



Designing an honours course for global citizenship

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The rest of our team

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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



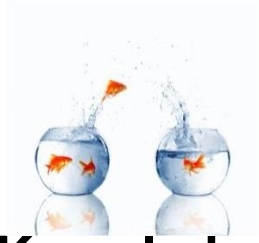
Why this case study?

- 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

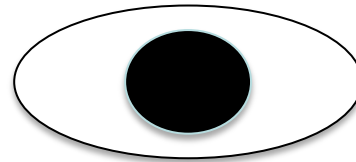
- Part of PhD-project
Principles and guidelines
Effects on students

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

Principles (2)

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)

Principles (3)

Critical reflection on values

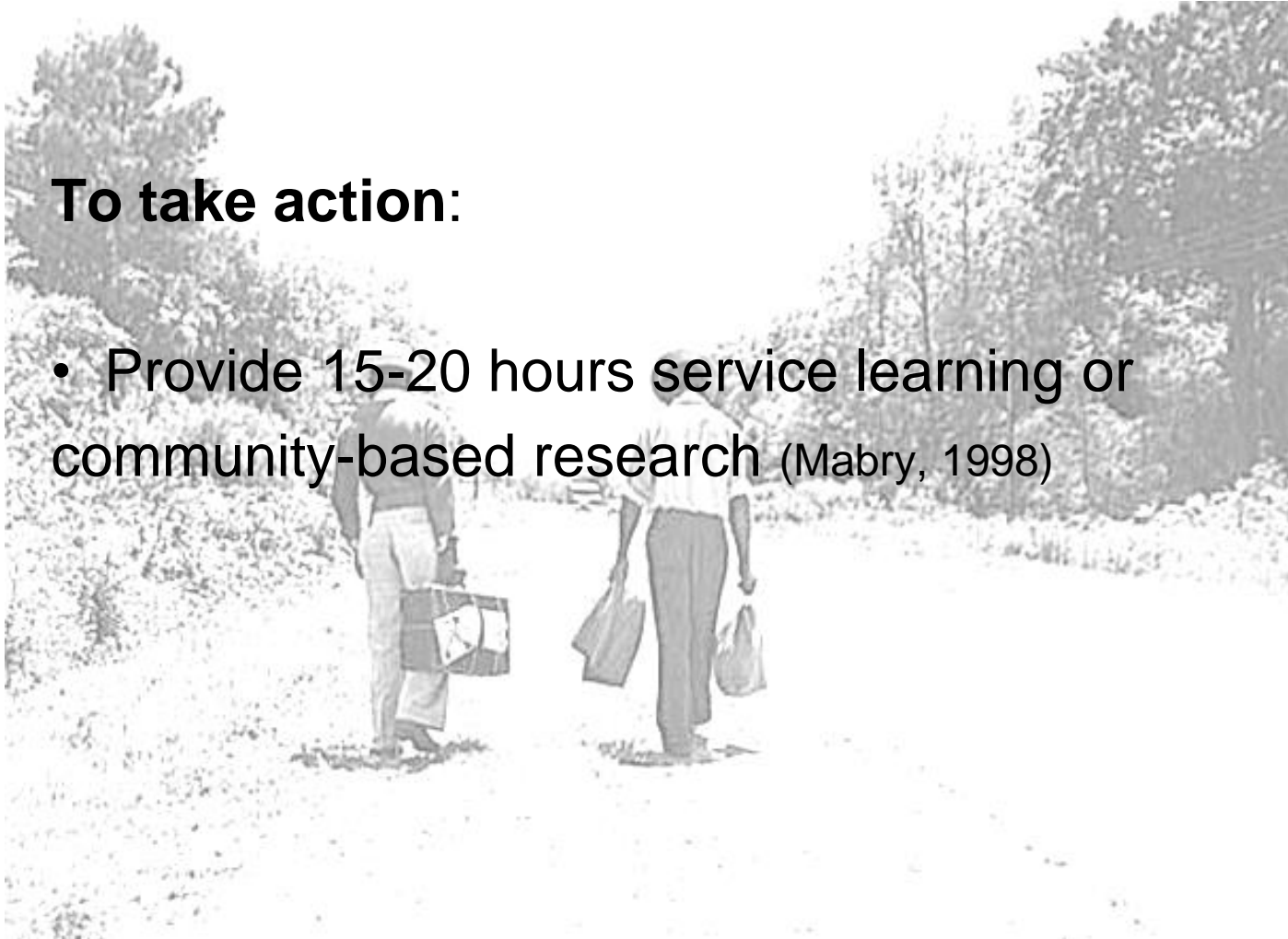
- Expose learners to different perspectives and invite them to engage with the possibilities and limitations of each of them
- Provide assignments for students to critical reflect on their own values and dispositions and on mainstream (Western, 'white' perspective)

