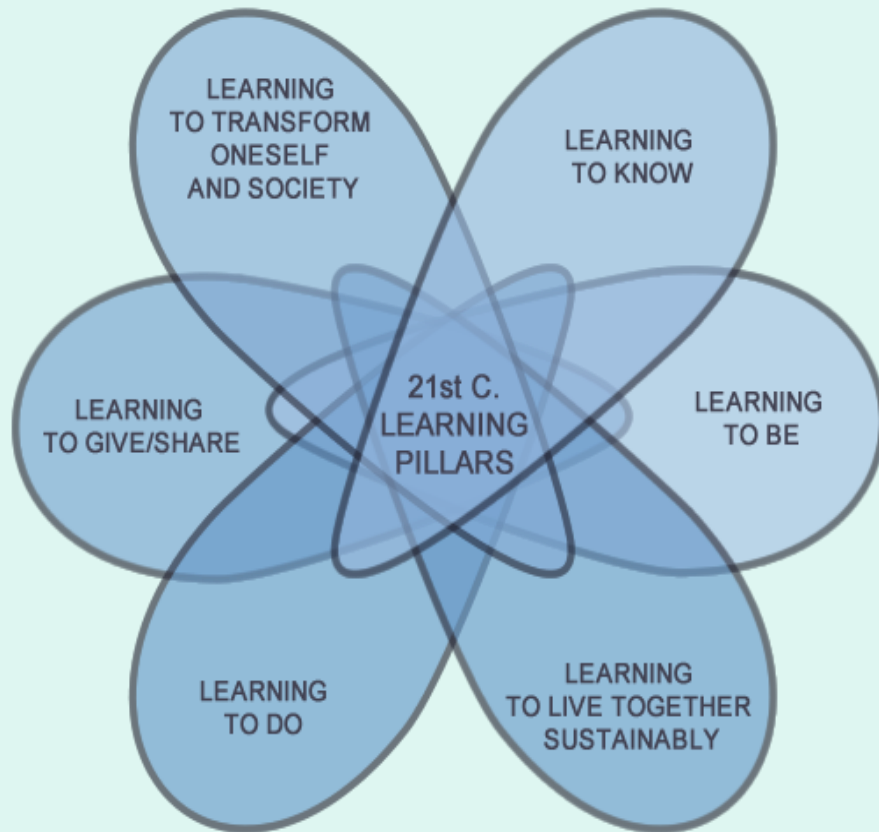
Provide short but clear information of the learning design processes you are going to use in your project in terms of activities, teacher's and learner's function, the ICT tool to be used for supporting the learning design processes as well as the ExConTra processes (experiencing, reflection, conceptualization, construction, acting and transforming) integrated into each learning design process.

Learning Design Processes	Suggested activities	What the teacher does?	What the learner does?	What ICT tools do?	<u>ExConTra</u> Learning Processes
<u>Conceptualisation</u>					
Activation (Learning Tasks)					
Reflective Feedback					
Engagement					

