



## ***The Global Current Affairs Reflective Mind Map***

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Bournemouth University

EAUC/BU EESD Webinar

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# **1. The Global Current Affairs unit**



focusing both on **specific countries/regions**  
from around the world  
and on issues that **transcend borders**

explaining ***what* is happening in the world** and ***why***:  
who are the key players and factors?  
what are their agendas?

demonstrating the **links** and **interdependence**  
between different issues, localities, people  
and how global current affairs **affect us**

two core themes

**GLOBAL SECURITY**



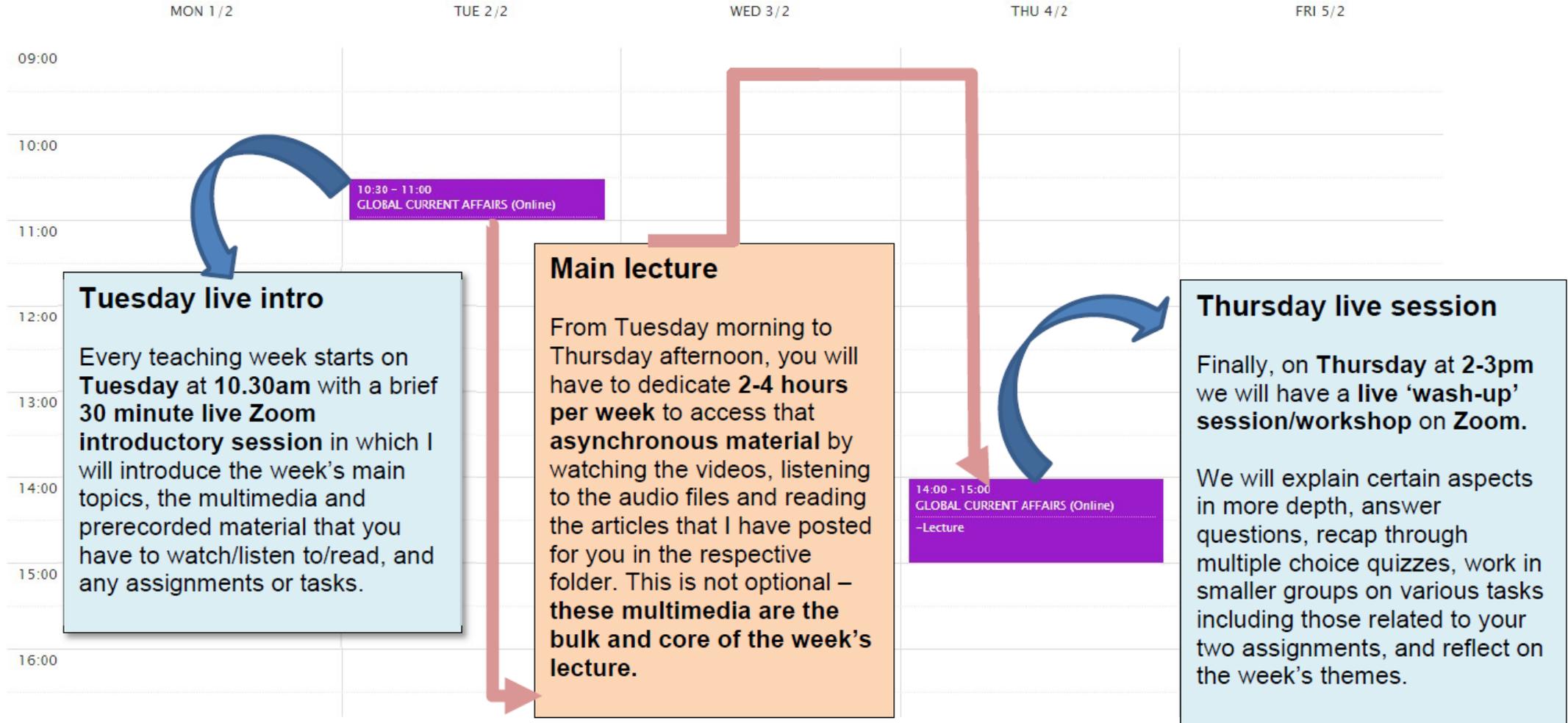
**SUSTAINABILITY**

## GLOBAL CURRENT AFFAIRS UNIT CALENDAR

Please note this is indicative. The order and content of topics may change.

Week	1	2	3	4	5	6	7	8	EASTER BREAK	9	10	11	12	13	14	
Facility Week	31	32	33	34	35	36	37	38			42	43	44	45	46	47
Dates	1-5 Feb	8-12 Feb	15-19 Feb	22-26 Feb	1-5 Mar	8-12 Mar	15-19 Mar	22-26 Mar			19-23 Apr	26-30 Apr	4-7 May	10-14 May	17-21 May	24-28 May
Theme	Cold War		Putin's Russia & New Cold War		Nuclear Ambitions	Middle East		Terrorism			Obstacles to Sustainability		China	New World Disorder		
Topics	Intro	Cold War 2	Putin's Russia 1	Putin's Russia 2	Iran	Israel / Palestine	Arab Spring, Wikileaks	Islamist terrorism			IOC, Africa	Environment	China	Questions and future trends	no teaching	no teaching
	Cold War 1	Post-Cold-War World	Post-9/11 World	New Cold War	North Korea	Saudi v Iran	Syrian Civil War	European Cohesion			Cyber / Pollution	Water, UN, SDGs	Covid / governance	Global trends, AI		
Course-work								Cwk 1 Investigative Report 25/03								Cwk 2 Reflective Mind Map 27/05

# GLOBAL CURRENT AFFAIRS WEEKLY TEACHING SCHEDULE



**the aim =**

**covering a range of global current affairs**

**an holistic perspective on sustainability**

**demonstrating interdependence**

**the challenge =**

**assessing engagement, information retention  
and linkages across *all* weeks of teaching**

**(without the option of a multiple choice quiz)**

**plus: curation, visualisation (infographic)**

## **2. The Reflective Mind Map assignment**

You will create a **reflective mind/concept map** using materials and information from every week of Global Current Affairs teaching (lecture and multimedia content).

