Assessing and Promoting Global Citizenship Within Higher Education

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Introduction

Purpose:
To assess the effectiveness of global citizenship within higher education, using X College Community Engagement (CE) graduate program as a case study

Rationale:
Increasing need to work with diverse populations and cultures; impact on education, economy, environment, foreign affairs

Significance:
- Strengths-based evaluation of curriculum
- Give voice to stakeholders within program
- Emphasize global perspectives
- Provide evidence-based recommendations

Global Citizenship (Morais & Ogden, 2010)

Social Responsibility
- Global justice & disparities
- Intercultural communication

Global Competence
- Participation in civic organizations
- Self-awareness
- Political voice

Global Civic Engagement
- Global knowledge
- Global civic activism

Methods

- Community-based participatory research (CBPR)
- Mixed methods approach
- Validated survey adapted from previous research published by Morais and Ogden (2010)
- 17 Likert scale multiple choice questions, 2 short answer questions, 5 open-ended Appreciative Inquiry-style interviews with CE alumni
- Sample population: 38 CE program participants (18 alumni, 20 current students), 45 business school students
- Response rate: current CE students: 64.5%, CE alumni, 64.3%, business school students: 80.4%

Results

- Varying levels of support for the hypothesis that students within the X College CE program have increased global citizenship competence compared to students without exposure to the CE program
- CE students scored higher in social responsibility and global civic engagement
- Global competence was limited across all three programs surveyed
- Analysis of business students vs. CE alumni scores showed no significant difference therefore challenging long-term impact

A one-way analysis of variance (ANOVA) test revealed that there was a significant difference in the global civic engagement construct across the three programs F (2, 80) = 4.042, p < 0.02. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for business students' global civic engagement was significantly different (M= 22.12, SD= 4.680) than current CE students (M= 25.35, SD= 3.001). However, the alumni CE students (M= 24.09, SD= 2.894) did not significantly differ from the other two groups.

Learning Outcomes Between CE Program and Non-CE Program Students

- Social Responsibility
- Global Competence
- Global Civic Engagement

Sample Survey Questions

Adapted from Morais and Ogden (2010)

Social Responsibility
- I respect and am concerned with the rights of all people, globally.
- I feel that I have a responsibility towards the world’s inequities and problems.

Global Competence
- I am able to communicate in different ways with people from different cultures.
- I am informed of current issues that impact international relationships.

Global Civic Engagement
- If presented with the opportunity, I would volunteer my time working to help individuals or communities abroad (directly or indirectly).
- If presented with the opportunity, I would participate in a campus forum, live music, or theater performance or other event where young people express their views about global problems.

Student Reported Opportunities for Promoting Global Citizenship Education

Fellowship Site Cohort Model Students as Educators

Recommendations

Policy
- Promote institution-wide support for global citizenship education
  - Include in mission statement
  - Financial support
- Clarify and promote relevance of global citizenship education to future career

Practice
- Vary methods of instruction
  - Student-centered pedagogies, including service-learning/community-based learning, simulations, internships, fieldwork, action research, problem-based learning, and collaborative work
- Diversify staff and student population
  - Diversifying across race, age, and previous professional experience
- Global education professional development opportunities for staff
  - Utilize international students
- Promote classroom and extracurricular campus interactions
- Promote globalized curriculum and immersion experiences
  - Expand course offerings as well as integrate new global themes into current courses
  - Offer short-term immersion opportunities
  - Use service-learning opportunities to connect global themes to local topics

Literature Cited