

# Understanding Global Issues through Cross-Faculty Collaborations

Final Report (draft)

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## Summary

The project *Understanding Global Issues through Cross-Faculty Collaborations* was established to find out whether students' global awareness was actually being increased by their engagement with global components of selected courses and their other interactions and experiences that were introduced for this purpose. In the first stage of the project, 20 participating staff from across the three faculties in the Education University of Hong Kong developed the global awareness elements of 18 courses. The impact of these courses and other experiences on students' global awareness was assessed in the second phase through a survey of students who took the courses, self-reflective questionnaires completed by the staff, and a series of interviews with students and staff.

The findings show that there is potential for cross-faculty collaboration in developing students' global awareness through formal (such as including global elements in all courses) and—particularly—non-formal learning experiences. Student choice and involvement in the planning of such experiences can also contribute to greater global awareness.

## Acknowledgements

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# 1 Background

## 1.1 Introduction

Globalization is a trend in modern life, facilitated by technological advancements in communications and transportation. Cities such as Hong Kong have undergone demographic changes, as people become more mobile. China is investing in international initiatives such as *Belt and Road* that encourage collaboration on trade and cultural activities. Coping and benefitting from globalization require a mind-set that embraces global citizenship and the development of intercultural competence and multilingualism.

To address these challenges, The Education University of Hong Kong (EdUHK) has instigated various measures to promote global awareness and competences. Part of the university's mission is "to develop students' international perspectives and knowledge so that they will be well-equipped to become caring global citizens and professionals in their own fields". Students are provided with chances to gain overseas experience and to interact with fellow students from increasingly diverse backgrounds on campus; the new language policy is designed to strengthen their multilingualism; and programmes are being revised to enhance the components that foster the global awareness of students. Acquiring global perspectives was included as one of the Generic Intended Learning Outcomes (GILOs) of graduates from the university. A stock-taking exercise conducted in 2015 found that over 300 courses across the three faculties incorporated global elements. These courses covered a wide range of topics including education, culture, literature, politics, environment, social development, and globalization.

This project aimed to enhance the global awareness of students in EdUHK. It promoted the incorporation of global elements and perspectives into course content, and collaboration among teaching staff to use global issues themes in course design. The project then assessed whether students gained a greater sense of global awareness following their participation in courses with enhanced content, and through a range of non-formal learning experiences.

## 1.2 Project information

### 1.2.1 Staff

#### Principal Project Supervisors (PPS):

Professor Bob ADAMSON/ Chair Professor (Project Leader)

Professor LEE Chi Kin John/ VP(AC) and Chair Professor (budget holder)

Dr Paul STAPLETON/ Head and Associate Professor

Dr TAM Cheung On Thomas/ Associate Head and Associate Professor

### Co-supervisors

Prof YU, Kwan Wai Eric/ AVP (Quality Assurance), Head

Mr LAI Chi Shing / Teaching Fellow I

Dr LAM Chi Ming/ Associate Head and Assistant Professor

Dr LI Yu Wai Vic/ Assistant Professor

Dr Tamara SAVELYEVA/ Assistant Professor

Dr Theresa ALVIAR / Assistant Professor

### Project Staff

Mr Will DOUGLAS, Project Manager

Ms Stephanie CHAN Chi Wa, Project Officer

Ms Josey HO Hon Yan, Research Assistant

### **1.2.2 Project period and duration**

Commencement date: 1 March 2016

Duration: 24 months

### **1.3 Project objectives**

The project had the following objectives:

- to establish a platform for members to learn, share and exchange views on global issues while developing necessary skills;
- to promote the learning and teaching on global issues through the online forum, course teaching and community activities;
- to internationalize the curriculum of the University by involving more teaching staff to develop their course with global elements;
- to identify good practices in adoption of global issues in course teaching within and beyond EdUHK;
- to develop students enhancement of global understanding and awareness:
  - to understand how global issues affect and shape people's lives;
  - to analyse local and global issues with multi-perspectives; and
  - to be aware of different cultural needs and respect personal and cultural differences.
- to organise seminars on the ongoing events in various parts of the world so that teaching staff members, tutors and students can interact on a



certain topic, or a series of topics, so that students' global awareness will be enhanced further.

## 2 Methodology

The research for this project involves a mixed-methods approach with three forms of data collection.

To study the impact of courses infused with global elements on students' sense of global citizenship, a pre-existing, validated survey, the "Global Awareness Scale", was used by a licensing arrangement. The purpose of the survey was to ascertain students' perceptions of their global awareness and whether these perceptions were changed in any way by the courses. The survey instrument comprised 18 questions in English measuring students' global awareness and some background questions on gender and academic level. Within 1-2 weeks of the start of semester 1 in 2016/17, the pre-course "Global Awareness Scale" survey was administered to students taking courses that had been included in the study because of their enhanced global awareness components. Towards the end of the semester, when it was considered the global elements had largely been disseminated, the post-course survey was administered. This survey was the same as the pre-course survey with 5 additional questions and options for qualitative responses. The same process was repeated for semester 2 (2016/17) in January – March and for semester 1 (2017/18) in September – November.

The survey scale was a five-point Likert scale with the responses: "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree". Data were input for statistical analysis. The scale had good internal consistency (Cronbach's Alpha = 0.906). The results were analysed initially by descriptive statistical analysis and then a two-way (gender and academic level) Analysis of Variance (ANOVA) was conducted to examine gender and academic level differences in the students' perception of their global awareness.

To complement and triangulate these data, reflective questionnaires were distributed to the staff who taught the selected courses and a series of interviews (some of which were videotaped) were held with staff and students. Data collection for these two instruments was carried out in English, apart from one interview (conducted by Professor John Lee, with Dr Lincoln Fok and a student group) which was carried out in Cantonese, transcribed, and then translated into English. The transcriptions of all interviews, as well as the reflective questionnaires were subjected to thematic discourse analysis, by which main themes were identified.

The survey numbers are shown in Table 2.1.

**Table 2.1** Completed Survey Numbers

Time	Numbers of surveys
Sem 1 2016/7 Pre-test	210
Sem 1 2016/7 Post-test	130
Sem 2 2016/7 Pre-test	339
Sem 2 2016/7 Post-test	251
Sem 1 2017/8 Pre-test	164
Sem 1 2017/8 Post-test	93

### 3 Key findings

#### 3.1 Findings from student surveys

##### 3.1.1 Semester 1 September–December 2016

The detailed results of the pre-test survey are given in Table A4.1 in Appendix 4 and the results of the post-test survey are given in Table A4.2. These are summarized in Table 3.1.

The pre-test mean scores of the individual questions ranged between 3.44 and 4.08 (overall mean of 3.76). As an overview, the pre-test results indicate that, on average, students tended to agree with the statements presented by the items. The pre-test level of agreement averaged over all results was 66% of respondents (agree and strongly agree). The corresponding averages for neutral and disagree (disagree and strongly disagree) were 28% and 5%. There were very only 11 responses of “strongly disagree” for both pre- and post-test surveys.

The post-test mean scores of the individual questions ranged between 3.72 and 4.1 (overall mean of 3.93). The results indicate that there was an overall increase in agreement with the statements. The post-test level of agreement averaged over all results was 78% of respondents. The corresponding averages for neutral and disagree were 19% and 3%.

Question 15, “People have a responsibility to conserve natural resources to foster a sustainable environment”, had the highest pre-test agreement (in percentage terms) with 78% agreeing or strongly agreeing with this statement. This showed only a relatively small increase of 7% in the post-test survey but still had the highest post-test level of agreement (85%).

**Table 3.1** Percentage Distribution, Mean, and Standard Deviation of the Global Citizenship Scale for the Pre- and Post-surveys (Semester 1 2016/7)