Ref. Andreotti et. al, 2008

Principles (4)

To take action:

- Provide 15-20 hours service learning or community-based research (Mabry, 1998)

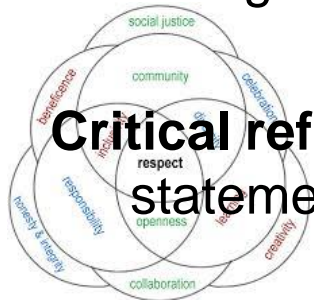
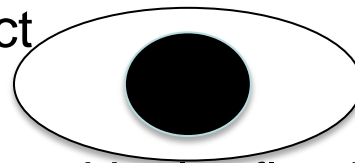


GCE: four principles for a course



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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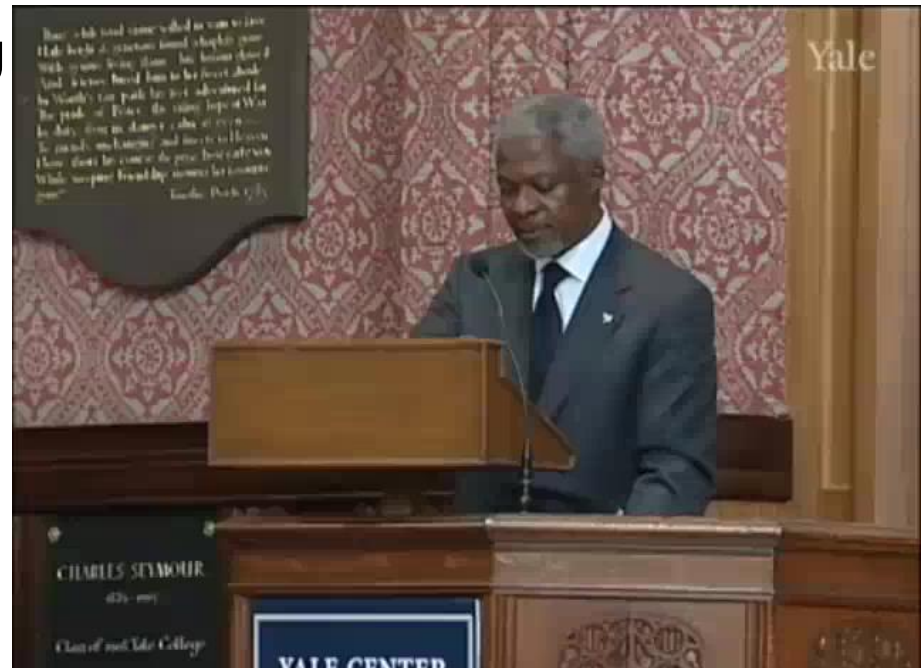
*State University of New York Collaborative Online
International Learning*

- 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

Is there an increase in ethical and intercultural sensitivity after participating in the course?

Pre- en posttest; control groups (also honours)

Are students motivated to make a contribution to a more just and sustainable world?

Pre- and posttest + open end question

What do the students think about the course and about what they learned?

Open end evaluation questions.



What happened with the students (1/3)?

- Increase in ethical sensitivity
'generating interpretations and options'
- Increase importance 'speaking up
against racism'
Role responsible citizen



What happened with the students (2/3)?

- **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

Learnend 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?

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Thank you for your attention

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