

Semester 6: 21st Century Learning 15 ECTS

Theme			
15 ECTS			
Project management Stakeholder management Research design Data collection Critical analysis Creative thinking Transdisciplinarity			
GLO3411 GLO3511			

Description

In the sixth semester students will be set to work on a 21st Century learning dilemma identified by an educational stakeholder such as Maastricht University, secondary and primary schools or adult education institutions. Examples of questions they may tackle are: how to develop an institutional innovation to create a climate that accommodates student diversity? How can student stress be brought to a constructive rather than destructive level?

In this theme students will employ their accrued knowledge on working in a transdisciplinary fashion by working together with the stakeholder from problem definition to analysis to solution ideation. The theme will end with a presentation of the developed solution to the stakeholder and getting stakeholder feedback. Students will be assessed based on the quality of their presentation and solution provided. Students will also write an individual report on their contribution to the project development process, how they interacted with the stakeholder, and reflect specifically on the global citizenship skills employed. They will make a personal development plan that can guide their next steps as a life-long learner.

Contributing Faculties

- Faculty of Arts & Social Sciences
- Faculty of Health, Medicine & Life Sciences
- Faculty of Law
- Faculty of Psychology & Neuroscience
- Faculty of Science & Engineering
- School of Business & Economics

Intended Learning Outcomes

Students attain the ability to:

- describe and contrast the main concepts and theories used in three of the following disciplines: philosophy, political economy, economics, law, sociology, political science, anthropology, cultural studies, history, global health, psychology or data science - as you have studied them in previous courses and as they are related to 21st century learning issue you will address
- identify the basic claims and assumptions in the way the stakeholder frames the 21st century learning issue at hand

- synthesise and integrate knowledge from the above-mentioned disciplines to form an interdisciplinary perspective through which to analyse a local or global societal challenge related to the 21st century learning issue you address
- weigh the basic claims and assumptions made in academic and societal debates related to a 21st century learning issue you address and relate these to the problem as defined by the stakeholder
- assess the validity of sources of information and organize information in a well-reasoned argument
- approach a 21st century learning issue with an open, curious and critical attitude, paying particular attention to sustainability and intercultural sensitivities
- identify the ethical dimension of your own decisions and behaviours, be able to adapt and defend the choices you make as a global citizen, while designing and carrying out a project in an ethical manner
- examine the roles of diverse stakeholders relevant for the 21st century learning issue you are studying, identify their diverse standpoints on the issue and develop a framing of the problem that takes the diversity of standpoints into account
- design / ideate an intervention or problem solution
- gather, use and give feedback
- act as truly global citizens in the sense that you have the skills and capacity to act as a bridge-builder between diverse societal actors; this includes inter-cultural awareness, listening and communication, empathy and the ability to communicate your views in a well-reasoned and persuasive manner across cultural and disciplinary boundaries
- work effectively in a project team to resolve a complex 21st century learning issue (honing time and uncertainty management, stakeholder engagement, leadership and teamwork, and negotiation and conflict resolution skills)
- develop a life-long learning attitude, maintaining an open, curious and critical attitude, as evidenced in a personal development plan
- use 21st century technology competently in information gathering, analysis of data, and dissemination of findings

Bachelor Thesis 20 ECTS

Proposal	Thesis		
5 ECTS	15 ECTS		
Research design Critical reading	Research design Interdisciplinarity Data collection* Critical analysis Academic writing Stakeholder management		
GLO3998	GLO3999		

Description

The Bachelor thesis is an independent piece of work that concludes the student's trajectory towards a Bachelor of Science in Global Studies.

The topic is selected by the student themselves, related to the expertise of the supervisors in the program. The thesis must contain an analysis from an interdisciplinary perspective. The topic needs to be related to theories and disciplines that they have studied throughout B.Sc. Global Studies. The thesis is an independent piece of work of 8,000 – 10,000 words (average length of a scientific article), that may include accompanying data and materials in an appendix.

This thesis is their final work, giving them the chance to demonstrate their knowledge and insight regarding a global issue of their choice. Under the supervision of two scholars from different disciplines, students design and implement a research project from the original design to the final write-up.

Contributing Faculties

- Faculty of Arts & Social Sciences
- Faculty of Health, Medicine & Life Sciences
- Faculty of Law
- Faculty of Psychology & Neuroscience
- Faculty of Science & Engineering
- School of Business & Economics

Intended Learning Outcomes

Students attain the ability to:

- synthesise and integrate knowledge from disciplines such as philosophy, political economy, economics, law, sociology, political science, anthropology, cultural studies, history, global health, psychology, and data science as related to global issue to form an interdisciplinary perspective through which to analyse a global societal challenge related to the topical themes;
- analyse flows of people, goods, services, capital, and ideas entailed in global issues and identify how choices made by actors in one part of the world can cause consequences for regions and communities elsewhere in the world;

* Depending on the needs of the topic.

- design and carry out a research project on a global issue in an ethical manner;
- choose and apply suitable qualitative or quantitative methods to construct a research problem on a global societal issue related to the topical themes;
- weigh the basic claims and assumptions made in academic and societal debates related to global societal challenges, reflect critically on the way in which these issues are categorised and acted upon and formulate an informed opinion based on these reflections;
- assess policies, programs and projects related to global issues by using the conceptual and analytical tools that are relevant in the field of Global Studies;
- approach a global societal issue with an open, curious, and critical attitude, paying particular attention to sustainability and intercultural sensitivities;
- assess the ethical dimensions of a global issue;
- act as a truly global citizen in the sense that you have the skills and capacity to act as a bridge builder between diverse societal actors; this includes inter-cultural awareness, listening and communication, empathy, and the ability to communicate their views in a well-reasoned and persuasive manner across cultural and disciplinary boundaries;
- communicate views convincingly and in a well-reasoned manner across cultural and disciplinary boundaries;
- communicate about global issues in your mother tongue, English, and one additional foreign language.