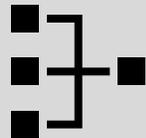
This assignment combines:



**knowledge acquisition**



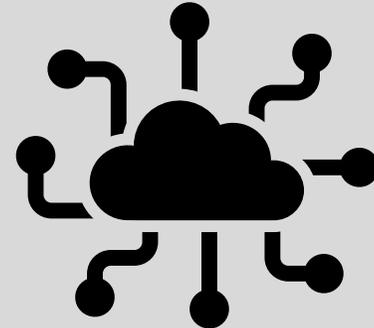
**reflection**



**information curation**



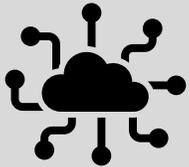
**visualisation**



You should cover the following **four questions** *through the components of the mind map and only using a limited amount of text as captions to the visuals:*



- What are the most **important or interesting** things you learned each week and why?



- How are they **linked** to each other and what **story** do they tell us about the **state of the world**?



- What are the top **challenges** facing (a) **global security** and (b) **sustainability**?



- Who are the main actors driving global change (**change-makers**)?



*You don't have to answer these four questions in separate sections of the map, but the answers to those questions should be clear, not assumed or implicit.*

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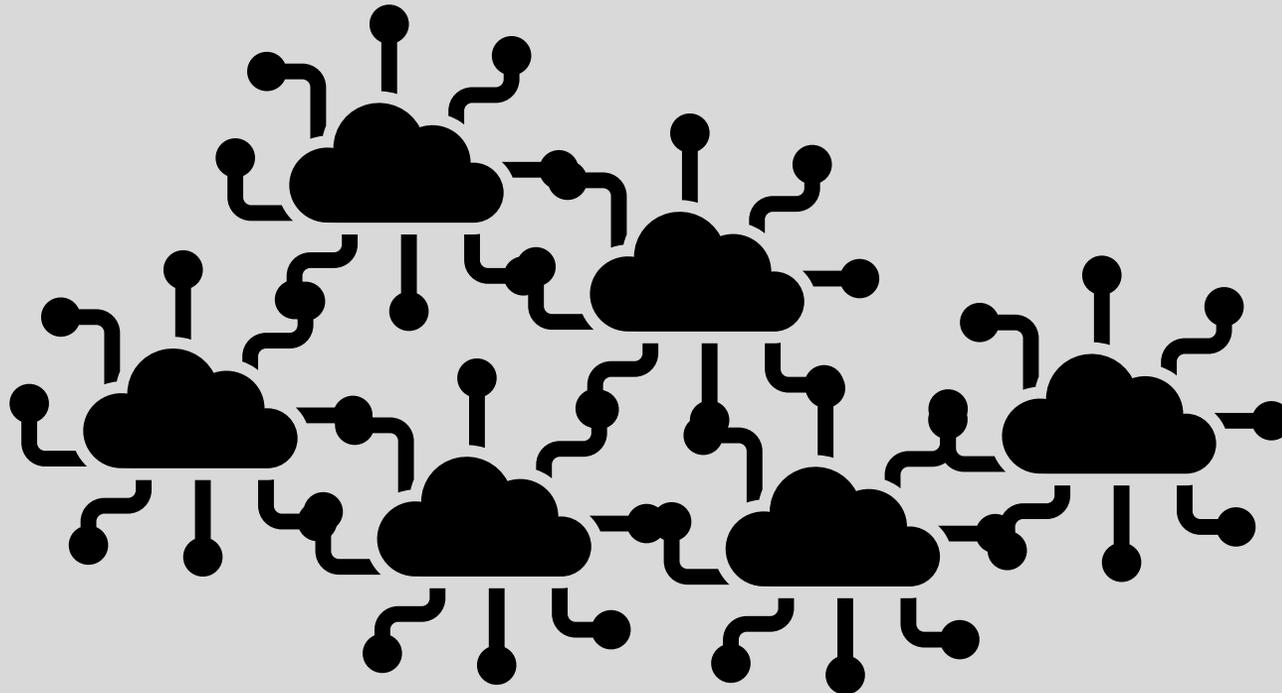
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Course-work									Cwk 1							Cwk 2 Reflective Mind Map 27/05

1

Step 1: you will be reflecting on the most important and interesting things you learned each week, and selecting/curating bits of data (**‘components’**) from the lecture/multimedia content posted on Brightspace

2

Step 2: you will **map and link** these bits of data/knowledge (**‘components’**) on a large mind map so as to identify key global challenges and global change-makers.



**Components** can include stats, facts, historical context, graphs or infographics, maps, images of events, people or places, screenshots from videos, short quotes from the literature or interviewees or documentaries etc.

