

The background of the slide is a deep blue with a fine, pebbled texture. In the upper left corner, there is a circular inset showing a view of Earth from space, with visible continents and swirling cloud patterns. The name 'Martin Haigh' is written in a dark blue, sans-serif font in the upper right area.

Martin Haigh

Internationalisation, Global Citizen & Graduate Attributes

(A 30 minute Guide)

A Short History of Internationalisation

A tale of 5 levels (or maybe 'waves'), please note how each transcends & includes the one before...

Level 1. Milking The Cash Cows

- First, Internationalisation was about attracting Foreign Students for their money!
- (and for some, it still is)



Level 2. Overcoming their Cultural Deficit



- Oh oh..problem: the word got about that all Western universities are interested in is an International Student's Money (**shock!**). Worse, managers worry that **they might not keep coming** if word gets around that they are not treated well, if too many are unhappy and if too many fail.
- The problem is that **these students are foreign(!)** and **unprepared (!)** for life in a British University.
- **So, the solution - bring these students up to speed in British language, culture and approaches to study!**
- Internationalisation seemed to be about learning to teach these special types of learners
- (and for some it still is).

Nothing
wrong
with that!





Level 3: Meeting Our Challenge of Globalisation

- The **world of work and business** is becoming more international, **globalised, multicultural** – knowing the traditions of Middle England is no longer enough.
- International learners are already international – it is **our stay-at-home local learners** who **need help**. (Here, international learners are a resource).
- Internationalisation seems to be about helping our local students deal with an increasingly cosmopolitan world of work.
- (and for some it still is)

Nothing
wrong with
that!

Education for Global Citizenship is about encouraging learners to see themselves as citizens of the world.

- Martha Nussbaum (2002, p. 289) argues that Global citizens need three abilities:
- 1. **critical awareness of their own tradition** & the ability to undertake a discussion that contains mutual respect for reason;
- 2. the ability to think as a **citizen of the whole world**, rather than some fraction or fraction of this whole
- 3. empathy, which she calls “the narrative imagination”, an **ability to see the world as others see it.**
- Nussbaum, M. (2002) Education for Citizenship in an Era of Global Connection. *Studies in Philosophy and Education* 21, 4-5, pp 289-303. DOI: 10.1023/A:1019837105053.

Level 4: Towards Multicultural Citizenship



- Its not enough to merely understand the multicultural world, its important to be a part of it. This is more than just 'learning to live together'. It is about understanding & appreciating the 'Other'.
- So, internationalisation is about helping learners become multicultural citizens of the world
- (and for some it still is)

Certainly nothing wrong with that!!

- “Global citizen” is ...a contested concept—but it points toward the reality that **the modern world is interconnected....**
- **As stewards & citizens of the world, we are also linked by environmental & political challenges that require us to work together to create a sustainable and just world.**
- We need to understand our location within these complex new realities ...**we are already global stewards & citizens** whether we choose to be or not, so the question is what kind of global stewards & citizens will we be?
- **We have to be attentive to the needs of the entire world”** (Chopp, 2011, p.1).

But there is more:

Swarthmore College President, Rebecca Chopp makes the case:





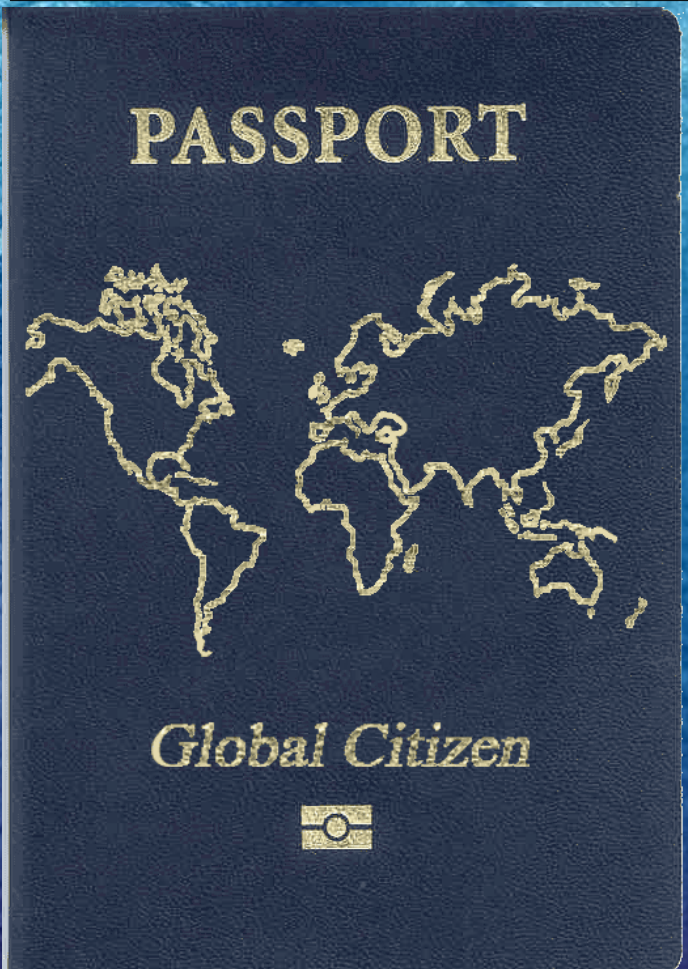
“...education, as we see it today, is more a part of sustainable development's (SD) problem than a part of its solution because it reinforces the principles & values of an unsustainable lifestyle and economy”

