



## Challenges Towards a Global Citizenship in Higher Education

Albertina Raposo<sup>1,2</sup>, Isabel Abreu dos Santos,<sup>2</sup> Anabela Durão,<sup>1,3</sup> Lia Vasconcelos<sup>2</sup> and Paulo Vília<sup>1</sup>

<sup>1</sup>Polytechnic Institute of Beja, Portugal

<sup>2</sup>MARE - Marine and Environmental Sciences Centre, ARNET - Aquatic Research Network Associate Laboratory, NOVA School of Science and Technology, NOVA University Lisbon, Portugal

<sup>3</sup>CREATE - Center for Sci-Tech Research in EArth sysTem and Energy, Polo IPBeja, Beja, Portugal

### Abstract

*Higher education is currently unprepared for the main challenges facing society. The education system and educators must redefine their role and ways of acting, thus becoming the main agent of change. Increasing technologies, overloaded information and Artificial intelligence (AI) tools, require innovation in education and the (re)meaning of the act of teaching, an opportunity to turn each lesson into a prefigurative action. The aim of this paper is to highlight, systematize and share a set of participatory techniques that have proven to be advantageous in building knowledge in formal education contexts. Results show that educators/professors must be learning challengers. In the context of prefigurative politics, this means working toward the world of tomorrow, in the present moment, which allows responding to today's challenges where everyone is better able to deal with courage, perseverance, resilience, generosity and honesty in the complex, uncertain and vulnerable world in which we live.*

**Keywords:** *Prefigurative action, Participatory techniques, Soft skills, Collaborative work, Critical thinking*

### 1. Introduction

If the world is evolving, it is unavoidable that education will evolve with it; In this context, it becomes necessary to guarantee meaningful teaching centred on the teaching-learning process and consequently flexible.

The recent pandemic we experienced accelerated the process of digital transformation in education. New services emerged that made it possible to continue going to school even outside of it, unequivocally increasing interactivity, inclusion, and adaptation to new ways of learning.

It is now possible to think about face-to-face, digital, or hybrid teaching with greater openness, using tools that until recently were unknown to teachers and educators. Skills and values that allow individuals to collaborate effectively and contribute to positive change towards a more sustainable and cohesive society have been extensively investigated [1].

Taking advantage of the rapid changes, the pandemic has forced us to make can be an opportunity to implement the profound transformation the school needs to keep up with societal evolution. It is necessary to ponder the role of educational communities, be familiar with and know how to use active learning methodologies, change the evaluation system, and thus contribute to the school's transformation.

From this perspective, rethinking spaces and structures, content and skills, and above all, teams and relationships becomes essential. Long-term strategic thinking in education should not lead to a single model but rather consider different trends and their possible future evolution in each country's socioeconomic and political context [1].

### 2. The Prefigurative Action

The concept of prefigurative politics refers to the work to concretise in the present, the practices of change and the just and equitable social relations that are dreamt of for the future. For Ouviaña [2], it means a set of practices and social relations that, at present, anticipate the germs of future Society, corroborating Tokar's idea, cited in Gordon [3], that a transformative social movement must necessarily anticipate the ways and paths of the hoped-for new Society.



The interest in prefigurative politics has been growing in a significant number of different areas [4,5] and, although some authors [4, 6] claim that this concept's first links with social movements, others like Gordon [3] point out that the concept was introduced by two social theorists, Carl Boggs, who in 1977 proposed the term "prefigurative task", and Wini Breines, who in 1979 coined the term "prefigurative politics". Inspired by anarchist principles, some activist movements include the prefiguration of participative democracy, horizontality, inclusiveness, and direct action as core practices [6]. Gordon [7] also discusses the concept based on preparing for a toxic future - the catastrophe - but still believing in the hope that accompanies efforts to build spaces of freedom, equality and solidarity. For Gravante [4], these practices, rather than following the logic that the results justify the means, are equivalent to the goals. In other words, the process is just as important as the result.