There has to be **at least one component** from each week of GCA teaching.

The screenshot displays a course navigation interface. On the left is a sidebar menu with the following items:

- Unit information & organisation (6)
- Lectures (263)
- Lectures 1 and 2 - The Cold War (10)
- Lecture 3 - The Cold War & Nuclear Proliferation (Part 2) (22)
- Lecture 4 - The New Cold War (Part 1: From Gorbachev to Putin) (13)
- Lecture 5 - The New Cold War (Part 2: Suspicious Deaths) (38)

The main content area on the right contains eight lecture cards, each with a right-pointing arrow:

- Lectures 1 and 2 - The Cold War
- Lecture 3 - The Cold War & Nuclear Proliferation (Part 2)
- Lecture 4 - The New Cold War (Part 1: From Gorbachev to Putin)
- Lecture 5 - The New Cold War (Part 2: Suspicious Deaths)
- Lecture 6 - The New Cold War (Part 3: Ukraine)
- Lecture 7 - The New World Disorder
- Lecture 8 - Israel and Palestine

## **Links/storytelling:**

You have to demonstrate the links between the different components or groups of components in your mind map, using arrows or lines or grouping components in clusters.

You can annotate your arrows and lines with short bits of text to explain the links. DO NOT overload your shapes/visuals/map with text. This is **not** a textual, but a visual assignment.

## **Rationale:**

Through your mind map components (facts, figures etc), linkages, bits of text, and captions the following should be evident:

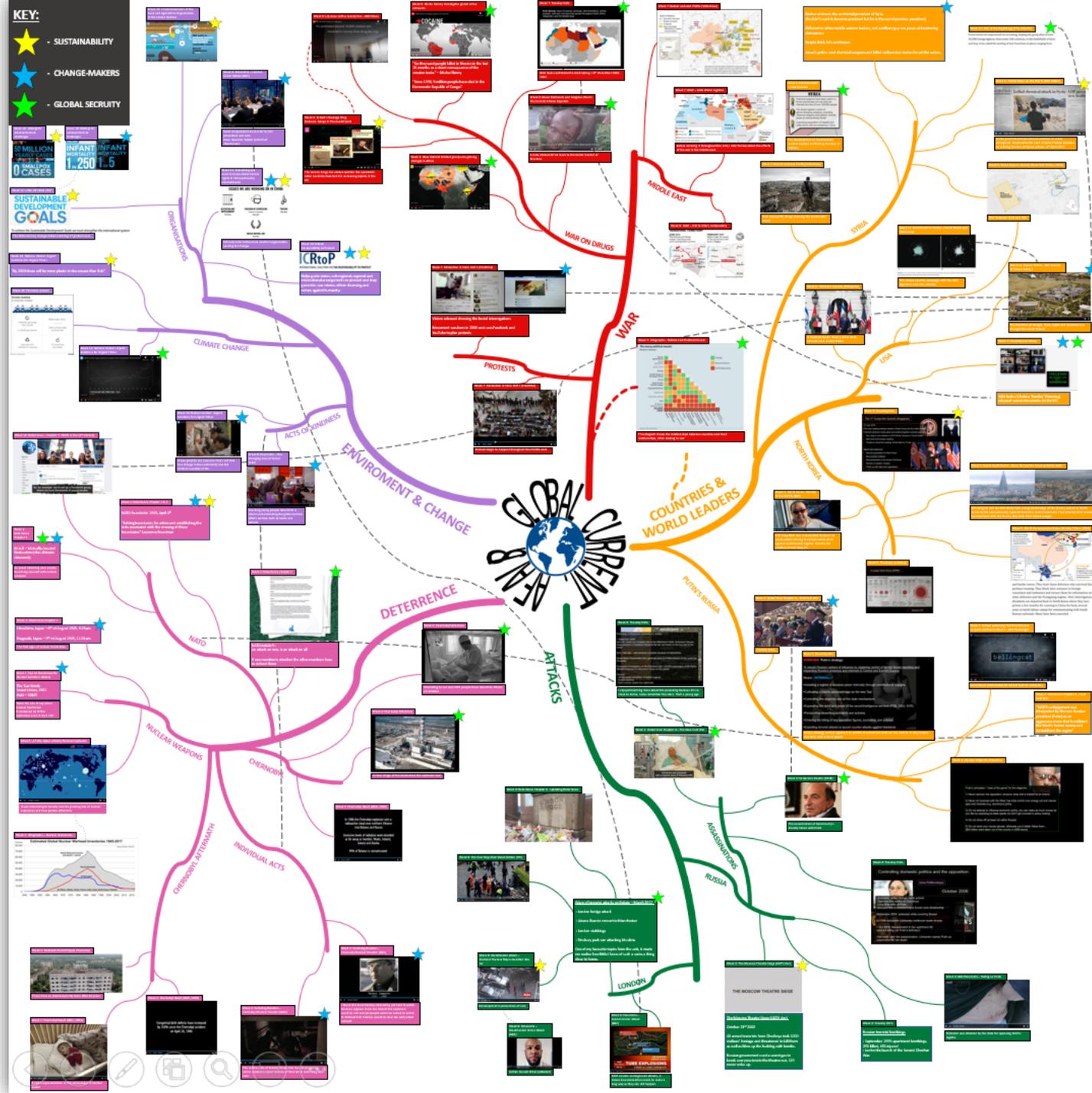
- *Why* are these facts/figures interesting or important?
- *Why* are these global challenges important?
- *Why* are these change-makers important?

