

Global citizenship as a curricula outcome in schools

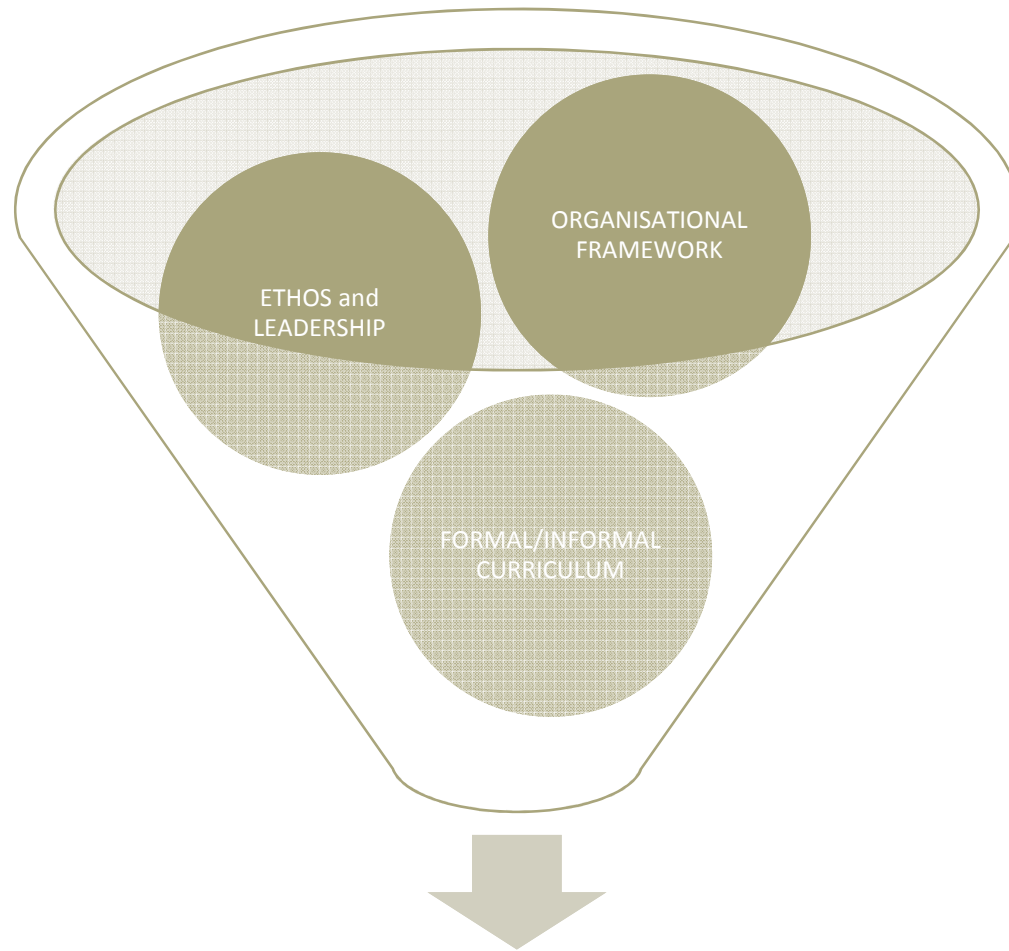
*Issues and implications for teachers
and students*

Kathleen Lilley, PhD

Overview

- Global citizenship in the context of:
 - Internationalisation
 - National curriculum
 - PISA 2018
 - My PhD research
 - Take home messages.

INTERNATIONALISATION



GLOBAL CITIZENSHIP

National curriculum capabilities

- Critical and creative thinking
- Ethical behaviour
- Personal and social competence
- Intercultural understanding.

PISA framework for the measurement of global competence

Global competence will assess:

students' awareness of the interconnected global world we live and work in, and their ability to deal effectively with the resulting demands..

Key challenges

- Organisationally and pedagogically complex
- How to influence?
 - Attitudes and behaviours
 - Measurable outcomes.

PhD research

What does being and becoming a global citizen mean in contemporary universities?

International higher education key informants and mobility student perspectives.