Item	Time	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D.
1	1	1 (0.48%)	16 (7.62%)	81 (38.57%)	102 (48.57%)	10 (4.76%)	3.50	0.73
1	2	/	4 (3.08%)	35 (26.92%)	79 (60.77%)	12 (9.23%)	3.76	0.66
2	1	2 (0.95%)	14 (6.67%)	82 (39.05%)	99 (47.14%)	13 (6.19%)	3.51	0.75
2	2	/	6 (4.62%)	31 (23.85%)	74 (56.92%)	19 (14.62%)	3.82	0.73
3	1	1 (0.48%)	17 (8.10%)	61 (29.05%)	106 (50.48%)	22 (10.48%)	3.63	0.80
3	2	/	4 (3.08%)	19 (14.62%)	80 (61.54%)	27 (20.77%)	4.00	0.69
4	1	/	16 (7.62%)	56 (26.67%)	113 (53.81%)	25 (11.90%)	3.70	0.78
4	2	/	6 (4.62%)	17 (13.08%)	80 (61.54%)	27 (20.77%)	3.98	0.73
5	1	/	9 (4.29%)	63 (30.00%)	117 (55.71%)	21 (10.00%)	3.71	0.70
5	2	/	2 (1.54%)	22 (16.92%)	81 (62.31%)	25 (19.23%)	3.99	0.65
6	1	/	12 (5.71%)	50 (23.81%)	111 (52.86%)	37 (17.62%)	3.82	0.78
6	2	/	5 (3.85%)	21 (16.15%)	83 (63.85%)	21 (16.15%)	3.92	0.69
7	1	2 (0.95%)	15 (7.14%)	63 (30.00%)	103 (49.05%)	26 (12.38%)	3.65	0.82
7	2	1 (0.77%)	7 (5.38%)	31 (23.85%)	71 (54.62%)	20 (15.38%)	3.78	0.80
8	1	1 (0.48%)	21 (10.00%)	87 (41.43%)	84 (40.00%)	16 (7.62%)	3.44	0.80
8	2	/	9 (6.98%)	37 (28.68%)	64 (49.61%)	19 (14.73%)	3.72	0.80
9	1	/	13 (6.19%)	57 (27.14%)	120 (57.14%)	18 (8.57%)	3.69	0.72
9	2	/	4 (3.10%)	22 (17.05%)	82 (63.57%)	21 (16.28%)	3.93	0.68
10	1	/	22 (10.48%)	76 (36.19%)	97 (46.19%)	15 (7.14%)	3.50	0.78
10	2	1 (0.77%)	4 (3.08%)	24 (18.46%)	85 (65.38%)	16 (12.31%)	3.85	0.70
11	1	/	13 (6.19%)	50 (23.81%)	124 (59.05%)	23 (10.95%)	3.75	0.73
11	2	/	2 (1.54%)	33 (25.38%)	72 (55.38%)	23 (17.69%)	3.89	0.70
12	1	/	1 (0.48%)	47 (22.38%)	120 (57.14%)	42 (20.00%)	3.97	0.67
12	2	/	3 (2.34%)	17 (13.28%)	79 (61.72%)	29 (22.66%)	4.05	0.67
13	1	1 (0.48%)	4 (1.90%)	61 (29.05%)	106 (50.48%)	37 (17.62%)	3.83	0.75
13	2	/	2 (1.55%)	30 (23.26%)	73 (56.59%)	24 (18.60%)	3.92	0.69
14	1	1 (0.48%)	3 (1.43%)	44 (20.95%)	91 (43.33%)	70 (33.33%)	4.08	0.80
14	2	/	3 (2.31%)	19 (14.62%)	71 (54.62%)	37 (28.46%)	4.09	0.72
15	1	/	2 (0.95%)	44 (20.95%)	100 (47.62%)	63 (30.00%)	4.07	0.74
15	2	/	2 (1.54%)	17 (13.08%)	77 (59.23%)	34 (26.15%)	4.10	0.67
16	1	/	3 (1.43%)	49 (23.33%)	121 (57.62%)	37 (17.62%)	3.91	0.68
16	2	/	3 (2.31%)	22 (16.92%)	77 (59.23%)	28 (21.54%)	4.00	0.69
17	1	/	4 (1.90%)	44 (20.95%)	112 (53.33%)	50 (23.81%)	3.99	0.73
17	2	/	3 (2.31%)	20 (15.38%)	79 (60.77%)	28 (21.54%)	4.02	0.68
18	1	/	7 (3.33%)	53 (25.24%)	116 (55.24%)	33 (15.71%)	3.84	0.72
18	2	/	3 (2.31%)	29 (22.31%)	67 (51.54%)	31 (23.85%)	3.97	0.75

Note: S.D. = Standard Deviation; “Strong Disagree” was coded as 1, “Disagree” as 2, “Neutral” as 3, “Agree” as 4, and “Strongly Agree” as 5. / stands for 0%. Time point 1 is the pre-test and time point two the post-test.

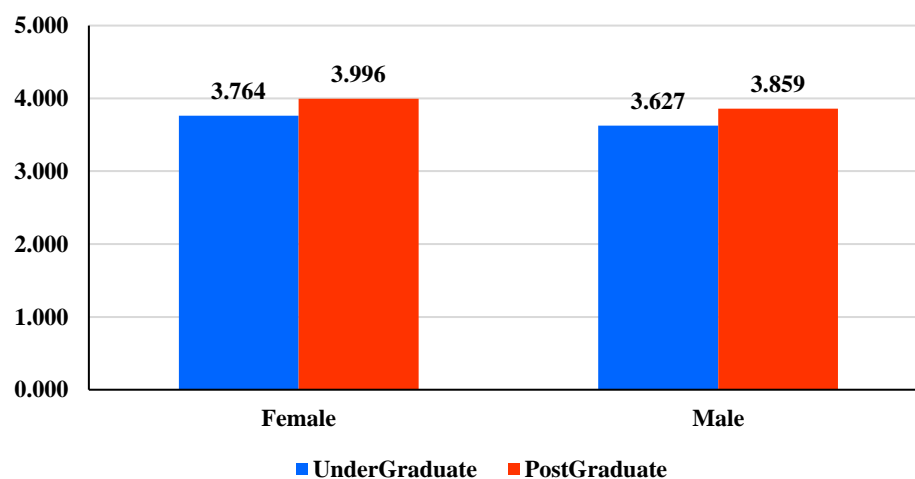
Question 8, “I strongly identify with global citizens”, had the lowest pre-test agreement at 48%. This increased to 68% in the post-test survey but remained the question with the lowest agreement after the courses were completed.

Question 10, “It is easy for me to put myself in someone else’s shoes regardless of what country they are from”, had a low level of 53% agreement in the pre-test but had the highest percentage change of 24% in the post-test survey, increasing to 78% agreement. This question also had the greatest change from the “neutral” response with 18% changing to agreement.

Question 11, “I would like to join groups that emphasize getting to know people from different countries”, had the lowest percentage change in agreement (3%) between the pre- and post-test results.

Statistical analysis was undertaken on the gender and academic level difference in students’ perception of global citizenship for the pre-test results. Masters students and doctoral students were grouped together as “postgraduate students” for analysis. A two-way (gender and academic level) Analysis of Variance (ANOVA) was conducted to examine gender and academic level differences in students’ perception of Global Citizenship for the pre-test. The estimated marginal means by gender and academic level are presented in Figure 3.1.

**Figure 3.1** Estimated Marginal Means by Gender and Academic Level: Students’ Perception of Global Citizenship - Pre-test (Semester 1 2016/7)



Academic Level	Male (Standard Error)	Female (Standard Error)
Undergraduate	3.764 (0.042)	3.627 (0.067)
Postgraduate	3.996 (0.089)	3.859 (0.104)

The results show that there is no significant gender difference in their perception of global citizenship, whilst a statistically significant difference was found for academic level, with postgraduate outperforming undergraduates (Partial Eta Squared = 0.032) see Table 3.2.

**Table 3.2** Results of Two-way ANOVA on Gender and Academic Level Difference in Students’ Perception of Global Citizenship Pre-test (Semester 1 2016/7)

Factor	F	Hypothesis d.f.	Error d.f.	P Value	Partial Squared	Eta
Gender	3.212	1	0.075	0.017	3.212	
Academic Level	6.082	1	0.015	0.032	6.082	

Note: d.f. = Degree of Freedom

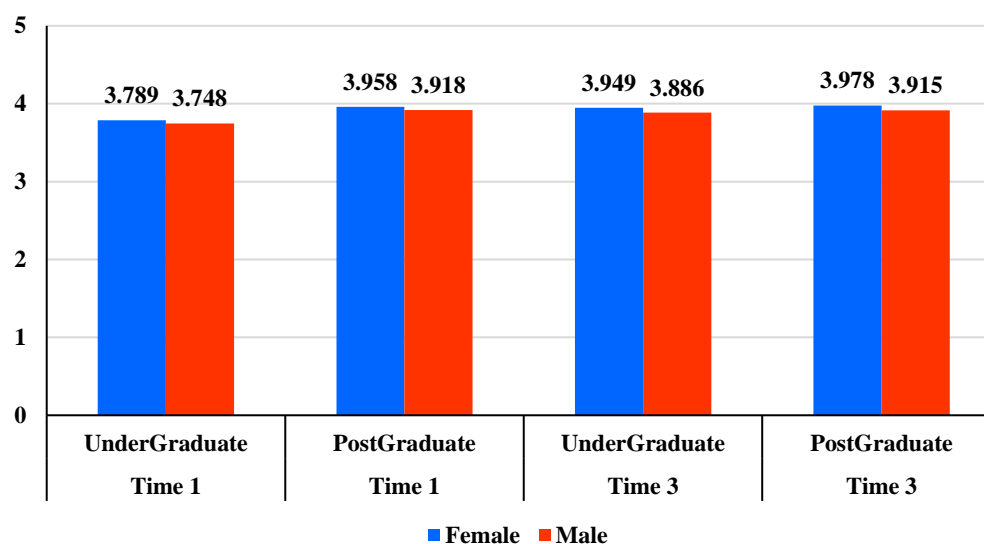
In order to examine the change of students' perception of global citizenship as a results of the "enhanced" course materials, a Mix-ANOVA was conducted, with time (pre- and post-test) as a within-subject factor and gender and academic level as between-subject factors based on the responses from 83 students (who indicated gender). Table 3.3 presents the sample distribution by gender and academic level for participants who completed the questionnaires both at pre- and post-test.

