The Value of Study Abroad Experiential Learning for Global Citizenship Identity and Engagement

Period of Study: April 2017 to June 2018

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Purpose of the Study

To investigate the relationship between study abroad experiential learning and student affinity with values and attitudes of global citizenship.
This study targeted four areas to shed light on the efficacy of study abroad as a vehicle for global citizenship education:

1. Global awareness
2. Global citizenship identity
3. Endorsement of prosocial values
4. Global citizenship engagement
Research Questions

1. To what extent are students who participate in study abroad globally aware?
2. To what extent do students who participate in study abroad identify as global citizens?
3. To what extent do students who participate in study abroad endorse prosocial values?
4. To what extent do students who participate in study abroad participate in global citizenship activities?
Methodology

This study used a mixed methods approach of:

1. Semi-structured interviews

1. An online survey adapted from Reysen and Katzarska-Miller’s Global Citizen Scale (Reysen and Katzarska-Miller, 2012)
Participants

➔ Total number of potential participants was 278
   (University of Guelph-Humber = 128, Humber College = 150)

➔ Total interviews conducted for the study was 27
   (University of Guelph-Humber = 17, Humber College = 10)

➔ A total of 74 students (26.6% of total pool) completed the pre-trip survey
Global Citizenship Pathway

Reysen & Katzarska-Miller (2013)
Themes: Interviews

1. Global Citizenship identity is seen as both aspirational and achievable.
2. Normative environment shapes one’s goal awareness and global citizen identity.
3. Intercultural exposure through global interactions enriches one’s global awareness and understanding.
4. The notion of interconnectivity is valued as an important aspect of global citizenship.
5. Study abroad strengthens prosocial responsibility.
Results: Surveys

Significant positive difference from pre-trip to post-trip in:

1. The strength of global citizenship identity
2. Intentional global citizenship engagement
3. The endorsement of most identified prosocial values

Inconsistent evidence showing that:

1. Students’ normative environment contributed to global citizenship identity
2. Intercultural exposure through study abroad influenced the students’ global awareness and understanding
Conclusions

To what extent are students who participate in study abroad globally aware?

There was no conclusive evidence to indicate that students who participated in study abroad showed a significant level of global awareness either before or after their study abroad travel.
Conclusions

To what extent do students who participate in study abroad identify as global citizens?

There was evidence to indicate that study abroad students positively embraced the notion of global citizenship and this position was further strengthened after their study abroad travel.
Conclusions

To what extent do students who participate in study abroad endorse prosocial values?

There was evidence to indicate that study abroad students positively support a number of prosocial values, and that their endorsement was further strengthened after their study abroad travel.
Conclusions

To what extent do students who participate in study abroad participate in global citizenship activities?

There was evidence to indicate that although study abroad students were not inclined to participate in local global citizenship activities prior to their study abroad travel, this position changed significantly after their study abroad travel.
Thank you!

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