

Summary of the Workshop on Teaching for Personal Development at the Global Citizenship Education Symposium by Dylan Vianen:

The workshop targeted both students and teachers and fostered an interactive environment with participants seated in mixed groups of three to four individuals.

At the beginning of the workshop, Dylan provided a brief introduction to the role of a teacher, highlighting four key aspects: serving as a guide for self-formation, facilitating a shared classroom, being an expert among experts from diverse societal fields, and acting as an inspired and inspiring role model. Following the introduction, participants were presented with a question: "How can I develop myself as a teacher to support the personal and societal growth of my students?" Teachers had five minutes to reflect on this question and share their insights with two group members, while students were asked to share their perspectives on the teacher's idea.

After the initial exchange of ideas, Dylan instructed participants to formulate personal challenges that would push them outside their comfort zones, focusing on acquiring new knowledge and skills. Each participant took a few minutes to note down their ideas and subsequently shared them with their group members.

The final step of the workshop involved designing concrete and actionable steps referred to as "risky experiments" that participants would undertake in the coming week. These experiments were intended to address the previously discussed challenges. Dylan provided additional instructions on refining the experiments, emphasizing criteria such as concreteness, feasibility, level of challenge, and the importance of mutual support among group members.

Some of the ideas that emerged from the session included:

Facilitating a silent discussion on (inter)cultural perceptions of participants' own cultures. Groups of four people would collaborate to write down how they believed other cultures perceive their own culture on a poster. The poster would be periodically rotated, allowing students to respond to their classmates' comments.

Incorporating ten-minute trust-building activities into each tutorial.

Raising awareness of global citizenship responsibility in universities of applied sciences. Students will be asked to what extent their competence in x relates to their future professional career. After that they are asked to answer to what extent competence x relates to their role as citizen in a globalized society.

Deepening understanding of psychological safety to better support students' development and integrating exercises on psychological safety into tutorials and mentor sessions.

Implementing a thesis feedback session using only questions as a form of feedback, focusing on the skill of appreciative inquiry. All feedback would end with a question mark to encourage students' self-reflection. The purpose and process of this approach would be briefly explained during the session, highlighting the benefits for students. An evaluation would be conducted to gather feedback from both students and teachers.

Starting the mentor-group session by doing a silent discussion on what kind of a professional the student wants to be.

Expanding and dedicating more time to preparation for exercises, with an option to seek support when needed.

Trying out one creative idea that the participant always wanted to try out in a tutorial/lecture/practical. The learning goal answer should be in a song/lyrics format, in which the process is the outcome.

Encouraging students to solve their own problems independently by providing them the necessary space and autonomy.

Enhancing awareness of neurodivergence in the classroom and discovering the available resources at the university to offer appropriate support.

Renegotiating any unintended hierarchies with students to establish a more balanced and trusting environment.

Organizing a public debate on the moral and critical role of teachers.

Encouraging students to acknowledge and address their fears and uncertainties when preparing for a thesis or research paper. In the initial tutorials, fears would be mapped out, and strategies for navigating them would be translated into ideas for the paper. The teacher would later reflect on the strategies students used to navigate their fears.