Gadotti, 2008, p21. (Gadotti, M. (2008) What We Need to Learn to Save the Planet. *Journal of Education for Sustainable Development* 2008 2, pp. 21-30; DOI: 10.1177/097340820800200108).

Global Citizenship

This pedagogy of the Earth, must work for the creation of a new planetary citizenship—one that is based on a **“unifying vision of the planet and a world society”**. (Gadotti (2000), p. 8).

Gadotti, M. (2000) Pedagogy of the Earth and Culture of Sustainability. Sao Paulo, Brazil: Instituto Paulo Freire,



- The world is interconnected & limited – an **environmental problem** in one place is a problem in another – an economic failure in one place affects everyone – intolerance, greed and fanaticism respect no boundaries -everyone has to learn to live together **sustainably**.
- Internationalisation seems to be about helping learners understand that they are **citizens on one small planet** – that they need to respect its needs, the rights of **all its inhabitants (humans & others)** and recognise their **personal responsibility to the world**.
- (and thus far: this seems **sadly** to be as far as it goes).

Level 5: Becoming Global Citizens

Absolutely nothing
wrong with that!! Its
wonderful!

Global Citizenship requires us to

- “extend our notion of the ‘we’ to include those global others. This, I suggest, is the fundamental *state* of what it means to be a global citizen.
- Global citizenship is primarily a matter of *who I am rather than what I can*. It is a matter of identity in a world of alterity; how I see myself *among* these others.
- Defining myself as one who *dwells among* difference I call my sense of *self-in-the-world*. It is this which will determine what I see as my rights and my duties beyond those enshrined in laws or in ‘universal’ codes and treaties.
- Again, the global is only a geographical extension of current and historical constructs of good citizenship – or, better perhaps, **good personhood**”. David Killick, 2010, p1.
- (Killick, D. (2010) The Global Citizen: Global Personhood and Dwelling Among Alterity. EMERGE 3, pp. 3 – 6 . Available at: <http://www.northumbria.ac.uk/static/5007/arpdf/1329815/killickiss3> (accessed March 2012).



You mean there
could be more?

...

Well, maybe..

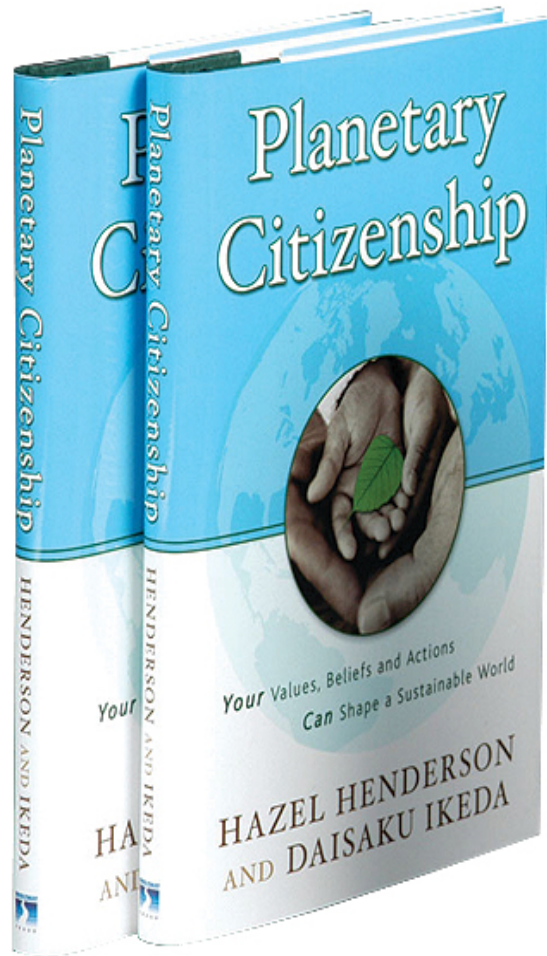
- Each foregoing Level transcends & includes its predecessor. Each level represents an expanded consciousness.