**Table 3.3** Sample Distribution (pre- and post-test) of Students' Growth in Students' Perception of Global Citizenship by Gender and Academic Level (Semester 1 2016/7)

Academic Level	Female (% by row)	Male (% by row)	Not Specified (% by row)	Total
Undergraduate	20 (25.3%)	52 (65.8%)	7 (8.9%)	79
Postgraduate	4 (28.6%)	8 (57.1%)	2 (14.3%)	14
Total	24 (25.8%)	60 (64.5%)	9 (9.7%)	93

The estimated marginal means by gender and academic Level at the two time points are presented in Figure 3.2.

**Figure 3.2** Estimated Marginal Means by Gender and Academic Level: Students' Perception of Global Citizenship - Post-test (Semester 1 2016/7)



Academic Level	Female (Standard Error)	Male (Standard Error)
<b>Pre-test</b>		
Undergraduate	3.789 (0.066)	3.748 (0.103)
Postgraduate	3.958 (0.146)	3.918 (0.161)
<b>Post-test</b>		
Undergraduate	3.949 (0.064)	3.886 (0.099)
Postgraduate	3.978 (0.141)	3.915 (0.156)

This shows that the students had a higher perception of global citizenship at the post-test time point than they did pre-test. However results of Mix-ANOVA found that time, gender, and academic level differences in their perception of Global Citizenship were not statistically significant (Table 3.4).

**Table 3.4 Results of Mix- ANOVA on Gender and Academic Level Difference in Students' Perception of Global Citizenship (Semester 1 2016/7)**

Factor	F	Hypothesis d.f.	P Value	Partial Squared	Eta
Within-Subjects					
Time	0.919	1	0.340	0.011	
Time * Gender	0.037	1	0.848	0.000	
Time * Academic Level	0.789	1	0.377	0.010	
Between-Subjects					
Gender	0.278	1	0.599	0.003	
Academic Level	0.608	1	0.438	0.007	

Note: d.f. = Degree of Freedom

This lack of statistically significant change is considered to be a result of the students having a high level of agreement with statements on the survey instruments pre-test; in other words, they came to the university with an already high self-perception of their global awareness.

### 3.1.2 Semester 2 January–April 2017

The detailed results of the pre-test survey are given in Table A4.3 in Appendix 4 and the results of the post-test survey are given in Table A4.4. These are summarized in Table 3.5.

The pre-test mean scores of the individual questions ranged between 3.37 and 4.18 (overall mean of 3.80). As an overview, the pre-test results indicate that, on average, students tended to agree with the statements presented by the items. The pre-test level of agreement averaged over all results was 70% of respondents (agree and strongly agree). The corresponding averages for neutral and disagree (disagree and strongly disagree) were 25% and 5%. There were very few questions that received responses of “strongly disagree”.

The post-test mean scores of the individual questions ranged between 3.57 and 4.24 (overall mean of 3.88). The results indicate that there was an overall increase in agreement with the statements. The post-test level of agreement averaged over all results was 76% of respondents. The corresponding averages for neutral and disagree were 21% and 4%.

In common with the Semester 1 2016/7, Question 15, “People have a responsibility to conserve natural resources to foster a sustainable environment”, had the highest pre-test agreement (in percentage terms) with 86% agreeing or strongly agreeing with this statement. This showed only a relatively small increase of 2% in the post-test survey.



**Table 3.5** Percentage Distribution, Mean, and Standard Deviation of the Global Citizenship Scale for the Pre- and Post-surveys (Semester 2 2016/7)

Item	Time Point	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D.
1	1	1 (0.3%)	30 (9.2%)	137 (41.9%)	150 (45.9%)	9 (2.8%)	3.42	0.71
1	2	3 (1.2%)	11 (4.4%)	68 (27.2%)	152 (60.8%)	16 (6.4%)	3.67	0.72
2	1	2 (0.6%)	27 (8.3%)	104 (31.8%)	183 (56.0%)	11 (3.4%)	3.53	0.72
2	2	/	13 (5.2%)	64 (25.6%)	161 (64.4%)	12 (4.8%)	3.69	0.65
3	1	3 (0.9%)	28 (8.6%)	68 (20.8%)	184 (56.3%)	43 (13.1%)	3.74	0.88
3	2	1 (0.4%)	9 (3.6%)	53 (21.3%)	153 (61.4%)	33 (13.3%)	3.84	0.71
4	1	/	26 (8.0%)	75 (22.9%)	189 (57.8%)	37 (11.3%)	3.72	0.77
4	2	/	8 (3.2%)	40 (16.1%)	164 (65.9%)	37 (14.9%)	3.92	0.66
5	1	/	13 (4.0%)	90 (27.5%)	193 (59.0%)	31 (9.5%)	3.74	0.68
5	2	/	9 (3.6%)	58 (23.1%)	161 (64.1%)	23 (9.2%)	3.79	0.65
6	1	2 (0.6%)	11 (3.4%)	59 (18.0%)	197 (60.2%)	57 (17.4%)	3.92	0.79
6	2	1 (0.4%)	4 (1.6%)	49 (19.5%)	160 (63.7%)	37 (14.7%)	3.91	0.66
7	1	3 (0.9%)	17 (5.2%)	111 (33.9%)	169 (51.7%)	26 (8.0%)	3.62	0.80
7	2	/	13 (5.2%)	66 (26.4%)	136 (54.4%)	35 (14.0%)	3.77	0.75
8	1	2 (0.6%)	41 (12.5%)	142 (43.4%)	119 (36.4%)	23 (7.0%)	3.37	0.81
8	2	3 (1.2%)	13 (5.2%)	92 (36.8%)	122 (48.8%)	20 (8.0%)	3.57	0.76
9	1	/	15 (4.6%)	89 (27.2%)	177 (54.1%)	43 (13.1%)	3.81	0.89
9	2	/	8 (3.2%)	50 (20.1%)	161 (64.7%)	30 (12.0%)	3.86	0.66
10	1	2 (0.6%)	29 (8.9%)	110 (33.6%)	156 (47.7%)	28 (8.6%)	3.58	0.90
10	2	1 (0.4%)	18 (7.2%)	58 (23.1%)	153 (61.0%)	21 (8.4%)	3.70	0.74
11	1	2 (0.6%)	14 (4.3%)	87 (26.6%)	189 (57.8%)	35 (10.7%)	3.74	0.73
11	2	/	12 (4.8%)	64 (25.6%)	141 (56.4%)	33 (13.2%)	3.78	0.73
12	1	/	1 (0.3%)	46 (14.1%)	203 (62.1%)	76 (23.2%)	4.10	0.67
12	2	/	4 (1.6%)	27 (10.8%)	153 (61.4%)	65 (26.1%)	4.12	0.65
13	1	1 (0.3%)	4 (1.2%)	71 (21.7%)	193 (59%)	58 (17.7%)	3.93	0.68
13	2	1 (0.4%)	8 (3.2%)	50 (20.0%)	144 (57.6%)	47 (18.8%)	3.91	0.74
14	1	1 (0.3%)	4 (1.2%)	40 (12.2%)	173 (52.9%)	109 (33.3%)	4.18	0.71
14	2	/	2 (0.8%)	26 (10.4%)	134 (53.4%)	89 (35.5%)	4.24	0.66
15	1	/	4 (1.2%)	41 (12.5%)	173 (52.9%)	109 (33.3%)	4.18	0.69
15	2	/	3 (1.2%)	26 (10.4%)	138 (55.0%)	84 (33.5%)	4.21	0.67
16	1	/	8 (2.4%)	58 (17.7%)	182 (55.7%)	77 (23.5%)	4.04	0.82
16	2	/	4 (1.6%)	52 (20.7%)	141 (56.2%)	54 (21.5%)	3.98	0.70
17	1	/	3 (0.9%)	63 (19.3%)	177 (54.1%)	84 (25.7%)	4.05	0.70
17	2	/	6 (2.4%)	37 (14.7%)	156 (62.2%)	52 (20.7%)	4.01	0.67
18	1	2 (0.6%)	9 (2.8%)	88 (26.9%)	183 (56.0%)	45 (13.8%)	3.80	0.73
18	2	2 (0.8%)	10 (4.0%)	58 (23.2%)	145 (58.0%)	35 (14.0%)	3.80	0.75

Note: S.D. = Standard Deviation; “Strong Disagree” was coded as 1, “Disagree” as 2, “Neutral” as 3, “Agree” as 4, and “Strongly Agree” as 5. / stands for 0%.