As Gravante [4] points out, for some authors, the prefiguration can be seen mainly as the creation of alternatives; when this happens, prefiguration occurs through activities or projects aligned with the movement's goals or topics. Others interpret prefiguration as a form of mobilisation, where the means reflect the ends; in this case, prefiguration underpins the movement's goals. However, when processes overcome the cost-benefit logic and exhaustion and integrate practices into the movement's values and identity, these processes allow the inclusion of the two previous ways. So, prefigurative politics can be seen as a potential "unit of measurement for analysing the achievements and limitations of innovative modes of organisation [2].

In higher education systems, prefigurative politics can represent a unique and important way to bring about progressive transformation yet it must be viewed as one strategy among many others, whose plurality is itself necessary to allow the building of concrete alternatives (or 'real utopias') in the present [8]. In this case, higher education institutions can be unique and valuable experimentation laboratories worldwide, shifting the solutionist and technocratic model into creative and value-driven models that allow local knowledge to emerge.

However, as questioned by Silonsaari [9, p.2], "how can individual research projects, confined in current realities, study the social change towards desired futures?" and "are the research participants, whoever they are, even able to express informed views?" The author argues that inherent to prefigurative practice, we can find openness and fluidness, though it needs to develop some institutional forms.

Malinverni & Hernández-Hernández [10] already presented some examples of international institutions that have foreshadowed scenarios for school education. Additionally, these authors present some ideas of how speculative fiction can be embodied in classrooms not to represent worlds, but to create them. So, the question arises: why not look at this speculative fiction as a way of addressing notions of truth that are part of reality, knowledge and subjectivity, to make sense of what is being asked; for example, in terms of courses created, content worked on or assessment models to be developed. It is with this lens that we discuss some of the practices we have developed below.

### **3. Active Learning**

Face-to-face active learning formats offer immediate teacher-student interaction and hands-on learning experiences, boosting social connections and greater accountability over academic progress [11, 12].

#### **3.1. What is the Place for the Classroom?**

Active learning methodologies have been increasingly recognised and valued in recent times, even in higher education [13, 14]. Therefore, the classroom should be the place where empathetic relationships are established and the foundations for individual motivation and/or development are created, strengthening existing social relations and therefore creating conditions for dialogue and debate [14, 15].

This dialogue, based on transparency and objectivity, on mutual respect regardless of divergences of points of view or knowledge, on accountability, autonomy and solidarity between peers, favours the creation of collaborative work groups, that deal in an integrative way with cognitive, psychodynamic and societal aspects [16] and also learn together.

In this line, the classroom can meet what Andreotti [17] says is Spivak's vision for an educational project: one that creates spaces and provides the analytical tools and the ethical bases for students to engage with issues and global perspectives that address complexity, uncertainty, contingency and difference.



### ***3.2 From Interdisciplinarity to Interdimensionality***

Faced with the role of a learning challenger in complex environments, the teacher now uses different methodological approaches to allow for the expression of his/her students' visions, perceptions, knowledge, convictions, and forms of expression [18].

All actions are necessary. From this perspective, converging efforts that articulate different actors, knowledge, modes of action and thought on a local and global scale seem to be an important contribution in the search for the "best" solutions, with interdisciplinarity having an indisputable importance. Furthermore, the work to develop socio-emotional skills, often called soft skills, which were undervalued until recently, is now recognised as an added value in schools' complex role in promoting students' integral development [19].

The teaching-learning process thus encompasses the various dimensions: cognitive, ethical, civic, social/collaborative and emotional. Aspects such as listening to others, engaging in meaningful dialogue, managing emotions, and better establishing compromises in conflict situations are essential skills that the teaching-learning process(es) should not ignore [15, 20].

Considering we acknowledge, as Franch states that the growing waves of nationalism and populism, the threat of neo-fascism, xenophobia and racism, or the increase in violent extremism represent significant challenges to human rights and democratic values that have been the cornerstone of Western democracies since the end of the Second World War [21], we realize how important it is to bring democratic relationships to school, overcoming fragmentation and building the global formation of the Human Being, which in itself comprises the construction of bridges between theory and practice, between science and work, and between different schools of thought; This openness allows collective work between areas of knowledge and different types of knowledge, generating empathy and active citizenship actions and contributing to education for peace [15].