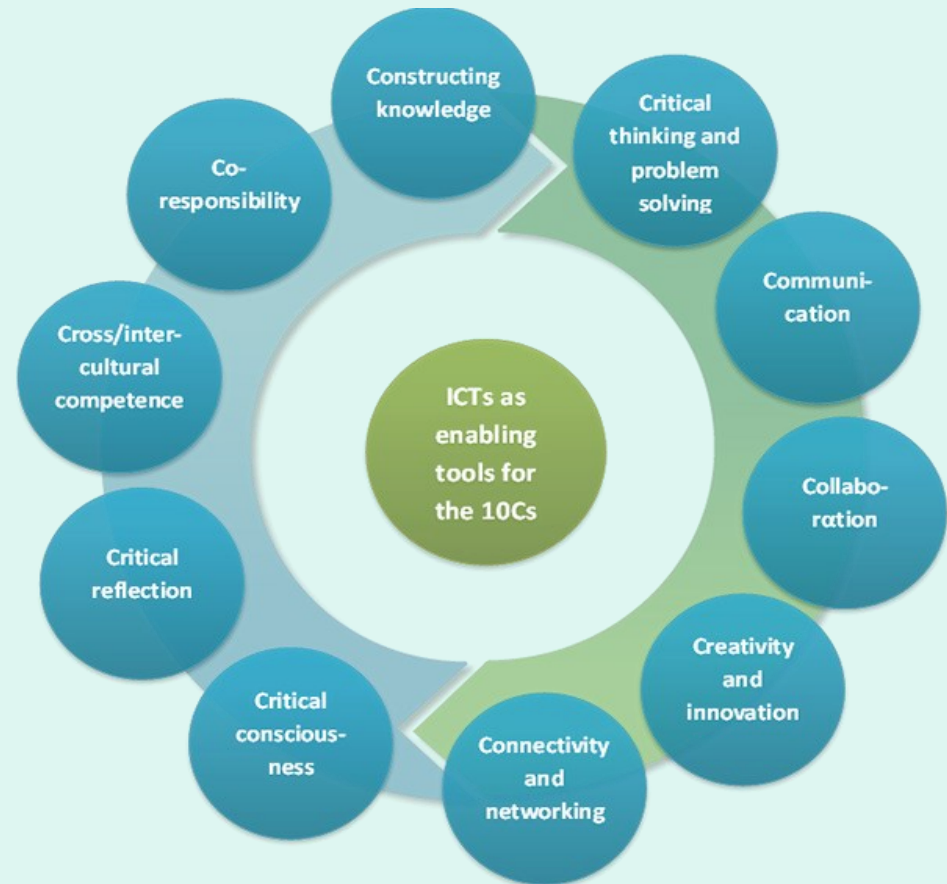


Conceptual Tools and Strategies

The Six Pillars of 21st Century Competences



The 10Cs Model



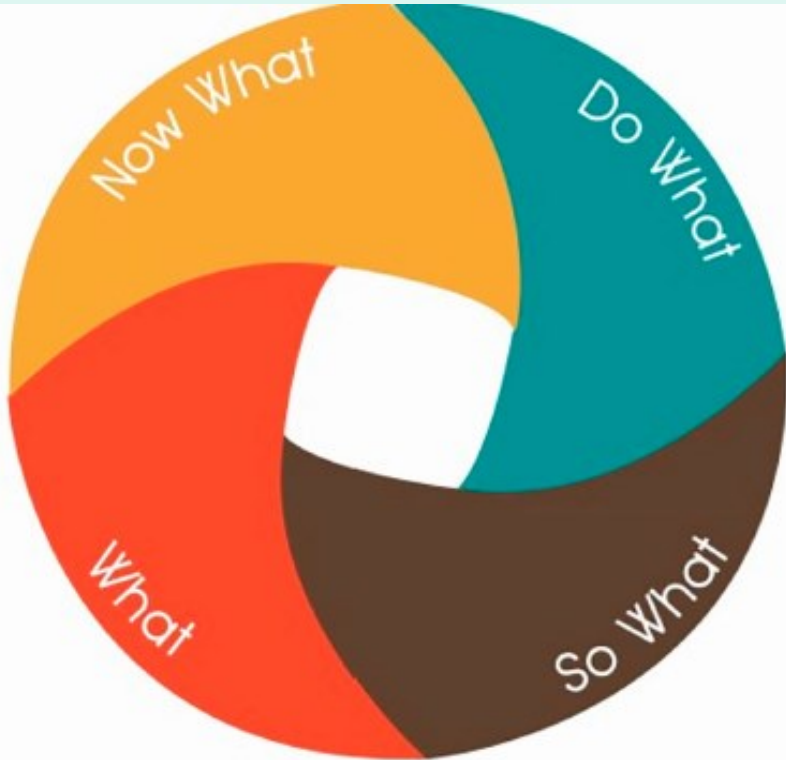
ACTIVATION

- While conceptualization identifies the key elements of learning design or design for learning, activation denotes a shift to the **operationalization** process, defined as the process from design to the development of concrete **sustainability-focused learning activities**.
- Activation **starts at the conceptualization level** in terms of building the profile of the target learners and activating their prior knowledge through engaging strategies enabled by ICTs focusing on deep EfS.
- It also involves providing opportunities for learners to **meaningfully dialogue, reflect, and engage before, during, and after learning intervention**.
- Thus, the activities filled in the columns (K.W.H.L) what the instructor and learners do at the conceptualization level, should be further elaborated here. The elaborated activities should in turn be visualized in the next two processes, that is, reflection and engagement.