Question 14, “Basic services such as health care, clean water, food, and legal assistance should be available to everyone, regardless of what country they live in”, shared the highest pre-test agreement with Q15, also showing 86% of respondents agreeing or strongly agreeing with this statement. This showed only a relatively small increase of 3% in the post-test survey and showed highest post-test level of agreement (89%).

Question 8, “I strongly identify with global citizens”, had the lowest pre-test agreement at 43%. This increased to 57% in the post-test survey but remained the question with the lowest agreement after the courses were completed. This was the same result as for semester 1 2016/7.

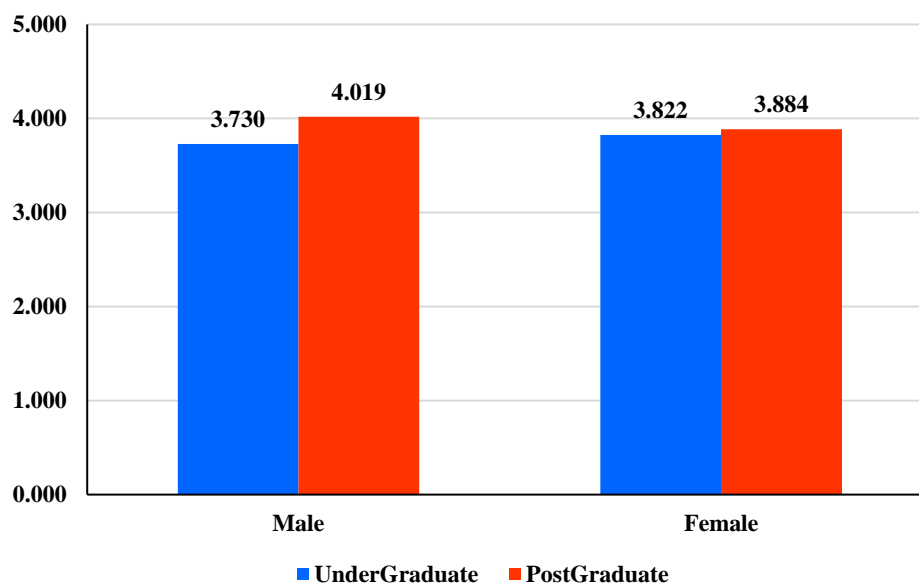
Question 1, “Most people who are important to me think that being a global citizen is desirable”, had a low level of 48% agreement in the pre-test but had the highest percentage change of 19% in the post-test survey, increasing to 67% agreement. This question also had the greatest change from the “neutral” response with 15% changing to agreement.

Question 16, “Natural resources should be used primarily to provide for basic needs rather than material wealth”, actually had a negative percentage change in agreement (-2%) between the pre- and post-test results with a small increase in respondents disagreeing. This could be the result of gaining a better understanding of what the question means after completing the relevant course resulting in a change in view point.

Questions 11-18 all showed 3% or less change in agreement between the pre- and post-test results.

A two-way Analysis of Variance (ANOVA) was conducted to examine gender and academic level differences in students’ perception of global citizenship for the pre-test (Figure 3.3).

**Figure 3.3** Estimated Marginal Means by Gender and Academic Level: Students’ Perception of Global Citizenship - Pre-test (Semester 2 2016/7)



Academic Level	Male (Standard Error)	Female (Standard Error)
Undergraduate	3.730 (0.042)	3.822 (0.031)
Postgraduate (Masters & doctoral Ss)	4.019 (0.089)	3.884 (0.062)

The results indicate no significant gender difference in their perception of global citizenship, whilst a statistically significant difference was found for academic level, with postgraduate outperforming undergraduates ( $p = 0.004$ , Partial Eta Squared = 0.026; see Table 3.6).



**Table 3.6** Results of Two-way ANOVA on Gender and Academic Level Difference in Students' Perception of Global Citizenship Pre-test (Semester 2 2016/7)

Factor	F	Hypothesis d.f.	Error d.f.	P Value	Partial Eta Squared
Gender	0.125	1	311	0.724	0.000
Academic Level	8.469	1	311	0.004	0.026
Gender * Academic Level	3.576	1	311	0.060	0.011

Note: d.f. = Degree of Freedom

In order to examine the change of students' perception of global citizenship as a results of the "enhanced" course materials, a Mix-ANOVA was conducted, with time as a within-subject factor and gender and academic level as between-subject factors based on the responses from 150 students.

Table 3.7 presents the sample distribution by gender and academic level for participants completed the scale of perception of global citizenship at pre-and post-test.

**Table 3.7** Sample Distribution (pre- and post-test) of Students' Growth in Students' Perception of Global Citizenship by Gender and Academic Level (Semester 2 2016/7)

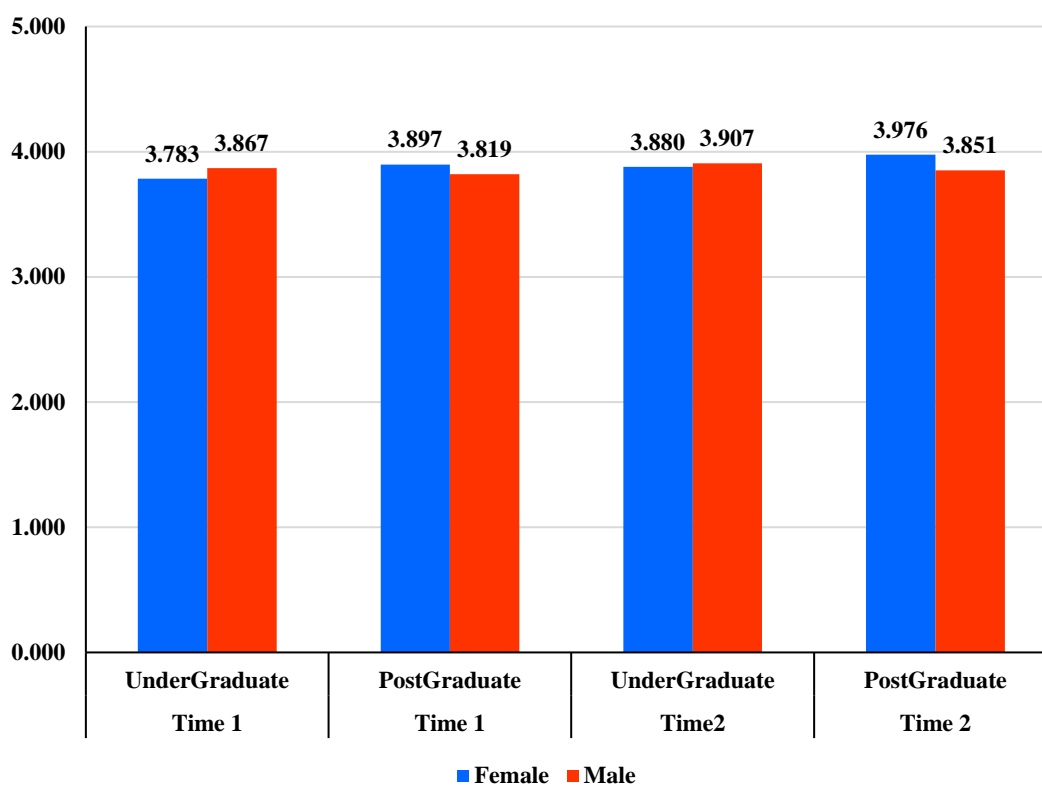
Academic Level	Female (% by row)	Male (% by row)	Not Specified (% by row)	Total
Undergraduate	75 (63.6%)	38 (32.2%)	5 (0.042)	118 (100.0%)
Master	0 (0.0%)	3 (100.0%)	0 (0)	3 (100.0%)
Doctoral	20 (69.0%)	4 (13.8%)	5 (0.172)	29 (100.0%)
Total	95 (63.3%)	45 (30.0%)	10 (0.067)	150 (100.0%)

As shown in the table, only 150 students completed all the items on Global Citizenship at both time points and 95 of them are female students, while 10 of them did not indicate their gender.

Three Master's students and 29 doctoral students were grouped as postgraduate students for the analysis, as a sample size of three (male Master's students) is not sufficient for ANOVA.

The estimated marginal means by gender and academic level at the two time points are presented in Figure 3.4.

Figure 3.4 Estimated Marginal Means by Gender and Academic Level: Students' Perception of Global Citizenship - Post-test (Semester 2 2016/7)



This shows that the students had a higher perception of global citizenship at the post-test time point than they did pre-test. However results of Mix-ANOVA found that time, gender, and academic level differences in their perception of Global Citizenship were not statistically significant; the partial eta squared for the time effect was 0.018, while those for other effects were less than 0.010 (Table 3.8).

