



Discipline-specific
knowledge and
capabilities



Communication skills



Digital literacy



Critical thinking



Problem solving



Self-management



Teamwork



Global citizenship



ABSTRACT

Global citizenship is an abstract yet powerful notion that describes a way of thinking, acting, relating and responding to socio-cultural elements. It is a notion that is based on understanding the 'self' in relation to 'others'. At Deakin University, global citizenship is regarded as a fundamental part of the scholarly and social experience at the University – the Live experience. Further, it is viewed as pivotal to supporting the development of an 'all rounded graduate'. Deakin University recognises global citizenship in its graduate learning outcomes as 'engaging ethically and productively in the professional context and with diverse communities and cultures in a global context'. The following guide provides a discussion on this aspect from a pedagogical perspective.

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INTRODUCTION TO THE NOTION OF GLOBAL CITIZENSHIP

The term 'global citizenship' has come to signify different sets of assumptions, philosophies, approaches and competencies dependent on the field. In broad terms, for the purpose of this guide, it encompasses the concepts of being global minded, engaging on a social level and having a level of inter-cultural awareness that enables interacting with those from a diverse range of cultures and religious backgrounds. Global citizenship is integral to the notions presented in the Live the Future Agenda, 2020¹ and this guide will assist in breaking down general features and questions on this topic.

STEP 1: CONSIDER THE RELEVANCE OF GLOBAL CITIZENSHIP

There are a number of economic-social and philosophical perspectives as to the rationale for including global citizenship as part of the learning and teaching experience. In order to begin reflecting on the relevance of the notion of global citizenship it is important to ascertain how it relates to your own discipline.

This will then permit how you might break down, illustrate, explore and model and assess this notion in your unit/course delivery. The map in Figure 1 may provide a good start.

Figure 1: Mapping considerations of global citizenship



(De Fazio, T 2013, Global learners: Australia preparing students for global citizenship (forthcoming paper))

http://www.deakin.edu.au/__data/assets/pdf_file/0004/6961/strategic-plan-booklet-print.pdf



STEP 2: STUDENTS REPRESENTING YOUR DISCIPLINE AS GLOBAL CITIZENS

What types of skills or characteristics typify your field's 'global citizen'? To answer this, consider the sort of:

- discipline knowledge required
- critical thinking competence
- communication skills
- interpersonal competence
- intercultural awareness
- social engagement, or active participation at a local level and at a global level.

STEP 3: FEATURES OF GLOBAL CITIZENSHIP

Consider the characteristics that might typify global citizenship that are relevant to your unit. These might include:

Characteristic	Description
Active engagement	active engagement in identifying civic issues as these pertain to the field
Questioning culture	ability to question culture and how this notion is represented in communities in general.
Reflective	willingness to engage in deep personal reflection about own culture to then reflect on aspects of other cultures
Flexibility	the ability to adapt knowledge to different cultural and/or religious contexts
Curiosity	curiosity to compare local and international perspectives on discipline matters
Collaboration	collaborative team work made up of multi-ethnic and/or multi-religious peers



STEP 4: CONSIDERING INTERCULTURAL AWARENESS

The notion of interculturality is in itself vague and difficult to grasp. To be able to gain intercultural awareness of other cultures that typifies a global citizen, it is particularly important to have awareness of one's own, therefore gaining a sense of what culture is for oneself before a more global sense of culture, interculturality and citizenship can be developed.

Developing intercultural understandings and competence takes time and care should be taken to interweave appropriate opportunities throughout units and a course. Providing inclusive strategies such as options for expression can build in fluencies with graduated levels of support for practice and performance to assist students as they develop independence in this competency.

The curriculum should be attuned to student diversity and must be accessible by, and inclusive of, all students. Curriculum design should recognise that students have special learning needs by reason of their social, cultural and academic transition. Therefore teaching for global citizenship can be transformative for students, in understanding diversity and their place in the world as social change agents.

Figure 2 illustrates the iterative nature of intercultural awareness that underpins global citizenship.

Figure 2 : Iterative nature of intercultural awareness that underpins global citizenship



(De Fazio, T 2013, Global learners: Australia preparing students for global citizenship (forthcoming paper))



STEP 5: ASSESSING GLOBAL CITIZENSHIP

Consider the following, when establishing a set of assessment criteria for a task that demonstrates global citizenship as a learning outcome. Will you assess:

- awareness of different perspectives?
- critical analysis undertaken by the student?
- solution and/or rationale?
- stance or personal perspective or reflection on what lead to the stance?
- range of resources drawn upon representing different cultural perspectives?
- interpretations – superficial/deep level?

Criteria to address skill areas might be defined in various ways and are outlined in Table 2 below.

Table 2: Criteria to address skill areas for global citizenship

Skill	Learning outcome
Demonstrates knowledge	<ul style="list-style-type: none"> • Understands the interdependency of the issues, events, conditions • Synthesises information from a range of sources to construct an academic argument
Communicates knowledge	<ul style="list-style-type: none"> • Evaluates validity of and draws on various sources representing a global understanding of the issues • Critically analyses issues/events etc. drawing on cultural understandings and perspectives • Presents a solution that draws on a critical analysis of various global perspectives • Communicates on issues drawing on knowledge of interdependency of issues/events
Works with knowledge	<ul style="list-style-type: none"> • Demonstrates empathy for and values different perspectives and why these are relevant • Provides personal considerations/reflections that indicate a deep level understanding of aspects of own culture in relation to others
Demonstrates engagement	<ul style="list-style-type: none"> • Collaborates effectively with representatives of different cultural groups • Participates in civic focussed activities and demonstrates the ability to engage with the wider community • Considers strategies for engagement with wider community in a manner that demonstrates sensitivity to multiple cultural perspectives

Examples of assessment rubrics can be found at:

http://www.in.gov/che/files/All_VALUE_Rubrics.pdf
(Association of American Colleges and Universities)

<http://assessment.aas.duke.edu/documents/GlobalAwarenessRubric.pdf>
(Metiri Group in cooperation with NCREL).