Tolerate the ambiguity



- Descriptions of the ‘ideal global graduate’
 - Global citizenship
 - Intercultural competence
 - Global perspectives and cross-cultural capabilities and
 - Cosmopolitan.

(Lilley et al, 2014)

CONSISTENT SET OF VALUES, ATTITUDES AND BEHAVIOURS

IN BRIEF

- Openness, tolerance, respect and responsibility for self, others and the planet.

HOW IS GC CONSTRUCTED?

- Global citizenship is a multi-layered term
 - Organising principle for internationalisation strategies
 - Curricula outcome
 - Moral and ethical personal disposition
 - Mindset for ethical, interconnected and critical thinking, and
 - A process of learning (Lilley et al, 2015).

Moral and transformative cosmopolitanism

(Appiah, 2006; Vertovec and Cohen, 2002)

- Philosophy, sociology, mindset, disposition, competence
 - Individuals are situated in their local and national communities but have global sensitivities and responsibilities
 - Moral ethic and transformative thinking.

'Global citizenship is underpinned by transformative learning theory

4 lenses

- Rational (Mezirow, 1991)
- Developmental (Daloz, 2000)
- Dialogic (Friere & Shor, 1987)
- Extra-rationale (Dirkz, 20026).

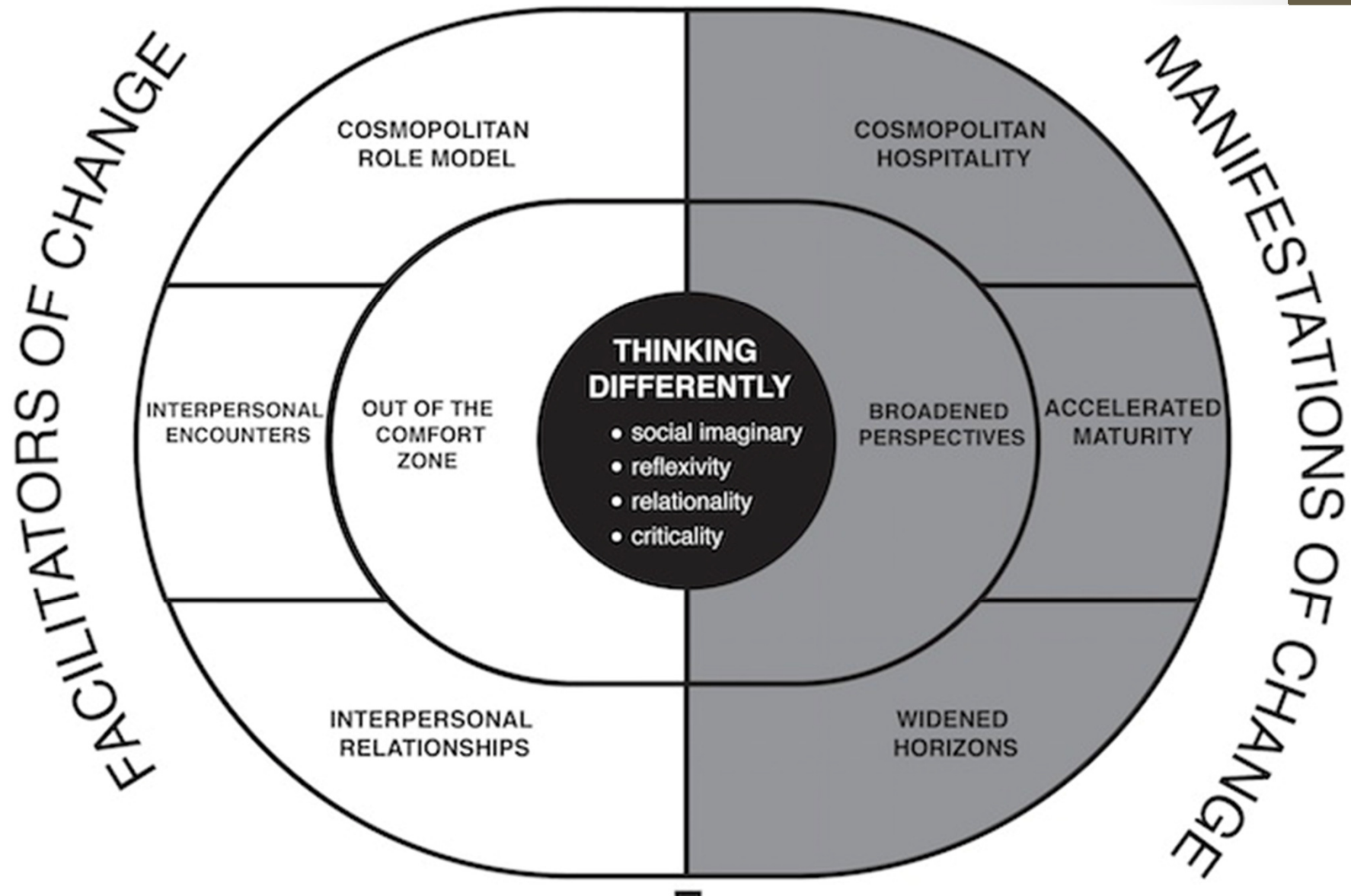
(Lilley et al, 2014)