Table 3.8 Results of Mix- ANOVA on Gender and Academic Level Difference in Students' Perception of Global Citizenship (Semester 2 2016/7)

Factor	F	Hypothesis d.f.	Error d.f.	P Value	Partial Eta Squared
<b>Within-Subjects</b>					
Time	2.501	1	136	0.116	0.018
Time * Gender	0.442	1	136	0.507	0.003
Time * Academic Level	0.024	1	136	0.876	0.000
Time * Gender * Academic Level	0.004	1	136	0.950	0.000
<b>Between-Subjects</b>					
Gender	0.078	1	136	0.781	0.001
Academic Level	0.106	1	136	0.746	0.001
Gender * Academic Level	0.933	1	136	0.336	0.007

Note: d.f. = Degree of Freedom

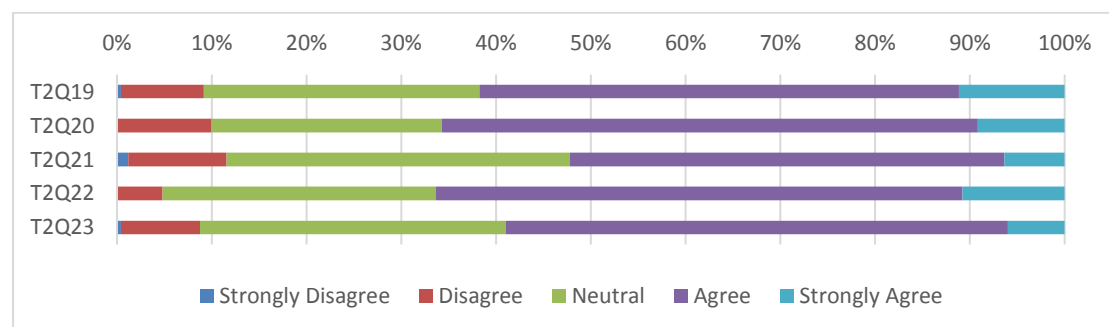
For the second semester an additional analysis and test were done to look at the effects of the courses on perception of global awareness. Five items were used to investigate students' perception on the effect of the course on their global citizenship for the post-test survey: "Do you think that this course encourages you to be aware of your cultural perspective?", "Do you think that this course enables you to view issues through different cultural perspectives?", "Do you think that this course enables you to interact more effectively with people from other cultures?", "Do you think that this course encourages you to view global issues through critical perspectives?", and "Do you think that this course encourages you to think about how you can act in response to global problems?". Descriptive statistics were presented in Table 3.9 and Figure 3.5.

**Table 3.9** Percentage Distribution, Mean, and Standard Deviation of the Effect of the Course Students' on Perception of Global Citizenship at the post-test (Semester 2 2016/7)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D.
19	1 (0.2%)	22 (5%)	73 (16.6%)	127 (28.9%)	28 (6.4%)	3.63	0.81
20	/	25 (5.7%)	61 (13.9%)	142 (32.3%)	23 (5.2%)	3.65	0.78
21	3 (0.7%)	26 (5.9%)	91 (20.7%)	115 (26.1%)	16 (3.6%)	3.46	0.81
22	/	12 (2.7%)	72 (16.4%)	139 (31.6%)	27 (6.1%)	3.72	0.72
23	1 (0.2%)	21 (4.8%)	81 (18.4%)	133 (30.2%)	15 (3.4%)	3.56	0.75

Note: S.D. = Standard Deviation; "Strong Disagree" was coded as 1, "Disagree" as 2, "Neutral" as 3, "Agree" as 4, and "Strongly Agree" as 5. / stands for 0%.

**Figure 3.5** Percentage Distribution of the Effect of the Course Students' Perception of Global Citizenship - Post-test (Semester 2 2016/7)



Q19. Do you think that this course encourages you to be aware of your cultural perspective?
Q20. Do you think that this course enables you to view issues through different cultural perspectives?
Q21. Do you think that this course enables you to interact more effectively with people from other cultures?
Q22. Do you think that this course encourages you to view global issues through critical perspectives?
Q23. Do you think that this course encourages you to think about how you can act in response to global problems?

### 3.1.3 Semester 1 September–December 2017

The detailed results of the pre-test survey are given in Table A4.5 in Appendix 4 and the results of the post-test survey are given in Table A4.6. These summarized in Table 3.10.

**Table 3.10** Percentage Distribution, Mean, and Standard Deviation of the Global Citizenship Scale for the Pre- and Post-surveys (Semester 1 2017/8)

Item	Time Point	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D.
1	1	1 (0.6%)	17 (10.4%)	64 (39.0%)	77 (47.0%)	5 (3.0%)	3.41	0.74
1	2	/	4 (4.3%)	35 (37.6%)	52 (55.9%)	2 (2.2%)	3.56	0.62
2	1	1 (0.6%)	16 (9.8%)	64 (39.0%)	78 (47.6%)	5 (3.0%)	3.43	0.74
2	2	1 (1.1%)	7 (7.5%)	22 (23.7%)	60 (64.5%)	3 (3.2%)	3.61	0.72
3	1	/	18 (11.0%)	50 (30.5%)	76 (46.3%)	20 (12.2%)	3.60	0.84
3	2	/	7 (7.5%)	24 (25.8%)	49 (52.7%)	13 (14.0%)	3.73	0.80
4	1	1 (0.6%)	15 (9.2%)	40 (24.5%)	90 (55.2%)	17 (10.4%)	3.66	0.81
4	2	/	9 (9.8%)	24 (26.1%)	51 (55.4%)	8 (8.7%)	3.63	0.78
5	1	/	10 (6.2%)	46 (28.4%)	95 (58.6%)	11 (6.8%)	3.66	0.70
5	2	/	6 (6.5%)	25 (27.2%)	51 (55.4%)	10 (10.9%)	3.71	0.75
6	1	/	8 (4.9%)	40 (24.4%)	82 (50.0%)	34 (20.7%)	3.87	0.80
6	2	1 (1.1%)	3 (3.2%)	17 (18.3%)	53 (57.0%)	19 (20.4%)	3.92	0.78
7	1	/	14 (8.6%)	68 (42.0%)	68 (42.0%)	12 (7.4%)	3.48	0.76
7	2	1 (1.1%)	8 (8.6%)	28 (30.1%)	48 (51.6%)	8 (8.6%)	3.58	0.81
8	1	1 (0.6%)	14 (8.6%)	80 (49.1%)	61 (37.4%)	7 (4.3%)	3.36	0.73
8	2	1 (1.1%)	9 (9.7%)	38 (40.9%)	41 (44.1%)	4 (4.3%)	3.41	0.77
9	1	2 (1.2%)	5 (3.1%)	57 (35.4%)	81 (50.3%)	16 (9.9%)	3.65	0.75
9	2	1 (1.1%)	4 (4.3%)	27 (29.3%)	54 (58.7%)	6 (6.5%)	3.65	0.72
10	1	2 (1.2%)	19 (11.6%)	51 (31.1%)	76 (46.3%)	16 (9.8%)	3.52	0.87
10	2	1 (1.1%)	4 (4.3%)	28 (30.1%)	48 (51.6%)	12 (12.9%)	3.71	0.79
11	1	1 (0.6%)	10 (6.1%)	42 (25.6%)	89 (54.3%)	22 (13.4%)	3.74	0.79
11	2	1 (1.1%)	1 (1.1%)	18 (19.4%)	58 (62.4%)	15 (16.1%)	3.91	0.70
12	1	1 (0.6%)	3 (1.8%)	23 (14.0%)	86 (52.4%)	51 (31.1%)	4.12	0.75
12	2	1 (1.1%)	1 (1.1%)	13 (14.0%)	55 (59.1%)	23 (24.7%)	4.05	0.73

13	1	2 (1.2%)	6 (3.7%)	47 (28.7%)	85 (51.8%)	24 (14.6%)	3.75	0.79
13	2	/	5 (5.4%)	23 (25.0%)	50 (54.3%)	14 (15.2%)	3.79	0.76
14	1	1 (0.6%)	3 (1.8%)	29 (17.8%)	78 (47.9%)	52 (31.9%)	4.09	0.79
14	2	/	2 (2.2%)	15 (16.1%)	52 (55.9%)	24 (25.8%)	4.05	0.71
15	1	/	6 (3.7%)	25 (15.4%)	71 (43.8%)	60 (37.0%)	4.14	0.81
15	2	/	/	20 (21.5%)	51 (54.8%)	22 (23.7%)	4.02	0.68
16	1	/	5 (3.0%)	45 (27.4%)	85 (51.8%)	29 (17.7%)	3.84	0.74
16	2	/	2 (2.2%)	23 (25.0%)	50 (54.3%)	17 (18.5%)	3.89	0.72
17	1	/	6 (3.7%)	31 (18.9%)	91 (55.5%)	36 (22.0%)	3.96	0.75
17	2	1 (1.1%)	2 (2.2%)	23 (24.7%)	49 (52.7%)	18 (19.4%)	3.87	0.78
18	1	/	11 (6.7%)	51 (31.1%)	78 (47.6%)	24 (14.6%)	3.70	0.80
18	2	1 (1.1%)	2 (2.2%)	27 (29.0%)	51 (54.8%)	12 (12.9%)	3.76	0.74

Note: S.D. = Standard Deviation; “Strong Disagree” was coded as 1, “Disagree” as 2, “Neutral” as 3, “Agree” as 4, and “Strongly Agree” as 5. / stands for 0%.