Level 6: Global Consciousness

- Not Two IS Peace – recognises the prior unity of all being.
- Inter-Being / Inter-Subjectivity.

Hang on..., I'm not
too sure about this!

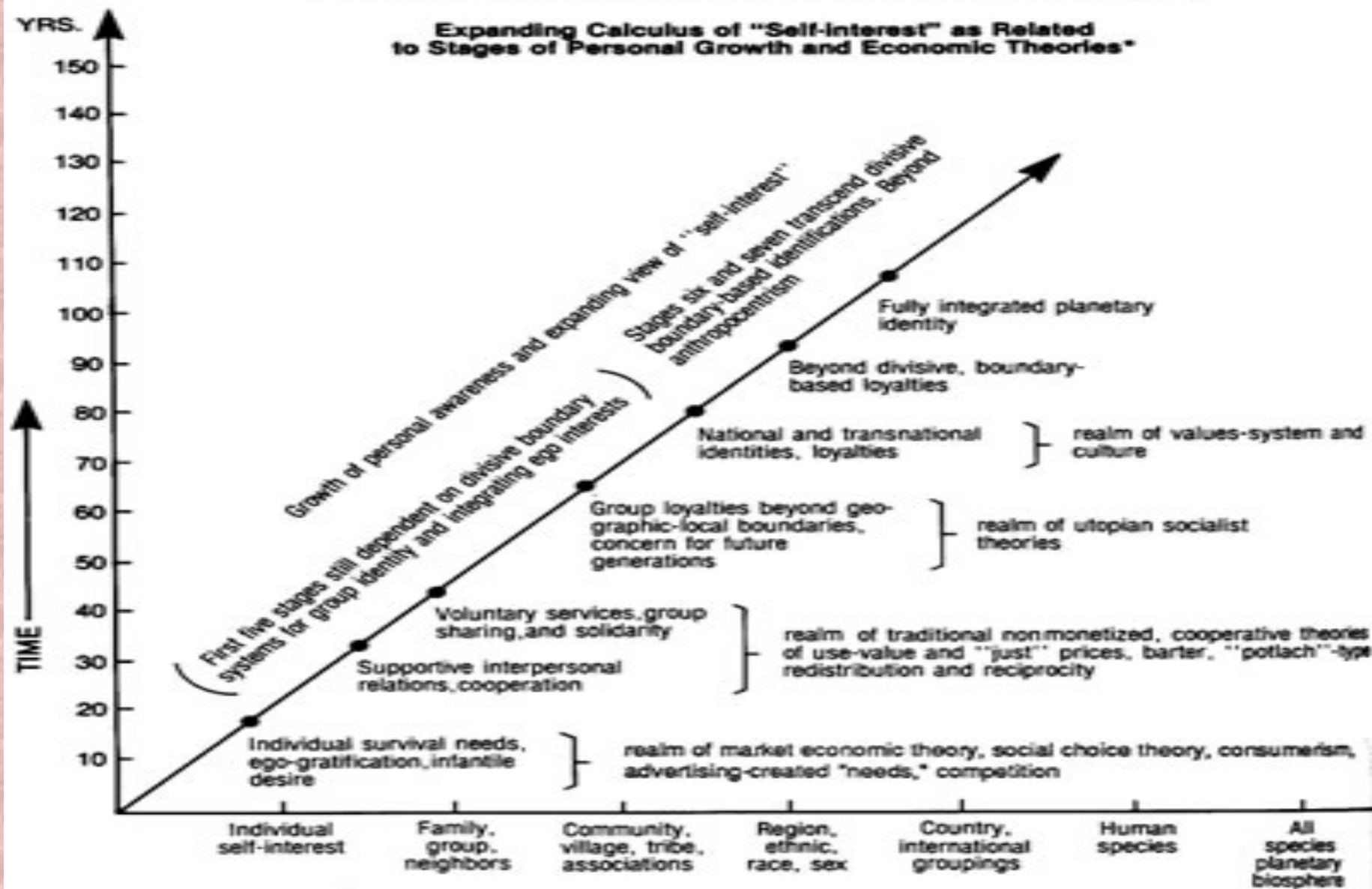
Planetary Citizenship



- Henderson & Ikeda (2004) think that ordinary people can positively influence complex global issues & that each of us can make a positive difference to our families, communities, countries and to the world.
- For them, a **positive change of heart by one person changes the world in ways that foster a brighter future.**
- They focus on the spiritual values needed to construct a better world.
- Henderson, H. and Ikeda, D. (2004) *Planetary Citizenship*, Los Angeles: Middleway Press.

TOWARD PLANETARY CITIZENSHIP

Expanding Calculus of "Self-Interest" as Related to Stages of Personal Growth and Economic Theories*



*schematic diagram only

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- **1. Learning to Live Together** :self-identification with the whole of humanity rather than merely some tribal or family group, which implies developing the understanding & emotional intelligence needed to interact constructively across cultural boundaries.
- **2. Learning to Live Sustainably (Ecoliteracy)** humans need to learn, not simply to live together as a species, but also live sustainably with the whole of the biosphere. As David Orr (1994, p 220) remarks, we need to teach mindsets that are '*safe for a planet with a biosphere*'.
- **3. Learning to Live Responsibly (Ethically)** Inevitably, the third involves ethics, because embedded are the notions of social justice, fairness, equity & personal responsibility.

Global Citizenship : 3 main concepts



Stage of Study	Basic	Advanced	Honours
Levels of Questioning?	Comprehension	Enaction	Reflection
How does the course make students aware of their global impacts?	X		X
How does the course encourage students to be curious beyond their own cultural boundaries?	X	x	X
How does the course encourage students to be ecoliterate?	X	X	X
How does the course encourage students to explore their own values and those of their profession / discipline, understand why these values may differ from those of others & engage in respectful debate where differences occur?	x	X	X
How does the course encourage learners to be positive change agents to promote peace, social equity and environmental security?		X	X
How does the course encourage learners to understand that what they do matters & so respect their ethical responsibilities to sustainability & the larger than human as well as human world?		x	X

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Brookes Global Citizenship

- **1. Global context**

