Designing an honours course for global citizenship

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Suny COIL Centre: State University of New York Collaborative Online International Learning
Overview of the presentation

• Why this case study?
• Global citizenship: what are we talking about? –discussion-
• The global village: an international honours course
• Students: measuring effects
• Students: what happened with them?
• Conclusions and future research
• Discussion
Why this case study?

• Honours education: attention for global and moral issues
e.g. Roeper & Silverman, 2013
responsible jobs;
solutions for global issues;
interest in moral issues
Tirri & Nokelainen, 2011; Schutte, Wolvensberger & Tirri, 2013

• Part of PhD-project
Principles and guidelines
Effects on students
GCE: four principles for a course

Knowledge & Insights

Skills and attitudes

Critical reflection

Action
Principles (1)

Knowledge and understanding

• Choose one global issue to be the central theme of the course
• Challenge students to make the connection between other societies and their own
• Challenge the students to investigate the emergence of a problem or issue (historical dimension)

Ref. Davies et.al, 2005
Skills and attitude:

- Make use of the variance in cultural and socio-economic background among the students to facilitate the learning of intercultural competences

- Provide contact and interaction with people varying in socio-economic and cultural backgrounds, who are different from the students in life changes, experiences and world views (Strain, 2005)
Critical reflection on values

• Expose learners to different perspectives and invite them to engage with the possibilities and limitations of each of them
• Provide assignments for students to critical reflect on their own values and dispositions and on mainstream (Western, ‘white’ perspective)

Ref. Andreotti et. al, 2008
Priciples (4)

To take action:

• Provide 15-20 hours service learning or community-based research (Mabry, 1998)
GCE: four principles for a course

Knowledge & Insights – one global issue; connections in the world; historical insights

Skills and attitudes – eye for the other; who differs in cultural background and SES; contact

Critical reflection – own values; critical reflection on values behind statements; different perspectives

Action – experiential learning in the community; make a contribution to a more just and sustainable world
Discussion

• How could honours students benefit from a course based on these principles?
The global village

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• International, on line, hybrid; 25% exploring the local community
• 17 weeks, four credits, two teachers
• What does it mean to be a member of the global community? Photo essay, community interview, digital showcase, blog
Student activity

Textual Analysis

• Can globalization be integrating and inclusive? Scholars who are globalists would support this claim, while skeptics would disagree. What are your thoughts?
• What is the difference between insiders & outsiders and haves & have-nots?
• Has the gap between them increased in the last several decades?
• How would you test these ideas?

Kofi Annan, October 2, 2002
### Measuring effects on students

<table>
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<tr>
<th>Question</th>
<th>Method</th>
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<td>Is there an increase in ethical and intercultural sensitivity after participating in the course?</td>
<td>Pre- and posttest; control groups (also honours)</td>
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<td>Are students motivated to make a contribution to a more just and sustainable world?</td>
<td>Pre- and posttest + open end question</td>
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<tr>
<td>What do the students think about the course and about what they learned?</td>
<td>Open end evaluation questions.</td>
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What happened with the students (1/3)?

- Increase in ethical sensitivity
  ‘generating interpretations and options’

- Increase importance ‘speaking up against racism’
  Role responsible citizen
• Contribute to a more just and sustainable society
  
  - social behavior and attitude (11)
  - future profession (4)
  - special activities / volunteering (3)
  - sustainable consumption (2)
What happened with the students (3/3)?

• What do students think?

Important - community interview (migration)
Challenged – international teamwork, thinking differently
Powerful learning moment – interview; teamwork
How they learned - experiential learning; in the community
Learned about yourself – what I don’t know, my restrictions
Change values, opinions – attitude towards people I don’t know
Conclusions and future research

• Limited time & ambitious goals
• Broad theme
• Effects mainly visible from open end evaluation; content analysis students’ work
• ICSSQ appropriate for this goal?
• Next course:
  - more into depth – more time for class discussion – more guidance?
Discussion (2)

• What of the information provided is valuable for your educational practice?

• Which possibilities do you see for implementation of the principles in an existing honours course?
References

Thank you for your attention

• More information:

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