The pre-test mean scores of the individual questions ranged between 3.36 and 4.14 (overall mean of 3.72). As an overview, the pre-test results indicate that, on average, students tended to agree with the statements presented by the items. The pre-test level of agreement averaged over all results was 64% of respondents (agree and strongly agree). The corresponding averages for neutral and disagree (disagree and strongly disagree) were 29% and 7%. There were very few questions that received responses of “strongly disagree”.

The post-test mean scores of the individual questions ranged between 3.41 and 4.05 (overall mean of 3.77). The results indicate that there was an overall increase in agreement with the statements. The post-test level of agreement averaged over all results was 69% of respondents. The corresponding averages for neutral and disagree were 26% and 5%.

Question 12, “I am interested in learning about the many cultures that have existed in this world”, had the highest pre-test agreement (in percentage terms) with 83.5% agreeing or strongly agreeing with this statement. This showed only a relatively small increase of 0.5% in the post-test survey but still had the highest post-test level of agreement (84%).

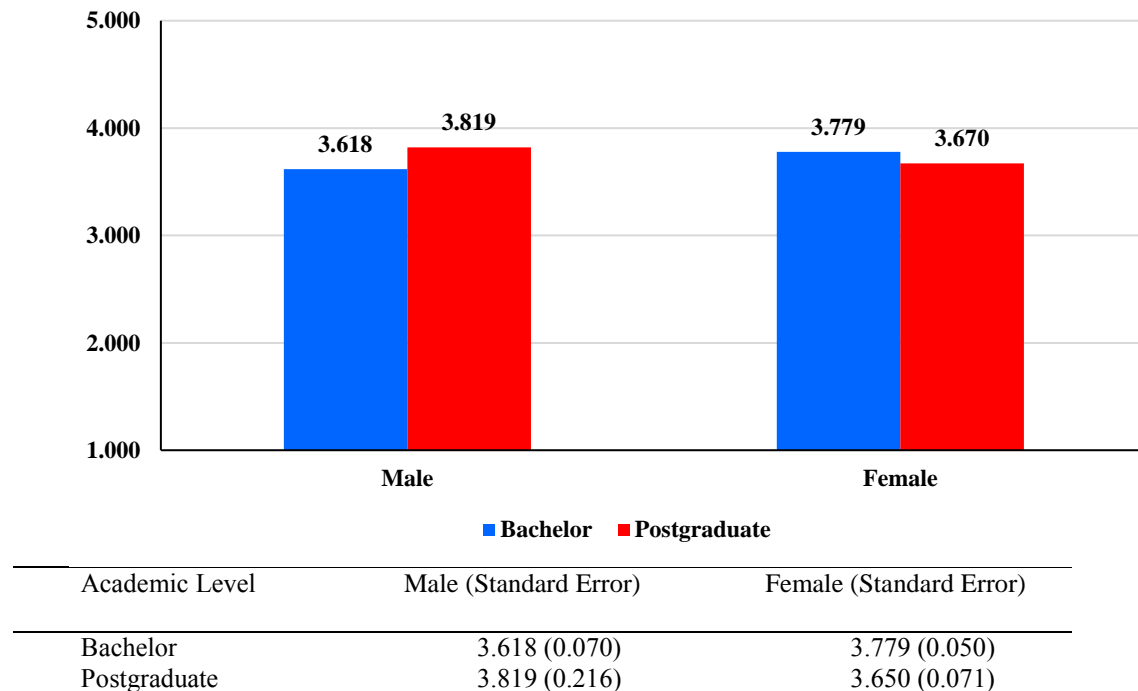
Question 8, “I strongly identify with global citizens”, had the lowest pre-test agreement at 42%. This increased to 48% in the post-test survey but remained the question with the lowest agreement after the courses were completed.

Question 2, “If I called myself a global citizen most people who are important to me would approve”, had a level of 51% agreement in the pre-test but had the highest percentage change of 17% in the post-test survey, increasing to 68% agreement. This question also had the greatest change from the “neutral” response with 15% changing to agreement.

Questions 4, 15 and 17, “I believe that I am connected to people in other countries, and my actions can affect them”, “People have a responsibility to conserve natural resources to foster a sustainable environment”, and “If I had the opportunity, I would help others who are in need regardless of their nationality”, all had negative changes in agreement between pre-and post-test. Question 17 had a 5% fall in agreement after the courses were taught.

A two-way (gender and academic level) Analysis of Variance (ANOVA) was conducted to examine gender and academic level differences in students' perception of global citizenship for the pre-test. Masters students and doctoral students were grouped together as "postgraduate students" for analysis. The estimated marginal means by gender and academic level are presented in Figure 3.6.

**Figure 3.6** Estimated Marginal Means by Gender and Academic Level: Students' Perception of Global Citizenship - Pre-test (Semester 1 2017/8)



The results showed that there is no significant gender or academic level difference in their perception of Global Citizenship (see Table 3.11).

**Table 3.11** Results of Two-way ANOVA on Gender and Academic Level Difference in Students' Perception of Global Citizenship Pre-test (Semester 1 2017/8)

Factor	F	Hypothesis d.f.	Error d.f.	P Value	Partial Eta Squared
Gender	0.003	1	149	0.959	0.000
Academic Level	0.141	1	149	0.708	0.001
Gender * Academic Level	1.620	1	149	0.205	0.011

Note: d.f. = Degree of Freedom

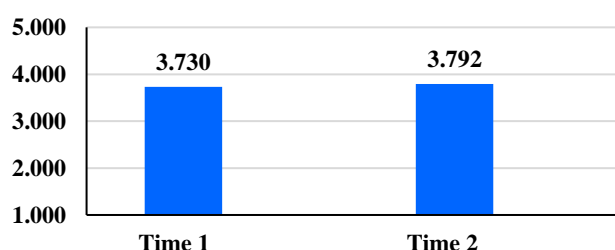
Table 3.12 presents the sample distribution by gender and academic level for participants who completed both pre- and post-test surveys. Only 69 students completed all the items on survey at both time points.

**Table 3.12** Sample Distribution (pre- and post-test) of Students' Growth in Students' Perception of Global Citizenship by Gender and Academic Level (Semester 1 2017/8)

Academic Level	Female (% by row)	Male (% by row)	Not Specified (% by row)	Total
Bachelor	34 (68.0%)	17 (33.3%)	0 (0.0%)	51
PGDE	1 (50.0%)	1 (50.0%)	0 (0.0%)	2
Master	15 (93.8%)	0 (0.0%)	1 (6.3%)	16
Total	50 (72.5%)	18 (26.1%)	1 (1.4%)	69

Two PGDE student and 15 Master's students were grouped together as "postgraduate students", as numbers were not sufficient for ANOVA. However, there was only one male postgraduate student. As a result, a repeated measure ANOVA, rather than a Mix-ANOVA considering gender and academic level, was employed to examine the change of students' perception of global citizenship. The estimated pre-and post-test means are presented in Figure 3.7.

**Figure 3.7** Estimated Marginal Means by Gender and Academic Level: Students' Perception of Global Citizenship - Post-test (Semester 1 2017/8)



Results of repeated measure ANOVA found that differences in perceptions of global citizenship were not statistically significant (Table 3.13).

**Table 3.13** Results of Mix- ANOVA on Gender and Academic Level Difference in Students' Perception of Global Citizenship (Semester 1 2017/8)

Factor	F	Hypothesis d.f.	Error d.f.	P Value	Partial Eta Squared
Time	0.944	1	68	0.335	0.014

Note: d.f. = Degree of Freedom

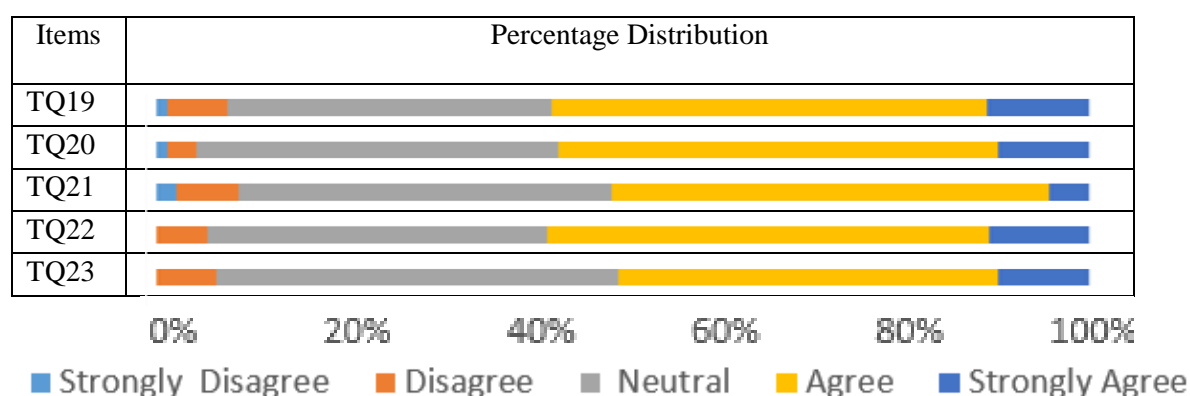
Five items were used to investigate students' perception on the effect of the course on their global citizenship at the second time point. Descriptive statistics are presented in Table 3.14 and Figure 3.8.