## Marking criteria – *use as checklist during the preparation of your mind map*

- ✔ Mind map is in the correct **format** (140cm x 140cm PowerPoint slide)
- ✔ There are components from **all weeks** of GCA teaching with clear **labelling**
- ✔ **Design** (including colour palette, font sizes, shapes etc) is slick, professional and user-friendly
- ✔ **Information architecture:** map is easy to read and coherent; information is structured and presented in a logical way, and the points made are clear
- ✔ There is a clear and strong **rationale** for the choice of components (why are they interesting, important and relevant?)
- ✔ The components chosen demonstrate good **familiarity** with unit content (i.e. not just material from lecture slides but delving deeper into each week's multimedia)
- ✔ Content shows **knowledge of contemporary history and global current affairs** (factual accuracy, depth of understanding of issues, engagement with a range of issues)
- ✔ Components are clearly and logically **linked** to others, creating **meaningful visual narratives**
- ✔ The map identifies **key challenges facing global security and sustainability** and these are adequately justified and contextualised
- ✔ The map identifies **key change-makers** and these are adequately justified and contextualized
- ✔ There is a complete and properly formatted **reference list** on a separate page/slide

### **3. Examples of great mind maps**

Brad Petrie



Katie Whitney

Some of the most interesting things I learned in the lecture slides.

What story does this tell us about the state of the world

"We feel so proud having Kim Jong-Un as the respected leader and we have 100% trust in him." - Citizen of North Korea

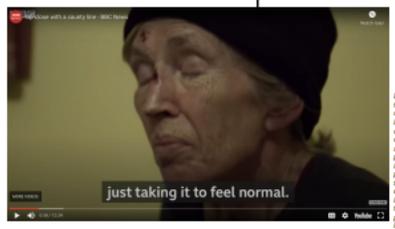


These slides involve Kim Jong-un, a global change maker

Case 6: Sarah Williams (April 2018)  
Cause of death: Unexplained  
Note: Not mentioned asking for Britain's (MI6) and the secret intelligence service (SIS), Russia's director Boris Kostin...  
Lecture slide 4: This specific case was one of the most interesting to me not only because it happened so recently and because it was British MI6, but because the death was an isolated incident and still unexplained.



Lecture slide 2: The Westminster Attack should not be the most because of how linked to home it happened, and how recent it was.



Lecture slide 9: I found that this about documentary said a lot about the world we live in today. It was more significant to me personally because it was the perspective of those US. This tells a story about the lack of support for those living in poverty and those lower class who subject themselves to drinking or taking recreational drugs.



This slide involves Mark Zuckerberg, a global change maker



Lecture slide 6: This was one of the most interesting topics for me because it highlighted the negative consequences that come with North Korea but the same time it made me aware of some of the positive normal life. The state is usually so hidden and secretive so to know about some of it is quite an eye opener.

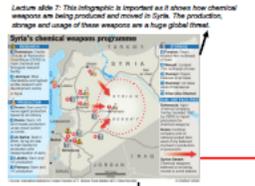
Lecture slide 5: This was one of the most interesting topics because it allowed me to discover North Korea and the extent of life. The state is usually so hidden and secretive so to know about some of it is quite an eye opener.

Russia's Clandestine Chemical Weapons Programme and the GRU's Unit 29155  
October 25, 2020, 09:00, Monday  
On October 15, 2020, the European Union imposed sanctions on six senior Russian officials and a leading Russian research institute over the alleged use of a nerve agent from the Novichok family in the poisoning of opposition leader Alexey Navalny. Russia dismissed as baseless the EU's allegations that it had not complied with its obligations under the convention it ratified in 1993 to dismantle its chemical weapons program. Russian officials said the country had nothing to do with Navalny's poisoning and implied that if any party had used nerve agents as a tool, it would have been Western secret services. Vladimir Putin, who in 2017 had personally watched over the destruction of the last remaining Russian chemical weapons stockpile, dismissed the findings of four separate laboratories, confirmed by the OPCW, that a Novichok-type organophosphate poison was identified in Navalny's blood.

These slides are linking to the use of chemical weapons



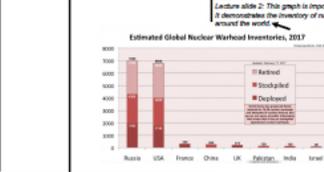
Lecture slide 10: One of the largest threats to global security and sustainability. Not only does plastic change the earth and contribute to global warming, but it also kills western countries to target smaller countries such as Malaysia in order to dump their waste.



Lecture slide 7: This infographic is important as it shows how chemical weapons are being produced and moved in Syria. The production, storage and usage of these weapons are a huge global threat.



Lecture slide 1: It is shocking to watch these slides from the 1950s and to know we had these nuclear weapons left to this day. These bombs are a massive threat to global sustainability and global security.



Lecture slide 2: This graph is important because it demonstrates the inventory of nuclear weapon around the world.



These slides both link to Israel attacks

Lecture slide 6: All these threats facing Israel are apart of a wider threat to global security and sustainability. Terror attacks, civilian being targeted, and nuclear and chemical weapons and more are all a danger.