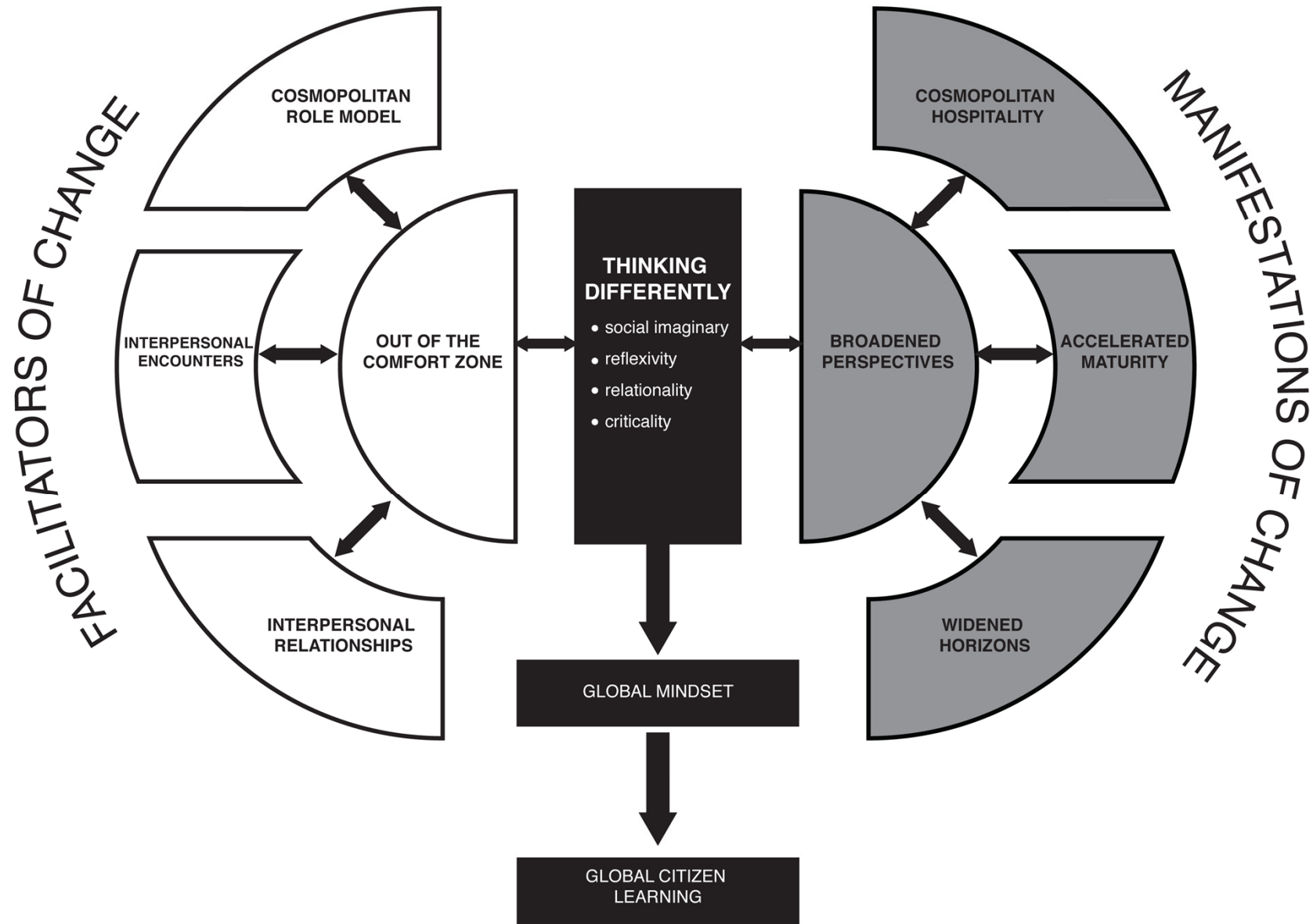
How do students start to think differently?