**Table 3.14** Percentage Distribution, Mean, and Standard Deviation of the Effect of the Course on Students' Perception of Global Citizenship Post-test (Semester 1 2017/8)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D.
19	1 (1.1%)	6 (6.5%)	32 (34.8%)	43 (46.7%)	10 (10.9%)	3.60	0.81
20	1 (1.1%)	3 (3.2%)	36 (38.7%)	44 (47.3%)	9 (9.7%)	3.61	0.75
21	2 (2.2%)	6 (6.5%)	37 (40.2%)	43 (46.7%)	4 (4.3%)	3.45	0.78
22	/	5 (5.4%)	34 (36.6%)	44 (47.3%)	10 (10.8%)	3.63	0.75
23	/	6 (6.5%)	40 (43.0%)	38 (40.9%)	9 (9.7%)	3.54	0.76

Note: S.D. = Standard Deviation; "Strong Disagree" was coded as 1, "Disagree" as 2, "Neutral" as 3, "Agree" as 4, and "Strongly Agree" as 5. / stands for 0%.

**Figure 3.8** Percentage Distribution of the Effect of the Course - on Students' Perception of Global Citizenship Post-test (Semester 1 2017/8)



Q19. Do you think that this course encourages you to be aware of your cultural perspective?
Q20. Do you think that this course enables you to view issues through different cultural perspectives?
Q21. Do you think that this course enables you to interact more effectively with people from other cultures?
Q22. Do you think that this course encourages you to view global issues through critical perspectives?
Q23. Do you think that this course encourages you to think about how you can act in response to global problems?



### 3.2 Discussion of student survey findings

It would be expected that students' perception of global citizenship awareness would increase following the courses. The fact is that, over the three semesters, while there is generally an increase in the positive responses, the differences are statistically insignificant. Feedback from lecturers suggest this is because students' initial self-perception of their global awareness was generally high.

Anomalous results occurred in semester one, 2017 where there was a reduction in agreement with some questions following the courses. One possible explanation is that the questions, taken at face value, are quite simplistic but have a depth that may only become apparent after learning more. For example the question, "If I had the opportunity, I would help others who are in need regardless of their nationality", seems to represent a good action that most people would agree with. However, if studied in more detail, this act of helping may be seen as a more complex issue than first thought. For example, an increase in government aid to developing countries would represent "help" but would come at a cost to a domestic economy that may result in reduced social services (health, education etc.) or an increase in taxes. At a personal level, "help" could mean charitable donations to aid agencies. There may be a self-realization that, whilst giving to charity is generally a good thing, the personal sacrifice is just not going to happen. If the students are taught about corruption, despotic regimes there may be doubt that "regardless of nationality" can be considered without bias.

The question "I believe that I am connected to people in other countries, and my actions can affect them" is a complex question that requires some thought and interpretation. For example, buying goods or services from a country could be argued as affecting people in that country (by supporting the industries and economies). On the other hand, many people feel powerless to take any effective action for change in their own countries, particularly those with autocratic regimes. This question may be a case of a little knowledge expands to a wider thought process that changes agreement with the question.

On learning facts such as these it is possible that some students may change their agreement with this statement in a negative manner.

The most surprising question to have reduced agreement post-course is "People have a responsibility to conserve natural resources to foster a sustainable environment". People who are in denial of climate change will disagree with this statement before and after taking the courses. It is possible that some people may come to question the validity of the statement by selective interpretation of the other "pillars of sustainability". They may value human capital and economic growth over the environment after learning more. However, it is difficult to see what can be learnt about conservation of natural resources that would cause a negative reaction to the question.

In the same semester the question, "If I called myself a global citizen most people who are important to me would approve", had the greatest change from a neutral response to agreement. This could be an indication of a lack of

understanding of what being a "global citizen" meant prior to the course (hence the neutral response) to a greater understanding and agreement post-course.

The questions introduced post-test in semester 2 2016/7 and semester 1 2017/8 on the influence of specific courses all had responses with over 50% agree or strongly agree indicating the students perceived that the courses had a positive effect in increasing global awareness.

### 3.3 Qualitative findings

#### 3.3.1 Reflective questionnaires

The questionnaires and responses are provided in Appendix 1. In summary the key findings are that participating staff perceived:

- students' knowledge of global issues at the start of the programmes was mixed with some people reporting a good level of understanding of global and sustainability issues and others seeing little knowledge. This variation was also observed by one Co-PI Dr Paul Stapleton (see [https://www.youtube.com/watch?v=zSn\\_ouEvC9k&feature=youtu.be](https://www.youtube.com/watch?v=zSn_ouEvC9k&feature=youtu.be));

*"...Many students know about many things, some students know about some things, and a few students only know about a few things."*

- the students' change in knowledge during the course resulted in more consistent observations with most participants indicating a positive increase in knowledge or participation in activities that indicate this;

*".....Yes. My course increased students' knowledge of global issues."*

*"....The students had little knowledge of global issues at the start of the course."*

- there was a wide range of examples used to demonstrate the change in students' knowledge. Regardless of the stimulus, the participants noticed the changes through discussion sessions;

*"...From simple learning that the background knowledge is different across people from different societies, to more advanced learning about how to overcome the language barriers and meaning of global leadership through discussion and critical observation tasks."*

- there was a generally positive response to whether students were more active in global or intercultural issues;

*"... yes".*

*"..... I assume that providing students with more knowledge about global and intercultural issues, they would be more active in investing time in those issues. I do not have any evidence of how they have spent their time since our course. "*

- suggestions to further improve students' knowledge of global issues ranged from “unnecessary”, as this was covered within the current generic outcomes (known as the 4Cs) to formal mechanisms such as big lectures, seminars and workshops. It was suggested that a broader interest in international art would offer an insight into cultural backgrounds. Interaction with students from other cultures was also suggested. This question indicated that there are a number of things that can be done and many views can be used to build up a “portfolio” of actions that may only be built up by considering the issue through a variety of perspectives;

*"... The current 4Cs scheme, which emphasizes global citizenship, is sufficient. All EdUHK project proposals are linked to these outcomes already".*

*"..... Several targeted big lecturers/seminars focusing on particular themes could be helpful. These lecturers/seminars can be accompanied by workshops. "*

- generally the view was that the project stimulated the search for more teaching resources from sources such as news articles, current events and popular culture and media;

*"...No, I did not. Already enough."*

*..."Yes, particularly news articles and current events that would interest the students."*

- there was a mixed reaction to the question of the value of the network created through this project. Some participants were not aware of this or maybe did not consider this of particular importance whereas others thought it to be a valuable resource; and

*"...I am unaware of this network"*

*..."Yes, they are effective and helpful."*

- there was consensus that students had met the course, programme and general intended learning outcomes.

*"...Most students satisfied the CILOs, PILOs, and GILOs to my complete satisfaction."*

### 3.3.2 Interview/workshop data

The interview data are provided in Appendix 2.

There was a general observation from the one-to-one interviews that although the project focused on globalization and global awareness, the participants seemed to treat this as a secondary issue, giving most importance to their own subject area. This was apparent from the interviews. For example, Dr Fok put sustainability and environmental issues first, using country comparisons to see where Hong Kong may improve its performance.

*"...The CILOs mention sustainable development. I think the elements of sustainable development are global concepts. This is a "soft" interpretation, but there is no clear reference to global perspectives in the CILOs."*

Dr Tam used sculpture and aesthetics in his teaching, introducing global awareness through comparisons of the body aesthetic in western and eastern cultures. This indicates, on the one hand, the secondary or lesser perceived role of global awareness in this University's courses compared to the actual course content; on the other hand it also indicates that global awareness and global issues cut across, influence and affect many subject areas that may not immediately suggest global elements.

*"...Appreciate sculpture from different ages and contemporary body culture. Different perspectives in this. For example, focusing on mind as well as body. Use different media to investigate visual cultural matters from different places."*

An interview with two students and the staff organiser about the overseas trips they had undertaken through the International and Regional Learning Enhancement Fund (IRLEF) scheme revealed the potential of such trips to enhance their global awareness.