### ***3.3 Active Learning Methodologies***

Active learning practices have been used in non-formal education processes, have been adapted for active public participation and have more recently reached schools, namely Higher Education. They have the great advantage of giving meaning to learning because they stimulate learning in an autonomous, responsible, reflective way, promote the construction of knowledge, and enable action which, in this context, can be understood as research, development of experimental work or even civic action [22, 23]. Also, they significantly promote positive emotions and confidence in success, as well as better learning results [24].

#### ***3.3.1. The Importance of Co-conceptualizing***

The practice of intentionally constructing concepts collectively necessarily presupposes that the different knowledge each student brings with them to the classroom is valued. The practice of incorporating students' visions, perceptions, and emotions establishes a connection between the individual and the collective, leading to the construction of a collaborative definition in the classroom that subsequently confronts what science says across its multiple visions. The stimulus arises when the student connects what he already knows with what he sees he can achieve, but which is not yet under his control. Among the advantages, we highlight the development and acquisition of social, personal, methodological, and digital soft skills that enable better performance in areas such as communication and leadership, as well as an increase in self-esteem, without forgetting the learning of the concepts covered and the understanding of the themes associated with them. Particularly in higher education, it must be considered that adult students need to understand why they are learning a new task and give it meaning. Adults learn better through active experience than through passive listening and learn better when interacting with others than when working alone.

#### ***3.3.2. Evaluate Together***

Assessment should be seen as an instrument for continuous regulation of the teaching-learning process [25] as it encourages dialogue between teacher and student and between students. It contributes to (i) the construction of knowledge through sharing (student-student), (ii) the autonomy in the organisation of work, (iii) the construction of knowledge and the perception of error and (iv) the development of self-correction and mutual help mechanisms [25, 26, 27, 28].



Peer assessment is suggested to educators as an alternative assessment method that can be applied more frequently in higher education [26, 29]. Peer assessment is considered a technique to support collaborative learning, as it facilitates the learning process in a structured way and allows students to critique and provide feedback on each other's work. In this context, it reinforces the development of skills in lifelong assessment, providing feedback to others and providing skills for self-assessment and improving one's work [30] since the more quality peer assessments are carried out, the more effective the learning will be [31].

### **3.3.3. The Social Laboratories**

Due to the enormous and growing complexity of the problems currently affecting society, from the most varied aspects of social injustice to environmental issues such as climate change, tools are needed that allow collaboration with different social actors in a sustainable, systemic and self-promoted way by the participants themselves [32]. For the Reospartners group [33], social laboratories are intensive and experimental interventions that bring together people who represent the entire system in question and who, coming together repeatedly, contribute to the search for the cause of the problem and, in collaboration, find concrete solutions, i.e., open the possibility for real progress. These laboratories are social because they aim to include all actors who can be brought to the solution of the problem; they are experimental because they test solutions by trying them out in a cycle of continuous improvement, and they are systemic once they seek to find solutions to address and integrate the different causes of problems [34]. Social labs value discussion and divergence, which, when well conducted, constitute added value by promoting creativity and productivity. In this way, social laboratories can be considered a basis for transdisciplinary collaborative work, promoting the encounter of knowledge once they facilitate changes in thinking and acting, contributing to individual and social transformation [20].

### **3.3.4. Hands-on Citizens' Action**

Increasingly, there is an attempt to work on concrete/practical action associated with the duty of citizenship. In this sense, the term "hands-on citizens' action" should be considered in line with the most recent conceptualisation of citizenship: a complex and multidimensional phenomenon that structures collective representations and social relations between individuals and groups relating the operationalisation with the context [35].

Citizenship can result from selected pedagogical approaches that help students position themselves and commit actively as citizens engaged in building a better world [36]. As Lirola [36] argues, the 21st-century University must respond to social demands and offer comprehensive training, which goes beyond the mere acquisition of knowledge and which allows students not only to acquire knowledge in a specific area, but also to develop critical thinking and social skills that are useful for their lives and for the job market.

Considering the concept of planetary citizenship which "implies that everyone is aware that we are part of a single group, the planetary people, and that we can only live well when we work towards the same goal: the well-being of the entire planet" [37, p.108] and in which Gutiérrez [38] sees a possibility of facing a globalization that generates inequality, we believe that school education can play a determining role in the construction of critical thinking and contribute to social transformation, making each student an agent of active citizenship who intervenes on a local scale so that, on a global scale, we work for the well-being of all humanity and the entire planet.