Top challenges facing global security and sustainability

These slides link because they are related to the use of chemical weapons

These slides relate to the human rights crisis

The main actors driving global change



Lecture slide 10: Malala Yousafzai is a main actor driving global change for gender equality. She is a powerful activist who spoke the world with her story. This connects with a larger human rights crisis - this video represents the human rights around the globe and how people like Malala Yousafzai is making a change.



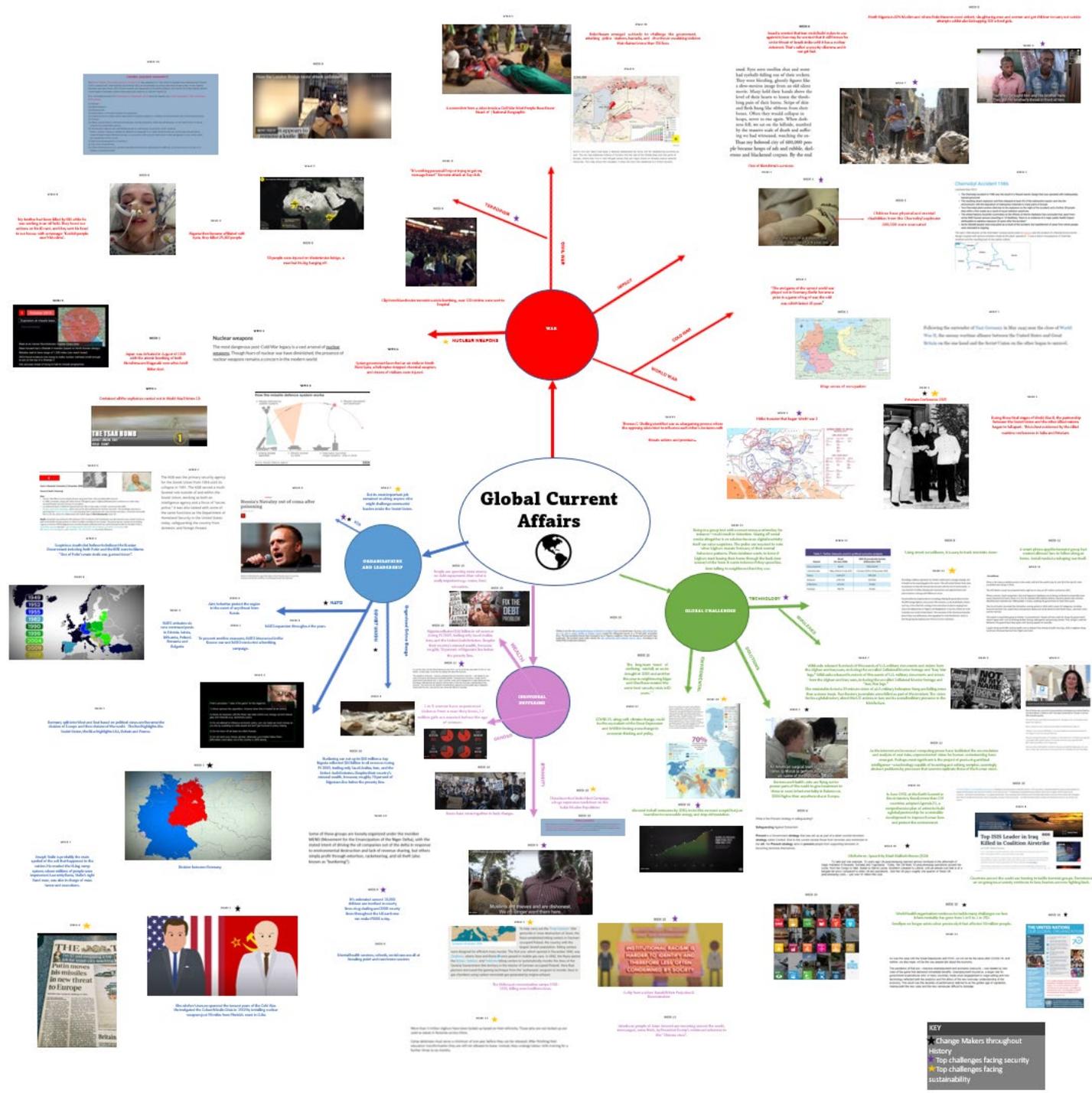
Lecture slide 3: Putin is a main actor driving global change. He has intimidated, imprisoned, and assassinated political activists, opponents and members of the press. He has stricken the human rights act and in this day shakes society all over the globe.

These topics closely relate to Putin and Putin's Russia

Lecture slide 11: This slide stood out the most to me because of the countries campaign being introduced recently to fight the human rights abuses in China. This tells us a story about the world we live in where acts of torture and imprisonment can be ignored unthinkingly.

These slides relate to the human rights crisis

Lauren Porter





Hollie Robinson

### THE COLD WAR [WK 1 & 2]

"...two or three monstrous super-states, each possessed of a weapon by which millions of people can be wiped out in a few seconds." - George Orwell

**Cold War Origins and Ideologies**  
 In 1945, following the surrender of Nazi Germany after World War II, the uneasy wartime alliance began to unravel.  
 The Soviet Union: Commanded Economic System, Totalitarian Government  
 The United States: Capitalist Economic System, Democratic Government

**The Berlin Blockade (1948-1949)**  
 The Berlin Blockade was a major event in the early stages of the Cold War. The Soviet Union blocked the Western Allies' railway, road, and canal routes to West Berlin, which was under British, French, and American control.

