Global citizenship as a curricula outcome in schools

Issues and implications for teachers and students

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Overview

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

GLOBAL CITIZENSHIP

ETHOS and LEADERSHIP

ORGANISATIONAL FRAMEWORK

FORMAL/INFORMAL CURRICULUM
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, 2002).

(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)

IEAA National Symposium: Global citizenship and global competence

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


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 transfomatively?
  • 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.


Thank you

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

### UNIVERSITY ORGANIZING PRINCIPLE

- **EXPLICIT**
  - ‘university voice to values’
- **INTEGRATED**
  - Policy, strategy and culture

### MORALLY AND SOCIALLY RESPONSIBLE FACULTIES AND SCHOOL

- **INVESTMENT**
  - Staff, curricular, extracurricular and mobility
- **INTEGRATION**
  - Learning and teaching principles
- **GLOBAL CITIZEN LEARNING**
  - Explicit to staff and students
- **INCLUSION**
  - Staff evaluation and learning outcomes
- **ASSESSMENT**
  - Course, discipline and program technical aspects
- **SUPPORT**
  - For student engagement

### ORGANIZATIONAL ENABLERS

- Balancing neoliberal and cosmopolitan ideals and aims in ethos and culture
  - ‘thought leadership’
- Reframing student expectations through social marketing
- Socially and organisationally embedding the global citizen
- Staff development
  - Values monitoring

### GLOBAL CITIZEN ENABLERS

- Linking the global citizen to soft skills and employment
- Using the ‘identikit’ as guide for internationalisation of curriculum
- Incorporating of the comfort zone experience in learning
- Promoting intercultural encounters and relationships
- Developing cosmopolitan role models
- Student inspired and led initiatives

### STUDENTS DEVELOPING AS GLOBAL CITIZENS

- Broadened perspectives, cosmopolitan hospitality, accelerated maturity, widened career and life horizons
- Openness, tolerance, empathy
- Respect and responsibility for self, others and planet
- Agency and engagement