- Being actively interested in developing personal responsibility and sustainable living
- Being open to learning about working effectively in a global context
- Being aware of how to work responsibly in a global context
- Being aware of your identity and potential for contributing to society

- **2. Cultures**

- Being interested in learning about other cultures
- Becoming aware of how disciplinary concepts are represented in other cultures
- Becoming aware of how human diversity affects issues in your discipline
- Being conscious of own identity within own culture.

- **3. Values**

- Being able to question your own values
- Being interested in others' values responsibly and ethically
- Valuing the impacts of human diversity
- Engaging with issues of equity, social justice, and sustainability
- Promoting the reduction of prejudice, stereotyping, discrimination

- **Global context**

- Becoming open to a compassion - a deeply-rooted sense of personal responsibility to others in terms of both social justice and sustainable living
- Being open to learning about working effectively and responsibly in a multicultural global context
- Being self-aware of a personal potential to contribute at all global levels: individual, social, global and ecological.

- **2. Cultures**

- Being both aware of and sensitive to the worldviews and value systems of one's own culture and other, perhaps at least one other, culture(s).
- Becoming aware of how human diversity affects issues in your discipline and of how disciplinary concepts and professional practices are represented in other cultures
- Being aware of own cultural identity and its historical roots

- **3. Values**

- Being critically aware of own values, value system and worldview.
- Being interested in others' values responsibly, respectfully and ethically
- Being sensitive to the value of human diversity
- Being sensitive to the value, rights & personal responsibility for the non-human world.
- Engaging with issues of equity, social justice, and sustainability
- Promoting the reduction of prejudice, stereotyping, discrimination
- Becoming sensitive to the responsibility for promoting the ideals of Global Citizenship.

- **Perception:** The world comes to the learner —as a totally unmediated sense impression
- **Transmission:** Someone tries to get the learner engaged.
- **Experience:** The learner —engages in order to benefit from the interaction
- **Imitation:** The learner tries to emulate a model.
- **Activity:** The learner — seeks out useful engagement.
- **Participation:** The learner has —influences and is recognised as influential in their engagement

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Levels of Engagement

(after: Killick (2011) & Illeris (2002)).

