Citizenship and Peace Education: The Experience of Sophia University

Taro Komatsu (Dr.)
Professor, Department of Education, Faculty of Human Sciences
Director, Center for Global Education & Discovery (CGED)
Sophia University
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{Equity \times Empathy}{Violence \times 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 ranking 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.
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)
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.
Contact me for COIL etc.

t.komatsu@sophia.ac.jp
Sophia Bringing the World Together

叡智が世界をつなぐ