**More liberal = less threatening?**  
 The Berlin Blockade (1948-1949) was a major event in the early stages of the Cold War. The Soviet Union blocked the Western Allies' railway, road, and canal routes to West Berlin, which was under British, French, and American control.

**THE NEW COLD WAR [WK 3 & 4]**  
 The Russian Federation is about to become a superpower in the international system and also about holding on to the remnants of the Russian empire" - Mr. Hoffman

**PUTIN'S RUSSIA**  
 Vladimir Putin's rise to power in 2000 marked the beginning of a new era in Russian history. He has consolidated power, centralizing authority in his hands and implementing a policy of "sovereign democracy".

**THE NEW COLD WAR**  
 The Russian Federation is about to become a superpower in the international system and also about holding on to the remnants of the Russian empire" - Mr. Hoffman

### NUCLEAR AMBITIONS [WK 5]

**THE WORLD'S MOST DANGEROUS WEAPON**  
 NORTH KOREA

**DEFERRENCE**  
 The prospect of nuclear war has been a constant theme in international relations since the end of World War II.

**THE 2013 Agreement**  
 The 2013 Agreement was a landmark deal between the United States and North Korea, aimed at denuclearizing the Korean Peninsula.

### FUTURE TRENDS [WK 12]

**Fast Trends: The 2020s**  
 2020: World and US in Recession  
 2021: The US comes out of recession  
 2022: The US comes out of recession  
 2023: The US comes out of recession

**Social Media and Democracy**  
 "THROUGH ANALYSIS OF SOCIAL MEDIA DATA WE CAN BETTER UNDERSTAND CITIZEN ENGAGEMENT, OPINIONS AND POLITICAL PREFERENCES"

**Can history predict the future?**  
 The future is not set in stone. It is shaped by the choices we make today. History provides us with valuable lessons, but it does not guarantee a predictable future.

### GLOBAL SECURITY & SUSTAINABILITY

By Hollie Robinson

### THE MIDDLE EAST: ISRAEL V PALESTINE [WK 6]

**ISRAELI-PALESTINESE CONFLICT**  
 The Israeli-Palestinian conflict is a long-standing dispute over the land of Palestine, which is now divided into the State of Israel and the West Bank and Gaza Strip.

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### ARAB SPRING, WIKILEAKS & SYRIAN CIVIL WAR [WK 7]

**WIKILEAKS**  
 WikiLeaks is a non-profit organization that publishes information on the Internet, including government documents, military records, and other sensitive information.

**ARAB SPRING**  
 The Arab Spring was a series of anti-government protests, uprisings, and armed rebellions that spread across North Africa and the Middle East in the early 2010s.

**THE SYRIAN CIVIL WAR**  
 The Syrian Civil War is an armed conflict that has been taking place since 2011 in Syria. It is the deadliest conflict since World War II, with over 500,000 people killed and millions displaced.

### ISIS & INTERNATIONAL TERRORISM IN EUROPE [WK 8]

**ISIS**  
 ISIS is an extremist Sunni Muslim group that has been responsible for a series of terrorist attacks in Europe and the Middle East.

**INTERNATIONAL TERRORISM IN EUROPE**  
 International terrorism in Europe has become a major security concern in recent years, with several high-profile attacks in London, Paris, and Brussels.

### Global Governance, Global Challenges [WK 10]

**Sustainable Development Goals (SDG) - 2030**  
 These goals are part of the world's attempt at tackling the economic, environmental and political challenges facing the world.

**Global Challenges**  
 The world is facing a number of global challenges, including climate change, poverty, and inequality. These challenges require a coordinated global response.

### INTERNATIONAL ORGANISED CRIME & AFRICA [WK 9]

**INTERNATIONAL ORGANISED CRIME**  
 International organized crime is a global phenomenon that involves a wide range of illegal activities, including human trafficking, drug trafficking, and money laundering.