REFLECTION

- This process is **integrated into the other three processes**: conceptualization, activation, and engagement. Students should formulate **reflective questions** to address the challenge of climate action, which is the focus of this assignment.
- **Example activity 1**
 - Students could begin by **researching** specific climate change issues relevant to their local context or globally, such as air pollution or flooding. They will gather data to understand the implications on communities and existing initiatives.
- **Example activity 2**
 - Students could **create advocacy** materials that showcase their findings and proposed solutions. By developing presentations, brochures, or social media **campaigns**, they actively participate in the project and contribute to raising awareness.

Reflection Tools and Strategies



What? What do we know, want to know, how do we want to know, and what have we learned about climate action? (See K.W.H.L at the Conceptualization level).

So What? Why does climate action learning matter in a local and global context? (Conceptualization and Engagement)

Do What? What actions can students undertake as future professionals, advocates, or community members to tackle climate change? (Conceptualization and Activation)

Now What? What additional inquiries or exploration must they pursue to tackle climate action? (Activation and Engagement)

REFLECTION TYPES

- **It is also critical to point out that critical reflection functions on the following four levels.**
 1. Reflection-**before-action** (Taking place before activation-----
Conceptualization)
 2. Reflection-**during-action** (Taking place during activation-----Engagement)
 3. Reflection-after-action (Taking place when the learning activities have been carried out)
 4. Reflection-**beyond-action** (Thinking about future actions related to the incurred learning activities).

At the activation level, students will also reflect on their research and the challenges faced in advocacy. They should consider reflective questions such as:-
What are the most significant barriers to climate action identified in our project?- How can our proposed solutions overcome these barriers?

At the engagement level: What have we learned about the role of community engagement in addressing climate change?

ENGAGEMENT

Particular attention should be paid to this assignment at the engagement level to enable students to **act as agents of change**. This can be achieved when students take **ownership of their learning**, as this has been the strategy for applying the CARE methodology.

- **Foster Different Forms of Engagement:**

- **Behavioral Engagement:** Provide students opportunities to participate in community outreach or support organizations focused on climate change issues.
- **Socio-emotional Engagement:** Host workshops or seminars with people affected by climate change to share their stories and facilitate empathy and connection.
- **Cognitive Engagement:** Organize activities encouraging deep exploration of climate change policies and their implications.
- **Reflexive Engagement:** Stimulate discussions around personal beliefs and biases concerning climate change actions.
- **Transformational Engagement:** Encourage students to develop action plans or campaigns addressing local climate change issues.

Examples of Engagement Activities

Behavioral Engagement:

- **Community Clean-Up Events:** Organize local clean-up drives at parks, beaches, or neighborhoods to foster a sense of environmental responsibility and encourage students to take actionable steps to reduce litter and pollution.
- **Tree-Planting Initiatives:** Partner with local environmental organizations to establish tree-planting events that engage students actively in reforestation efforts and biodiversity preservation.

Socio-emotional Engagement:

- **Storytelling Workshops:** Host sessions and/or ask students to create digital storytelling presentations in which individuals or communities affected by climate change (e.g., farmers dealing with drought, families impacted by floods) share their experiences. This will help students develop digital skills, empathy, and a connection to the real-world consequences of climate issues.

Engagement Activities

Cognitive Engagement:

- **Research Projects on Local Climate Policies:** Assign research projects where students analyze the effectiveness of local climate policies and their impact on vulnerable communities. This could include studying renewable energy initiatives, waste management strategies, or local emissions regulations.
- **Case Studies on Climate Adaptation:** Encourage students to explore case studies of communities adapting to climate change. They could investigate successful strategies and the lessons learned from these experiences.

Reflexive Engagement:

- **Discussion Circles on Personal Impact:** Organize discussions where students reflect on their carbon footprints and lifestyle choices regarding consumption, waste, and travel. This can lead to conversations about personal responsibility in mitigating climate change.
- **Debates on Environmental Justice:** Facilitate debates around topics such as climate migration, the equity of climate policies, and the ethical responsibilities of developed countries towards developing ones facing climate change impacts. Encouraging the exploration of differing perspectives will promote deeper understanding and critical thinking.

CONCLUSION

- By fostering the CARE processes, students can better understand the relationship between climate change and global issues such as migration and social justice. This holistic approach enhances their commitment to climate action. It develops their empathy, critical thinking, and civic engagement skills, which are essential for becoming effective advocates and agents of change in their communities.
- By structuring the assignment into these four processes, students will learn about climate change and be empowered as active participants in the fight for climate action and social transformation.

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Thank you for your attention