Thinking about planetary citizenship means creating communication and sharing networks to achieve the common good within the community. This local and global common good considers a healthy environment and care about relationships with others, i.e., "equal participation, a global vision of networks of interdependence to achieve the good of the local and global community" [37, p.391]. It is in this direction that education, in general, and schools, in particular, must move.

### **3.3.5 Pedagogic Supervision**

Over time, some educators have argued that a teaching-learning dialogue is essential and should be seen as a road that allows learning and teaching to co-occur. More recently, the importance of student guidance and tutoring as part of the pedagogical models required for quality education was highlighted [39], and shows a positive association between tutoring effort, social skills and academic performance [40].



However, it often happens that teachers' practices promote a distancing from didactics, relegating it to mere attention to students, in relation to issues that do not affect the scope of the purposes that the university should pursue [41], so tutoring must effectively contribute to the students' training itineraries, i.e., enable them to deepen their knowledge and its relevance. The critical analysis of previous practice, leading to reflection and a desire for continuous improvement of what has been analysed, can foster in students a desire to deepen their knowledge and improve their actions. In other words, critical analysis of professional practices makes them more transformative. Why? Because this process should equip students with the desire and ability to (re)conceptualise their pedagogical knowledge and to participate, individually and collectively, in the (re)construction of school pedagogy [42, 43]. When a critical view of pedagogy guides supervision, it makes pedagogical action more conscious, deliberate, and open to change, allowing recognition of its complexity and uncertainty and minimising the tendency to propose universal solutions to problems [44].

#### **4. Final Reflection**

The main challenges currently facing higher education, namely the emergence of Artificial Intelligence as a new educational paradigm and the lack of a mapping of pedagogical innovation practices, must be seen in a complex and integrated way, and the concept of prefigurative action could be the answer to all the uncertainties being felt. Education must, among its fundamental objectives, contribute to social transformation. Contributing to social transformation necessarily involves living with a sense of justice and solidarity and consciously minimising the risks of exclusion and poverty. Success in achieving these goals depends on individual commitment and people's active participation in the search for solutions to the planet's problems. For this to happen, and in a world where the confrontation between utopia and dystopia is increasing, it is important to include throughout each student's academic journey a) the context, b) the opportunities for interaction that arise in the community and which constitute pedagogical resources, c) the exploration of creativity and the creation of dystopias that result in the emergence of disruptive proposals. From this perspective, education must become the learning space that ensures the understanding and meaning of the learning processes themselves and that facilitates the recognition of each student's potential so that each one becomes a leader of his/her own action and an active agent for change in a context of collective and global belonging. If we can count on the whole of society to participate in the transformation process, we must then count on school to create a collective intelligence, using and promoting transdisciplinarity and thus being able to obtain as a final product, the exercise of this active planetary global citizenship, capable of generating global citizens, i.e., individuals who think and act for a more just, peaceful and sustainable world.

In short, an educational model that makes the most of the above-mentioned aspects includes creative educational processes and mobilisation through a dialogical pedagogy, reflected in the development of transformative capacities through conscious and critical participation in the link between educational processes.

#### **Acknowledgement**

This work is funded by national funds provided by FCT - Fundação para a Ciência e a Tecnologia, I.P. (Portugal), through the projects UID/4292/2025 and UID/PRR/4292/2025 granted to MARE - Marine and Environmental Sciences Centre, and the project LA/P/0069/2020 (<https://doi.org/10.54499/LA/P/0069/2020>) granted to the Associate Laboratory ARNET - Aquatic Research Network.