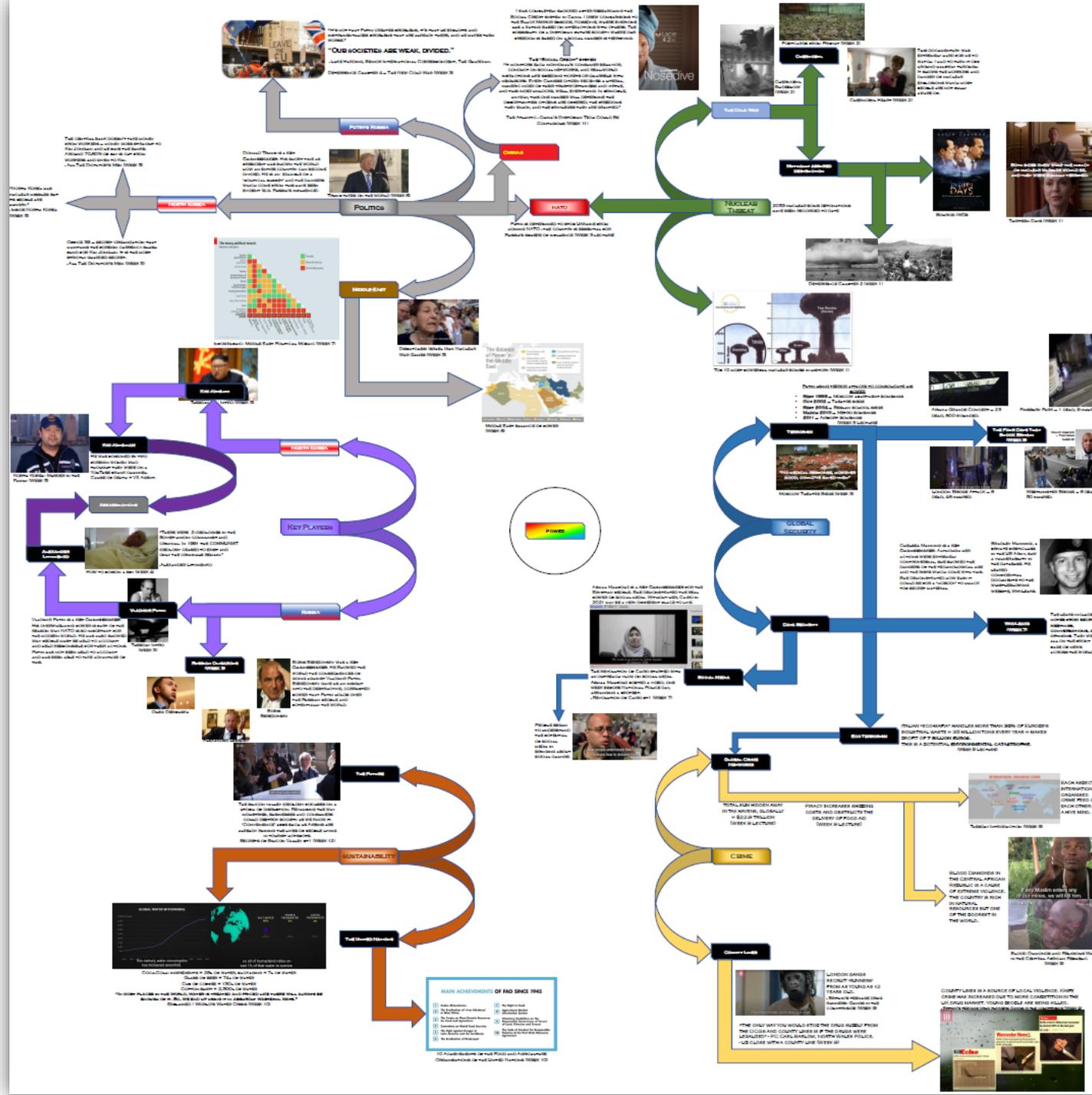
**AFRICA**  
 Africa is a continent of great diversity and potential. However, it is also facing a number of challenges, including poverty, corruption, and conflict.

### CHINA'S GLOBAL EXPANSION & DOMESTIC CONTROL [WK 11]

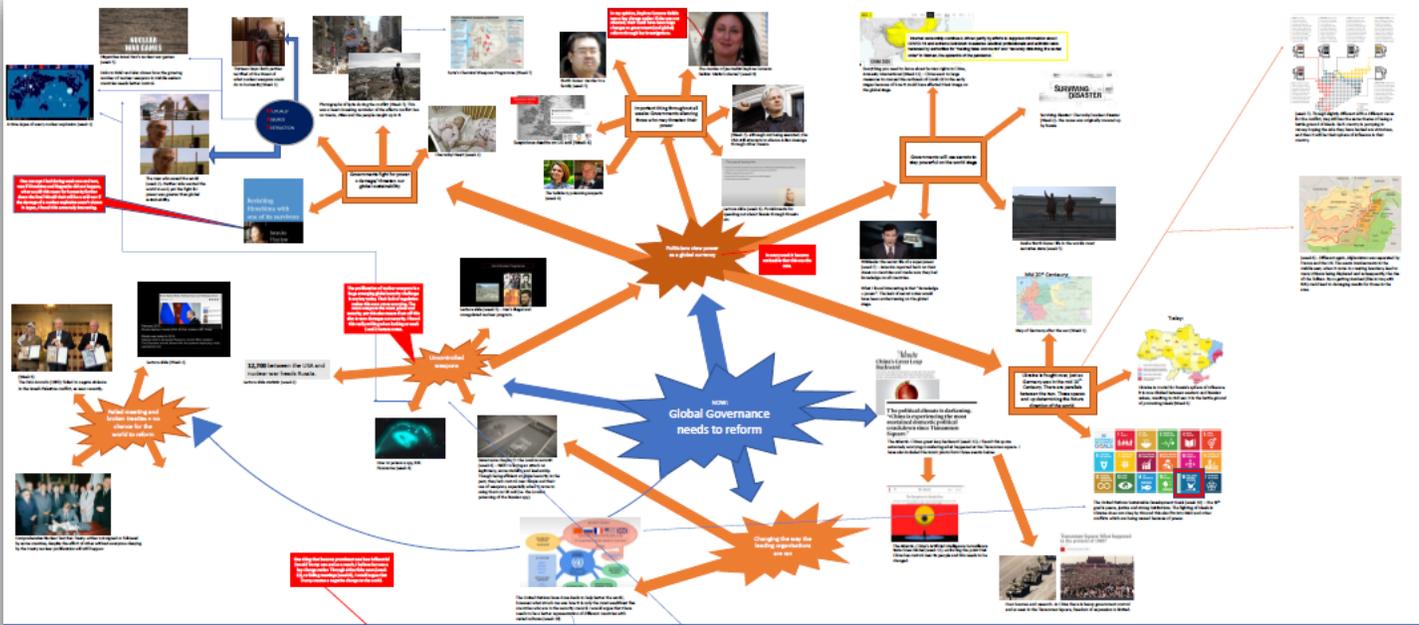
**CHINA'S GLOBAL EXPANSION**  
 China's global expansion has been a major focus of its foreign policy in recent years. This includes initiatives like the Belt and Road Initiative and the One Belt One Road project.