- Transformative learning is not easily taught
- Students start to think differently as a result of a mobility experience
 - How and why do mobility students experience change?

(Lilley et al, 2015)

PROCESS MODEL OF GLOBAL LEARNING





CONCEPTUALIZING THE STUDENT EXPERIENCE OF GLOBAL CITIZEN LEARNING

References

Lilley, K., Barker, M. & Harris, N. (2015)

The process of global citizen learning and the student mindset, *Journal of Studies in International Education*, 19(3), 225-245.

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IEAA National Symposium: Global citizenship and global competence

https://www.researchgate.net/profile/Kathleen_Lilley/publications

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The practicalities of global citizenship

- Recognisable markers
 - To make global citizenship more accessible to educators and students (Lilley et al, 2015).

Markers of the global citizen

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

(Lilley et al, 2015)

First step: Overall organisational strategy



References:

Lilley, K., Barker, M. & Harris, N. (2015).

Educating global citizens: a good 'idea' or an organisational practice? *Higher Education Research Development*, 34 (5), 957-971.

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IEAA National Symposium Discussion Paper:

Global citizenship and global competence. (2014)

https://www.researchgate.net/profile/Kathleen_Lilley/publications.

Engaging leadership, educators and students

- Highlight the school's social and moral values
- Explain the relevance of global citizenship to curriculum, assessment, maturity, identity development and employability
- Explain the global mindset and tools.

Designing responsive curricula for global citizenship

CURRICULA CHALLENGES

- Translating global citizen theory into school age-relevant curricula
- At what age do students begin to learn transformatively?
 - Transformative learning associated with adult learning
 - Evidence emerging that this belief could be challenged.

Example

- Raise students' awareness towards their developing moral capacities and self-formation
- Provide 'out of the comfort' zone activity to:
 - Challenge assumptions
 - Think as the 'other'
 - Imagine alternative perspectives and possibilities
 - Use this knowledge to problem solve
 - Discuss conclusions with different others
 - Does this change their frame of reference?

TAKE HOME MESSAGES FOR GLOBAL CITIZENSHIP



- Outcome of internationalisation
- Multilayered-ambiguous concept
 - Philosophy, sociology, disposition, mindset and process of learning
- Ongoing process occurring in response to facilitating circumstances with different others.

In summary

- Translating GC into teaching and learning:
 - Not necessarily easy
 - Need time for workshops to work through these concepts with educators

ADVICE

- Grasp the underlying theory
- Appreciate fluid interpretations
- Open ended understanding
- School-based action research.

IN CONCLUSION

Global citizenship



Should be:

- An ethos
- An organisational responsibility
- A leadership KPI
- Driver for staff professional development
- A conduit for school and community social cohesion.

Lilley, K, Barker, M. & Harris, N. (2015b). Educating global citizens: A good idea or an organizational responsibility? *Higher Education Research and Development*, 43(5), 954-971.

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Thank you

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Conceptualizing the Global Citizen in Higher Education: Moving from implicit to explicit values in pedagogy