#### **REFERENCES**

- [1] Andreotti, V., The educational challenges of imagining the world differently. *Canadian Journal of Development Studies*, 37(1), 2016, p.101–112. <https://doi.org/10.1080/02255189.2016.1134456>
- [2] Ouviaña, H., La política prefigurativa de los movimientos populares en américa latina. *Hacia una nueva matriz de intelección para las ciencias sociales*, Acta Sociológica Num. 62, septiembre-diciembre de 2013, p. 77-104
- [3] Gordon, U., Prefigurative politics between ethical practice and absent promise, *Political Studies*, 66(2), 2018, p. 521-37



- [4] Gravante, T., Activismo de base prefigurativo y futuros alternativos. Una propuesta de análisis, *Andamios*, Volume: 20 Issue: 51, 2023, p.133-166, ISSN:18700063, DOI:10.29092/uacm.v20i51.972
- [5] Clarke, D. and Drury, J., Emergent Prefigurative Politics and Social Psychological Processes: A Systematic Review and Research Agenda. *J Community Appl Soc Psychol*, 35: e70040, 2025, p. 1-17, <https://doi.org/10.1002/casp.70040>
- [6] Fians, G., "Prefigurative politics". In *The Open Encyclopedia of Anthropology*, edited by Felix Stein. Facsimile of the first edition in *The Cambridge Encyclopedia of Anthropology Online*, 2023, (accessed on 20 jan 2026) <http://doi.org/10.29164/22prefigpolitics>
- [7] Gordon, U. Política prefigurativa, catástrofe e esperança. *Revista Estudos Libertários*, [S. l.], v.4, n.3, 2022. p. 7-26, <https://www.revistas.ufrj.br/index.php/estudoslibertarios/article/view/53586>. accessed on 15 jan 2026
- [8] Bonfert, B., The holism of prefigurative politics, ephemera: theory & politics in organization, 2024, available: <https://ephemerajournal.org/sites/default/files/2024-09/24.1%20Rethinking%20prefiguration.pdf#page=257>, accessed on 15 jan 2026
- [9] Silonsaari, J. E., Prefigurative politics in action research for just cycling futures. *Urban, Planning and Transport Research*, 12(1). 2024, p. 1-18, <https://doi.org/10.1080/21650020.2024.2318436>
- [10] Malinverni, L. & Hernández-Hernández, F., La ficción especulativa en la educación escolar o la necesidad de imaginar lo que está por venir para repensar las relaciones pedagógicas en el presente, in *Cuaderno de comunicaciones - Imaginar Mundos Posibles, Jornadas sobre potencialidades, límites y fricciones de la ficción especulativa en la investigación y la educación*, Disseny Hub Barcelona, 19-20 enero, 2023, p. 6-12, <https://hdl.handle.net/2445/216241>
- [11] Freeman S, Eddy SL, McDonough M, Smith MK, Okoroafor N, Jordt H, Wenderoth MP. Active learning increases student performance in science, engineering, and mathematics. *Proc Natl Acad Sci U S A*. 2014, Jun 10;111(23): p. 8410-8415. doi: 10.1073/pnas.1319030111. Epub 2014 May 12. PMID: 24821756; PMCID: PMC4060654
- [12] Doolittle, P., Wojdak, K., & Walters, A. Defining active learning: A restricted systematic review. *Teaching & Learning Inquiry*, 11, 2023, p. 1-24, <https://doi.org/10.20343/teachlearningqu.11.25>
- [13] Fernando, S., Marikar, F., Constructivist teaching/learning theory and participatory teaching methods. *Journal of Curriculum and Teaching*, 6(1), 2017, p. 110–122
- [14] Owusu Agyeman, Y., & Moroeroe, E. M., Relationality and student engagement in higher education: Towards enhanced students' learning experiences. *International Journal of Emotional Education*, 2023, 15(2), p. 37–53, <https://doi.org/10.56300/ZANL1419>
- [15] Bartra-Rivero, F. K. R., Armesto-Céspedes, M. S., Barrantes, F. E., Guzmán-Melgar, C. C., Rodríguez-Barboza, J. R., & Chavarri-Joo, E. F., Empathetic communication in higher education: Implications for teacher success. *Journal of Education and Health Promotion*, 14(1), 313, 2025, p. 1-10, [https://doi.org/10.4103/jehp.jehp\\_295\\_24](https://doi.org/10.4103/jehp.jehp_295_24)
- [16] Jones, K. N. & McCaffery, J., Rebuilding Communities: the contribution of integrated literacy and conflict resolution programmes. In Souza, L.M., Andreotti, V. (Eds). *Critical Literacy: Theories and Practices*, 1(1), pp.16-40, Centre for the Study of Social and Global Justice, 2007, ISSN: 1753-0873 (online), [www.criticalliteracy.org.uk](http://www.criticalliteracy.org.uk), accessed on 10th december 2025
- [17] Andreotti, V., An Ethical Engagement with the Other: Spivak's ideas on Education, *Critical Literacy: Theories and Practices*, 1(1), 2007, p. 69-79, ISSN: 1753-0873, [www.criticalliteracy.org.uk](http://www.criticalliteracy.org.uk)
- [18] OECD, *Trends Shaping Education 2025*, OECD Publishing, Paris, <https://doi.org/10.1787/ee6587fd-en>, accessed on 10th January 2026
- [19] Fabre-Mitjans, N., & Jiménez-Valverde, G., Implementing Universal Design for Learning to transform science education. *Encyclopedia*, 6, 24, 2026, p. 1-18, <https://doi.org/10.3390/encyclopedia6010024>
- [20] Vasconcelos, L., Farrall, H. & Ferreira, J.C., Socio-Ecological Literacy: Collaboration as a Learning Tool for Society Transformation. In Saúde, S., Raposo, M. A., Pereira, N., & Rodrigues, A. I. (Eds.), *Teaching and Learning Practices That Promote Sustainable Development and Active Citizenship*, 2020, p. 174-194. IGI Global. <http://doi:10.4018/978-1-7998-4402-0.ch009>
- [21] Franch, S., The moral dimension of Global Citizenship Education in the Province of Trento. Perspectives and practices of lower secondary school teachers in a context of local and global



