Overview

- Introduction to Global Citizenship
- Fostering Global Citizenship
- Our model
- Off-campus experiences
- On-campus experiences
- Final thoughts

Why is global citizenship important?

- Universities have a responsibility
  - Address political, social, economic, & environmental problems on a global scale
    - Stearns 2009
  - Greater employment opportunities
  - Public’s growing interest in global mindedness
  - Enhance profile of university
- ↑ Incorporated in to mission statement
Global Citizenship

3 key dimensions:
1. global awareness
   • understanding and appreciation of one’s self in the world and of world issues
2. social responsibility
   • concern for others, for society at large, and for the environment
3. civic engagement
   • active engagement with local, regional, national and global community issues
   – Schattle, 2009

Question

Why is GC important to Massey?

1:

2:

3:

Fostering global citizenship

• Delivery mechanism that:
  – provokes a shift in worldview and perspective
  – engages students with beliefs and values different to their own.
Fostering global citizenship

- Ingredients
  1. Transformative learning experience
  2. Critical Reflection
     - To negotiate a sense of belonging
     - Make meaning out of their experiences
     - Become critically aware of how and why their assumptions have come to constrain the way they perceive, understand, & feel about their world

Transformative Learning Experience

- Particularly powerful when removed from comfort zone
  - Learner may discover a need to acquire new perspectives in order to gain a more complete & complex understanding
    - Kolb, 1984

Working Model

<table>
<thead>
<tr>
<th>Learning What, How, &amp; Why (Dewey 1938)</th>
<th>Mis-educative or Educative</th>
<th>Three D’s (Thornton, 2013)</th>
<th>Global Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning What – learning without understanding</td>
<td>Mis-educative</td>
<td>Direct</td>
<td>1. Global Awareness</td>
</tr>
<tr>
<td>Learning How – learning with understanding, but primarily through the technical aspects of the activity</td>
<td>Mis-educative (potentially)</td>
<td>Discuss</td>
<td>2. Social Responsibility</td>
</tr>
<tr>
<td>Learning Why – learning with understanding that extends moral and aesthetic questions</td>
<td>Educative</td>
<td>Delegate</td>
<td>3. Civic Engagement</td>
</tr>
</tbody>
</table>

- Perry et al. Journal of Research on Technology in Education. Under Review
Fostering Global Citizenship

• Building on Dewey’s (1938) theoretical framework, Thornton presents 3Ds
  – Directing Style
  – Discussant Style
  – Delegating Style

Directing Style

• Tell students what to do, how to do it, and when it needs to be done.
  – provide a knowledge base to build upon
  – GC criteria 1

Discussant Style

• Using Socratic manner, provide challenging Qs
  – guide discussion & illuminate the students’ biases, worldview, perspective, & attempt to challenge preconceived notions
  – GC criteria 2

Delegation Style

• Challenging questions come from students themselves
• Students become more empowered & civically engaged
• GC criteria 3
Delegation Style

• Critical reflection imperative for student learning
• They become the arbiters of their own learning

Question

How can foster GC in your classroom?

1:

2:

3:

Introduction to Off-Campus Experiences

Study Abroad

• Faculty-led international educational travel
  – Opportunities for cultural immersion
  – Disorientation
  – Leads to transformative experiences
University of Georgia

- South Pacific study abroad
- Largest suite short-term courses in U.S.
- >3,000 students since 2000
- Recipient of Heiskell Award for best practices
  - www.discoverabroad.uga.edu

Discover Abroad mission is to nurture global citizens
- Fosters understanding of complex, global issues
- Uses framework of sustainability
- Offers extra-ordinary experience

