What does the global citizen mean as the ideal global graduate?

KATHLEEN LILLEY, PHD
PROFESSOR MICHELLE BARKER

This presentation

Covers the conceptual meaning of the global citizen

- 2014 Journal of International Education in Business
  (adapted specifically to a discipline)
- 2014 EAIE Handbook of International Education
Organisational implications

- Higher Education Research Development
- (April 2015 online)

Process model of global citizen learning

- Journal of Studies in International Education in Business 2014 online first

Background

- Employers seek graduates with broader cognitive capacities associated with a liberal education and global citizenship
- Universities aim to educate global citizens
- How can all students be educated as global citizens?
Background (cont)

- Research focused on student transformation resulting from mobility
- Limited research exploring how all students might learn to become global citizens at home
- Global citizen contested term with limited contextual research in universities.

Fostering global citizenship and global competence: A national symposium

- Interest from government, employer groups and universities
- Held in Melbourne 22 August 2014
- 3 background discussion papers and presentations
- Industry speakers and panels
- The complexity of the global citizen as an organising principle in universities was captured.
Fostering global citizenship and global competence outcomes paper

- Will be available soon on the AIEA website
- Discussion Paper 3 (Lilley)
- Captures what a global citizen means as the ‘ideal global graduate’ and the organisational implications
  - Organisational enablers and constraints.

PhD Research

‘What does being and becoming a global citizen mean in higher education: International key informant and mobility student perspectives’

Could this research inform how we might provide ‘mobility comparable learning experiences for all students?’
The ‘ideal’ research approach

- Provides a flexible approach to engage in dialogue about overlapping terminology.
- Accommodates ambiguity and uncertainty (Swedberg & Agevall, 2005).

International key informants

First phase of PhD research

Central questions

1. What does the global citizen (or related term) representing the ‘ideal global graduate’ mean to you in higher education?
2. Can you describe it?
3. How would you recognize a global citizen or ‘ideal’?
4. Are values an important feature of the global citizen or ‘ideal global graduate’ in higher education?
The terms

- Global citizen
- Cosmopolitan
- Intercultural competence
- Cross-cultural capabilities and global perspectives.

The common descriptive terms

- Openness
- Tolerance
- Respect
- Responsibility for self, others and the planet.
Cosmopolitanism

- The collective informant perspectives
  - Consistent with a moral and transformative cosmopolitan lens
    - Common humanity
    - Transformative interconnected thinking.

Beyond narrow definitions

"When we get hung up about definitions, it comes from our feelings that there always has to be concrete knowledge on everything... my thinking is informed by the theory of strategic ambiguity". (UK_15)
Evidence suggested that we should tolerate ambiguity in terminology if we are to move forward in a practical way.

More than attributes/competences

“Well, its openness, tolerance, respect, responsibility. At the mature stage it’s a commitment to Europe, the world. It’s more than a technical efficiency” (EU_7)

“Output of internationalisation and internationalisation of the curriculum, it is an organising principle and a more holistic set of experiences that go into the curriculum” (AUS/NZ_5)
Global versus national citizenship

"You just don’t have citizenship at a global level. It’s just a nonsense and it’s just a kind of normative idea that sort of helps the good attitudes in some way… I think the whole dimension that I’d focus on is cosmopolitanism" (AUS/NZ_1)

Global versus European citizenship

- EU_8 rejected the notion of global responsibilities
- More comfortable with European responsibilities (as duties)
- Stark contrast
  - EU_23 felt the European Union made a mistake not to emphasize the consistency between EU citizenship and global citizenship.
Hybridity, identity and belonging

“Let’s move away from trying to describe what citizenship is, to actually develop citizenship in a fairly open-ended way, as a way of getting people to understand how they belong differently.”

We continue to belong to ethnic groups, to linguistic groups, we belong to professional communities.” (AUS/NZ_4)

Critical thinking and moral reasoning

**SUB-THEMES**

- Makes interconnections
- Thinking capacities/virtues
- An ethical attitude/disposition
- Values.
Critical thinking and moral reasoning

- Values not specifically identified in initial interview questions
- 2 early informants preferred to use intercultural competence as the 'ideal'
- Limitations in a skill-based education to understanding complexity
- Where does the transmission of values occur?

Critical thinking and moral reasoning (cont).

- Collectively, participants responses highlighted the lack of university and curricula engagement with values as part of ethical thinking and moral reasoning in learning.
The ‘ideal’ graduate has a sense of identity and virtues to act as a global citizen

“So the epistemic virtues that I talk about are relationality, criticality, reflexivity and the social imaginary. Those are the kind of virtues that become important once you accept the premise of the changing nature of our notions of belonging and how we belong”.

Unpacking epistemic virtues

“AUS/NZ 4 associated the global citizen’s thinking capacities with their ontological ‘being’ and evolving global hybridity, their self identity.”

- The epistemic virtues are the ‘thinking tools’ that fuel the global citizen mindset and promote critical thinking and moral reasoning
- Self-formation.
### THINKING DIFFERENTLY

<table>
<thead>
<tr>
<th>Thinking tools</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social imaginary</td>
<td>Way to mentally deal with intercultural challenges, ambiguity and complexity. Encourage students to imagine what it is like to be the ‘other’. Be able to imagine and consider other possibilities and perspectives beyond the way things have always been socially, locally and globally.</td>
</tr>
<tr>
<td>Criticality</td>
<td>Critically reflecting on our own perspectives and reflecting on the assumptions of others. Learn to critically understand difference. Be comfortable challenging the ‘known’. Be able to ask ‘why’, ‘what for’ and the ‘what if’ of ‘change’.</td>
</tr>
<tr>
<td>Reflexivity</td>
<td>Be able to challenge our own assumptions. Be able to embrace and learn from engagement with different others. Be open to critically explore the thoughts and actions of different others and diverse contexts in learning.</td>
</tr>
<tr>
<td>Relationality</td>
<td>Think about others in relation to ourselves rather than completely separate. Be able to walk in their shoes. Think about how they may see us. How does this new line of thinking challenge our understanding of the ‘known’?</td>
</tr>
</tbody>
</table>

Source: adapted from: Rizvi (2009) and Marginson and Sawir (2011)

---

**The global citizen mindset**

“*Interconnected thinking*” (US_12)

“*systems thinking*” (AUS/NZ 6)

“*habits of mind and basics of knowing*” (AUS/NZ_19)

“*transferring of competences*” (EU_23)
Markers of the global citizen

- Prepared to leave comfort zone
- Thinking differently
- Engages beyond immediate circle
- Shows maturity and initiative
- Considers self, others, career and world beyond narrow expectations.

Conclusion

- Employers call for graduates with broader thinking capacities
- The global citizen has been explained as a term representing the ‘ideal global graduate’
Global citizen

- More than a technical efficiency
- Underpinned by thinking capacities that broaden the mind
  - Question assumptions
  - Imagine different possibilities and perspectives
  - Thinks in relation to others
  - Thinks critically and morally
- Can be recognised by particular markers.

References


Thank you

kathleen.c.lilley@gmail.com