Further ideas for designing learning outcomes and strategies can be found at:

<http://www.edsteps.org/ccsso/SampleWorks/matrix.pdf>



When considering how to assess achievement of Graduate Learning Outcome 8 Global Citizenship in students prior to graduation, academics are directed to consider the sets of holistic Learning Outcomes Standards rubrics for courses at Bachelor (AQF level 7), Graduate Certificate and Graduate Diploma (AQF level 8) and Masters degree (AQF level 9) that are available on the Learning Futures website. For each of the Graduate Learning Outcomes, these Standards rubrics set out potential performance criteria with three levels of performance: ‘yet to achieve minimum standard’, ‘minimum standard’ and ‘exceeds minimum standard’. These holistic rubrics have been designed to be used at a course level by academics and students to evidence achievement (or otherwise) of the Graduate Learning Outcomes across a course and set out the minimum standard expected of a student on graduation from a course (<http://www.deakin.edu.au/current-students/handbooks/2013/introduction/attributes-deakin-graduate.php>).

STEP 6: IDEAS FOR ACTIVITIES

Some strategies that might facilitate the development of global citizenship and intercultural competence are included in Table 3.

The criteria included in these rubrics may be useful to draw upon as individual assessment items in the units of study.

Table 3: Strategies facilitating the development of intercultural competence and global citizenship

Activity/Approach	Detail	Learning objects
Case studies	Studies of situations reflecting occurrences when issues arose (e.g. stereotyping, interpretations of different situations/issues) and use these to explore how these issues were resolved or as part of activities to prepare students for learning about your discipline, the profession, work placements etc.	YouTube videos, advertisements, cartoons etc. are often good resources to highlight concepts (remember to take into account copyright aspects). Cloud concepts can assist in breaking down concepts integral to the activity (or ask students to make these).
Role-plays	These enable students to develop understandings, align expectations and tease out issues that they might encounter in practicum scenarios etc.	Located learning or Video-taped role plays and discussion forums based on these. E-Simulations, an example: http://www.deakin.edu.au/current-students/simulations/demonstration/
Collaborative student work	Draw on the expertise of mixed cultural groups amongst students to develop collaborative work situations that require the development of interpersonal and intercultural skills.	Collaborative or group work: located or in CloudDeakin
Presentations	Comparative study of a discipline issue and how these issues are represented, the interdependence of different factors, how these issues are dealt with etc. across different cultures, and why these issues are represented in this way (e.g. the notion of multiculturalism, desertification, volunteering, the banking system, court systems etc.).	Presentations – slides shared through Prezi etc.



Draw on experts across the globe	Often experts are recorded or produce videos etc. of their lectures etc. Use these as part of your CloudDeakin resources to ensure students come to reflect on a breadth of global perspectives on discipline topics	CloudConcepts – using guest speakers YouTube Web-based video conferences (skype, e-Live, Gotomeeting etc.)
Drawing on the media	Use the media to look at how cultural issues are presented, why the differences and how culture contributes to views presented. You may draw on examples of broad social views and/or discipline specific views. Compare media coverage from different cultures on one story/issue – use this as an activity that focusses on the content and comparing different perspectives that are likely to be presented. Critical thinking on why there are different perspectives will tease out many understandings and help develop a range of skills	CloudConcepts used for stimulating class or group discussion.
Object-based learning (OBL) approach	OBL works well as it provides the stimulus for creative, rich and engaging dialogue through drawing on objects that represent various cultural aspects.	Located learning object based tasks E-Simulations Video
Exploring cultural perspectives	Ask students to respond to an issue from their own cultural perspective and compare this with perspectives that typify another (e.g. for international students this might be Australia as the host country). This helps develop critical thinking skills and assists peers in developing a flexible understanding of the discipline, how it is practised or understood around the world.	Blogs Discussions (located or CloudDeakin) Group or peer work
Opportunities for self-reflection	Self-reflection fosters questioning, critical analysis and curiosity that lead to deep level learning and acquisition of intercultural competence through carefully selecting resources that students might respond to through personal reflection. Guided questions are helpful in eliciting ideas and perspectives.	Journals Blogs E-portfolios

The activities listed in the table are by no means exhaustive but an indication of possibilities. Activities might be summative or formative, they might contribute to a student’s portfolio.

There are a range of different activities that draw out student learnings on the issue that might suit your unit.

CONCLUSION

Whilst there is some ambiguity as to what global citizenship actually entails – it is important that academics take up the challenge of clarifying this notion for students and preparing them as such citizens. A level of awareness, openness, curiosity and respect must characterise a competent ‘global citizen’. Developing the characteristics that typify global citizenship takes time so often formative activities provide a stress free and opportune framework for students to work in this space.



FURTHER READINGS AND OTHER RESOURCES

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