**DOMESTIC CONTROL**  
 China's domestic control has become increasingly strict in recent years, with the government cracking down on dissent and controlling the flow of information.

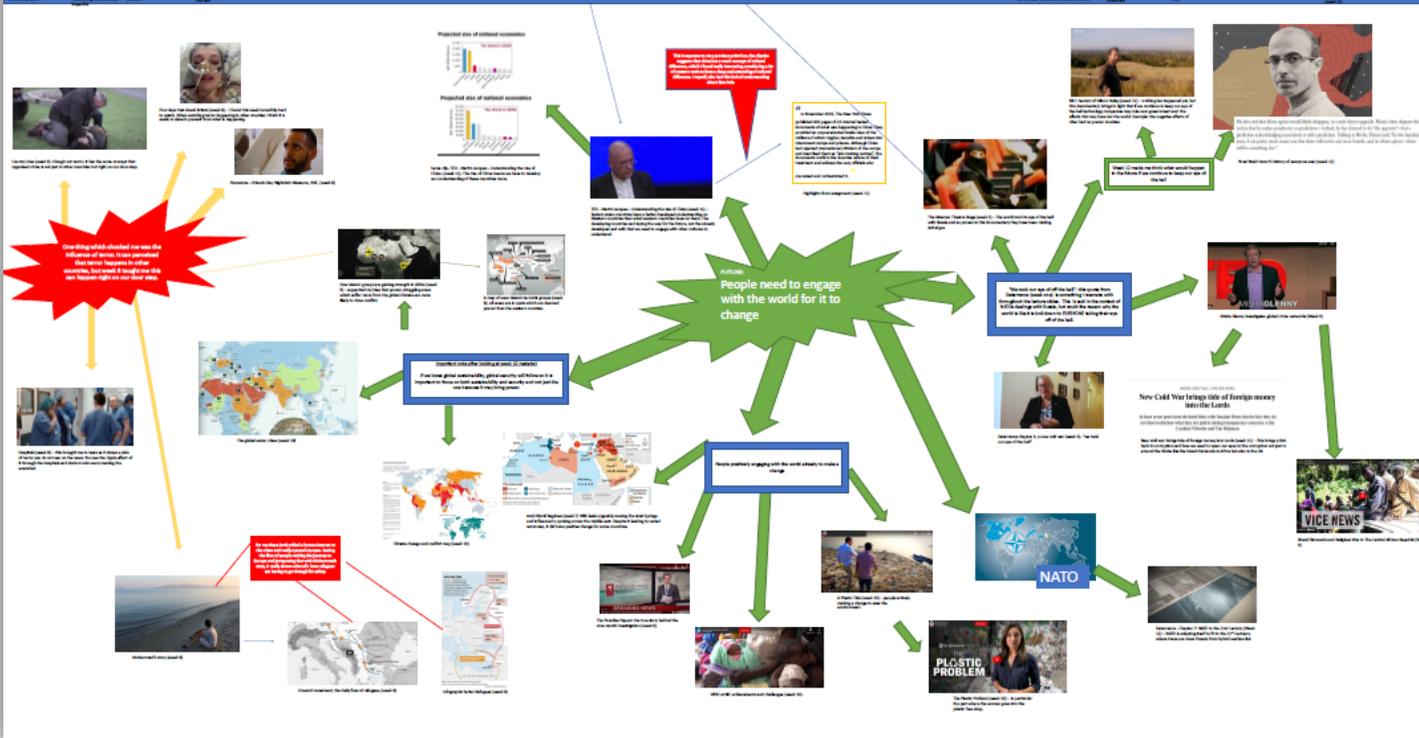
Jordan Elkins



Char Albutt



In this bar I have included my favourite components from each week, this will include some repetition of components in my other points. Above is what needs to change globally and below is looking to the future and what I think can be done to make the world a better place.



Oliver McManus



## **4. Lessons for ESD**

- importance of historical, geographical, political **context and content**: who, what, when, how, why – **facts, figures, key names, key events**
- **anchoring** and **grounding** sustainability issues to specific communities, events, personalities; linking the global to the local
- demonstrating **interdependence** among communities and issues
- use of **multimedia** as alternative to reading/lecturing

- giving students **intellectual, reflective and creative space**
- think about what they found **interesting** each week and why
- become **curators** and communicators of that info
- highly **personalised**, not formulaic

## Feedback:

- Students enjoyed the assignment, esp. thinking visually and mapping those elements, as well as the creative space and reflective freedom
- “I have really loved the global affairs topics and I am so glad that came across through my mind map”
- Praised by EEs and adopted/adapted by other BU colleagues

## Areas of improvement

- need more space for **positive role models** and **tangible solutions**, both of which = key to building hope and efficacy



## The *Global Current Affairs* Reflective Mind Map

Roman Gerodimos

Education for Sustainable Development Community of Practice

8 September 2021