- policy changes [Doctoral dissertation, University of Bozen-Bolzano], 2019, p. 1-269, <https://hdl.handle.net/10863/11151>
- [22] Keyser, M., Active learning and cooperative learning: understanding the difference and using both styles effectively, *Research Strategies*, Volume 17, Issue 1, 2000, p. 35-44, [https://doi.org/10.1016/S0734-3310\(00\)00022-7](https://doi.org/10.1016/S0734-3310(00)00022-7)
- [23] Felder, R. & Brent, R., Active learning: an introduction, *ASQ Higher Education Brief*, 2(4), 2009, p. 1-5.
- [24] Jeong, J.S., González-Gómez, D., Cañada-Cañada, F., Gallego-Picó, A., & Bravo, J.C. Effects of active learning methodologies on the students' emotions, self-efficacy beliefs and learning outcomes in a science distance learning course. *Journal of Technology and Science Education*, 9(2), 2019, p.217-227. <https://doi.org/10.3926/jotse.530>
- [25] Lei, W., & Lei, Z., Formative assessment literacy: A systematic review. *Language Testing in Asia*, 2025, p. 1-18, <https://doi.org/10.1186/s40468-025-00418-0>
- [26] Górczyca, A., Klimek-Kopyra, A., Kielbasa, B., Pink, M., Redlichová, R., Wiecek-Przybyło, M., Piecuch, K., Pereira, F., Raposo, A., Saude, S., Durão, A., Chaves, H., Barbosa, E., Rodrigues, A.I., Santamarta, J.C., Cruz-Pérez, N., Rodríguez-Alcántara, J.S., 2024, p. 1-144, *Agile Teaching Methodology*. Tenerife. Universidad de La Laguna, doi: <https://doi.org/10.25145/b.2023.13>
- [27] Kang, M., & Lam, R., Understanding university English instructors' assessment literacy: A formative assessment perspective. *Language Testing in Asia*, 14(1), 2024, p. 52–73. <https://doi.org/10.1186/s40468-024-00323-y>
- [28] Li, J., & Gu, P. Y., Formative assessment for self-regulated learning: Evidence from a teacher continuing professional development programme. *System*, 125, 103414, 2024, <https://doi.org/10.1016/j.system.2024.103414>
- [29] Şahin, S., An application of peer assessment in higher education. *The Turkish online Journal of Educational Technology*, 7(2) April 2008, p. 5-10, ISSN: 1303-6521
- [30] CTI – Center for teaching innovation, Cornell University, available at <https://teaching.cornell.edu/teaching-resources/active-collaborative-learning/collaborative-learning>, accessed on 10 jan 2026
- [31] Topping, K.J., Peer Assessment: Learning by Judging and Discussing the Work of Other Learners. *Interdisciplinary Education and Psychology*, 1(1):7 2017, p. 1-17.
- [32] Gutiérrez, R. T. & Bierwirth, A., Los laboratorios sociales como herramienta para trabajar la RRI, *Futuros socio-técnicos: el valor de la anticipación para la innovación responsable*, Donostia-San Sebastián, 2018, p. 28-29, Spain, [https://www.researchgate.net/publication/326113208\\_Los\\_laboratorios\\_sociales\\_como\\_herramienta\\_para\\_trabajar\\_la\\_RRI](https://www.researchgate.net/publication/326113208_Los_laboratorios_sociales_como_herramienta_para_trabajar_la_RRI), accessed at 20 jan 2026
- [33] Reospartners, What is the social labs approach? Available at <https://reospartners.com/social-labs>, 2024, accessed on 25 jan 2026
- [34] Hassan, Z., *The Social Labs Revolution: A New Approach to Solving Our Most Complex Challenges* – Excerpt, Berrett-Koehler Publishers, 2014, p. 56-59
- [35] Enchikova, E., Neves, T., & Ferreira, P., Assessment of active citizenship: Defining the conceptual framework. *Educação, Sociedade & Culturas*, 60, 2021, p. 9-32, <https://doi.org/10.24840/esc.vi60.360>
- [36] Lirola, M. M., Diseño e implementación de actividades enmarcadas en la educación para la ciudadanía global y la educación para el desarrollo en la educación superior. *Revista Sinergias – diálogos educativos para a transformação social*, 2020 (10), p. 43-58, Centro de Estudos Africanos da Universidade do Porto, (CEAUP) and Fundação Gonçalo da Silveira (FGS) (Eds). ISSN 2183-4687
- [37] Lamas, M. L., *A educação para a cidadania em Portugal: Incidência das políticas educativas nas práticas escolares do concelho de Vila Nova de Gaia*, Tese de doutoramento, 2019, <https://minerva.usc.gal/entities/publication/4fa571e5-ba19-4c27-8dba-51d63a0cf9d3> (accessed on 12 january 2026)
- [38] Gutiérrez, F. P., Ciudadanía Planetaria in J. Martinez, M. Josefa, J. Gimeno, F. Gutiérrez, M. Elena & J. Torres, *Ciudadanía, poder y educación*, 2003, p133-155, Editorial Graó.
- [39] Ntuli, C. & Gumbo, M., Assessing the quality of the integrated tutor model for student support in Open Distance Learning, *Journal of Education*, 2023, Issue 93, p. 147-162, <http://journals.ukzn.ac.za/index.php/joe> doi: <http://dx.doi.org/10.17159/2520-9868/i93a07>
- [40] Heras-Sevilla, D., LLanos-Ruiz, D. Pineda-Martínez, M. Ausín-Villaverde, V., *Educational Guidance as an Indispensable Element for Quality Education: Conceptual Framework and*