<table>
<thead>
<tr>
<th>Study Purpose</th>
<th>Cohort</th>
<th>Outcome</th>
<th>Ref</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect of short-term study abroad on environmental policies and citizen type</td>
<td>n=696</td>
<td>↑ all citizen groups</td>
<td>Tarrant, et al., 2011</td>
</tr>
<tr>
<td>Effect of short-term educational travel programs on environmental citizenship</td>
<td>n=695</td>
<td>Greater ↑ in Females</td>
<td>Tarrant, Lyons, 2011</td>
</tr>
<tr>
<td>Adapted VBN framework to demonstrate GC as a learning outcome</td>
<td>n=623</td>
<td>Students incorporating new knowledge into values and attitudes</td>
<td>Wynveen, 2012</td>
</tr>
<tr>
<td>Compared global citizenship outcomes for students travelling to (a) Australia or (b) New Zealand</td>
<td>N=651</td>
<td>GC ↑ greatest for AU course</td>
<td>Tarrant, Rubin, Stoner, in press</td>
</tr>
<tr>
<td>Effect of short-term study abroad on students’ global perspectives</td>
<td>n=291</td>
<td>Post-test global perspectives scores higher for students abroad</td>
<td>Tarrant, Rubin, Stoner, in press</td>
</tr>
<tr>
<td>Using transformative learning theory, examined reflective experiences</td>
<td>n=150</td>
<td>4 themes identified: 1. new socio-cultural understanding 2. new connection with natural world 3. economic considerations 4. making changes</td>
<td>Bell et al, in press</td>
</tr>
</tbody>
</table>
Global Health Paper
www.MasseyOnTheMove.org

- 250.232, 30 credits
- Multi-Disciplinary Paper
- 24 days across Oz
  - Travel ~75%
  - Classroom ~25%
- Collaboration with
  - UGA
  - Harvard-MIRT

Global Health & Global Citizenship

- Academic context
  - Extends sustainability framework
  - Global health arguably more tangible

Instructional Delivery

- Delivery via:
  - Formal lectures
    - Academics, gov. agencies, community leaders...
  - Readings
  - Experiences
  - Peer-peer learning

Fostering Global Citizenship

1. Directing Style
   - Knowledge base – raise awareness about NCDs (GC 1)
2. Discussant Style
   - Ask student to question how their health actions & lifestyle choices impact the local & global community (GC 2)
3. Delegating Style
   - Challenging questions come from students (GC 3)
   - Critical reflection imperative
Course Work

- 250 word discrete essays
- Integrated essays
- Science project
- Group debates
- Digital stories – critical reflection

Why are **digital stories** important?

![Diagram](image)

Figure 1. Pathway from experiential education to global citizenship.

Question

What modes of critical reflection do you/can you use in the classroom?

1:

2:

3:
Global Health & Global Citizenship

- Critical reflection on global environmental issues best via “direct” contact
- However, students will not need to travel far to find NCDs

Question

How do we incorporate novel pedagogies on-campus?

1:
2:
3:

Question

What local issues can be explored that extend globally?

1:
2:
3:

1. Harvard-MIRT

- Multidisciplinary International Research Training Program
  - www.hsph.harvard.edu/mirt
- @Massey
  - Attend Global Health paper in AU
  - Attend Massey for 5 week internship
    - Research
    - Visits to Māori health providers etc
    - Service learning
  - Weekly critical reflection
    - Western Carolina University
  - Certificate of Completion for Internship in Global Health and Global Citizenship
2. Massey-UGA Cultural Exchange

- Connect ~200 UGA students per annum w/ Massey students
  - www.facebook.com/groups/Massey.UGA
- Collaboration between
  - SoSE – inc. practical students
  - IFNHH
  - MAWSA
  - Wellington Marae
  - Student Life

May-June 2014 Plan

- 8:00-8:30: Intro to Massey/NZ (MAWSA)
- 8:30-9:30: Powhiri
- 9:30-10:30am: Q&A with Marae
- 10:30-11:30: Touch Rugby (SpEx students)
- 11:30-12:30: BBQ + Amazing Race prep.
- 12:30-3.00: Amazing Race
- 7:00-: Social @ Southern Cross

Benefits

- Internationalizing the student experience
- Plus:
  - Address international priorities
  - Adv. Massey-UGA cooperative agreement
  - Opportunities for student/staff cultural exchange
Question

What are other opportunities on your campus for student cultural exchange?
1: 
2: 
3: 

Conclusions

• Global citizenship a complex latent construct
• Unlikely to be one a “one size fits all” pedagogical approach
• However, there needs to be a platform to place building blocks

References