- Intervention Models in Spain. Preprints 2025, 2025041098.  
<https://doi.org/10.20944/preprints202504.1098.v1>
- [41] Aguilera, D., & Perales-Palacios, F. J., What Effects Do Didactic Interventions Have on Students' Attitudes Towards Science? A Meta-Analysis. *Research in Science Education*, 50(2), 2018, p. 573–597, <https://doi.org/10.1007/s11165-018-9702-2>
- [42] Coimbra, M., Pereira, A. V., Martins, A., & Batista, C., Pedagogical supervision and change: Dynamics of collaboration and teacher development. *International Journal of Management Science and Business Administration*, 6(4), 2020, p. 55–62. <https://doi.org/10.18775/ijmsba.1849-5664-5419.2014.64.1005>
- [43] Vieira, F., Para uma visão transformadora da supervisão pedagógica, *Educ. Soc.*, Campinas, vol. 29, n. 105, 2009, p.197-217, [https://www.researchgate.net/publication/242722964\\_Para\\_uma\\_visao\\_transformadora\\_da\\_su\\_pervisao\\_pedagogica](https://www.researchgate.net/publication/242722964_Para_uma_visao_transformadora_da_su_pervisao_pedagogica)
- [44] Schön, D. A., *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*, 1987, Jossey-Bass