The trips comprise short visits (typically one to two weeks) on a focused theme, with the participation of undergraduates subsidised by the IRLEF to the maximum value of \$10,000 per student. Past themes have included:

- Democratization in Taiwan
- Conflict and peace in Germany and the former Yugoslavia
- Cape Town's natural beauty and its history of apartheid and colonialism

Two important aspects of these trips were highlighted by participants as contributing to their greater intercultural competence and global awareness. The first was having responsibility for organizing the logistics of the trip, which included dealing with travel agents, hotels and other people in the host culture. This involvement in planning enhanced the experiential nature of their learning.

*".....Participating in the study tours is different from joining tours organized by travel agencies because you have a theme. You visit other places that would be impossible for you to visit on an ordinary tour."*

*.....We had the opportunity to engage and talk to local people so that we can learn more about this country. That is something that cannot get from a travel agency tour."*

The second aspect was framing the trip around a particular theme. The students commented that the thematic approach markedly differentiated the IRLEF study tours from regular tourism. A well-chosen theme was particularly appreciated, as it heightened their interest and opened up new perspectives in their global awareness.

## 4 Conclusions

The findings of this project suggest that there is potential for inclusion of global awareness in many more courses and that the mission of EdUHK in creating global citizens can be achieved through relatively minor revisions to current practices.

The recommendations are as follows:

1. To incorporate elements of global awareness in courses across the curriculum, in line with the university's GILOs; these elements should not be add-ons—instead they should infuse the existing subject matter.
2. To further leverage local opportunities for students to enhance their global awareness on and off campus through a range of learning experiences that draw upon readily available university and community resources (such as interactions with international students and minority groups within Hong Kong).
3. To develop the range and quality of learning experiences afforded by the IRLEF scheme by encouraging a broader choice of destinations and themes, and by mentoring students to assume a high degree of responsibility in the design, organization, running and evaluation of the study tours.

## Appendix 1 Reflective questionnaires

Responses received from five participating colleagues across faculties are provided below.

### 1. What was your students' knowledge of global issues at the start of the programme?

Many students know about many things, some students know about some things, and a few students only know about a few things.

It seems that they do not have much knowledge of the said issues.

The students had little knowledge of global issues at the start of the course.

--They have knowledge of some global environmental problems

--They have knowledge of the importance of sustainable development

-- They have knowledge of the right and responsibility of being the environmental citizens, etc.

Pretty good at the theoretical abstract level.

### 2. Did these change in any way during the course?

Yes. My course increased students' knowledge of global issues.

It seems that they do not have much knowledge of the said issues.

The students had little knowledge of global issues at the start of the course.

Yes.

The participants who volunteered to be discussants and helpers for the visit by Seoul Global High School said that they could learn what it means to be multiculturally sensitive, through the 3 hour interaction with Korean students.

### 3. Can you give some examples of these changes?

My course increased knowledge of cultural globalization and the globalization dynamic, with special attention to the example of Disney products.

One of our topics was "Truth and Law" and students watched a film called "Rashomon" during class time. After viewing the film, students were divided into different groups, shared their views on the film and had a discussion about the issues from a global perspective. From my observation, most of the students became more actively concerned about the world, culture and society. Their horizon were broaden. They raised different questions concerning human living conditions.

For instance, they would be able to pinpoint certain artworks using a postcolonial and/or orientalist perspective to analyse the paintings, making references to Western countries and artists. These perspectives not only benefit their international spectrum but also enhance their theoretical learning.

--The students have more understanding of the environmental policies (at both local and global scale)

--They have better understanding of the criteria of adopting different environmental policies

-- They have better understanding of how they can do better in terms of taking part in enhancing the level of sustainability ( e.g. bottom-up participation in the process of promoting the policies related to sustainability).

From simple learning that the background knowledge is different across people from different societies, to more advanced learning about how to overcome the language barriers and meaning of global leadership through discussion and critical observation tasks.

#### 4. Are your students more active in global or intercultural issues?

I assume that providing students with more knowledge about global and intercultural issues, they would be more active in investing time in those issues. I do not have any evidence of how they have spent their time since our course.

As above. [response 2]

Yes.

Yes.

Hopefully.

#### 5. How can EdUHK further improve students' knowledge of global issues?

The current 4Cs scheme, which emphasizes global citizenship, is sufficient. All EdUHK project proposals are linked to these outcomes already.

Several targeted big lecturers/seminars focusing on particular themes could be helpful. These lecturers/seminars can be accompanied by workshops.

Broaden their horizons to looking at more international artworks and explaining the cultural background behind them.

For instance

--seminar

--talks



--workshops
--more courses provide for our students related to global issues
--invitation of overseas guests for staff enrichment programmes
Providing opportunities for real interaction with students from other culture.

6. Did you find more resources for teaching global issues?

There is a broad and deep discourse about globalization and globalization in popular culture and media.
No, I did not. Already enough.
Yes, particularly news articles and current events that would interest the students.
Yes.
Some.

7. Was the network of colleagues working on this globalization project helpful to you?

I am unaware of this network.
Yes, they are effective and helpful.
I was not aware of any interaction amongst other colleagues in this project.
Yes.
Participating in UNESCO sponsored projects were.

8. To what extent did the students meet the CILOs, PILOs and GILOs?

Most students satisfied the CILOs, PILOs, and GILOs to my complete satisfaction.
I think they reach all of them. With 5 the highest, I give the students a 5 for CILOs, a 4 for PILOs and a 4 for GILOS.
They met all the CILOs, which were: 1) to identify the characteristics of visual arts representations and distinguish their differences between representations from different contexts; 2) critically analyse the meanings and values of visual arts representations related to their social, cultural and historical contexts with self reflections; and 3) identify cultural and identity issues reflected from visual arts representations in different cultural contexts.

Under certain circumstances, the students can have a more clear learning goals in every learning task.

In addition, the students can have more incentives to be self-motivated to make use of their logical thinking and creative problem solving ability to give feedbacks both in the class and in their assignments.

Considerably, though as may not be able to articulate them or are even aware of their learning.

9. What other observations would you make on this project?

No further observations. Thank you.

I think their concept regarding these issues are weak and inconsistent. They may have some but broken ideas, but hard to connect to or integrate different ideas. So, I think a big lecturer may help them widen their horizon.

At the beginning, the students were not so aware of current affairs and thus seemed to have a lack of interest in global issues. However, after stimulating them with various media and issues relevant to their daily lives, they became more proactive in learning about different cultures.

It is useful for the enhancement of the quality of teaching.

It was a good project which raised my self-awareness of the fact that I am quite globally aware and am integrating the perspective in the lessons regularly.

## Appendix 2 Interview and Workshop Data

**Workshop participants: Li Chin Wa, Henson, Sam**

Topic	Key points
What study tours have you organized to help raise global awareness?	<ul style="list-style-type: none"> <li>Chin Wa: Taiwan in 2014 to see schools there. Teachers should know more than just what happens in HK. To understand a better benchmark</li> <li>2015 also Taiwan – theme - democratization in Taiwan</li> </ul>
How do you structure these activities to ensure the students get full value and better reflection on global issues?	<ul style="list-style-type: none"> <li>Develop these as early as possible in their course. Identify students from day one. Students form an organizing committee. Gives sense of ownership. Need to learn before the trip – how to organize, how to promote and organize</li> <li>Organized a study tour to Germany and to Yugoslavia with the theme of conflict and peace.</li> <li>Need to be familiar with countries before trip</li> <li>Students form groups so they can lead at a particular time in the tour. Need to prepare.</li> </ul>
How effective are the study tours in raising global awareness?	<ul style="list-style-type: none"> <li>Tours provide a very different environment. Learn to think, see, feel and walk differently. Builds awareness of cultural difference. Find ways to engage with the new culture.</li> </ul>
Why did you join the study tours?	<ul style="list-style-type: none"> <li>Henson [student]: They are very different from tours organized by travel agents. Visit different places from a normal tour. Can study a particular theme e.g. peace and conflict. We learn then can apply these to our studies</li> <li>Sam [student]: the same reasons. In Germany we studied the history. We visited a lot of museums and also a concentration camp. We can engage with the local people. You cannot do this with a travel agent tour. We could organize all the elements: where to go, the schedule, the transport, the food. This is a very good learning experience. For example cooperating with others.</li> </ul>

<p>Doing the organization made you more globally aware?</p>	<ul style="list-style-type: none"> <li>• Henson: Organizing the logistics helped us to learn that things are done differently. Need to put yourself into others' shoes. For example, in Bosnia which is largely Muslim, the rest day is Friday, not Sunday. So need to work more at the weekend.</li> <li>• Sam: For Germans punctuality is very important. Hong Kong people are often late so we have to adapt and follow their mind-set. Experiencing different cultures definitely increases global awareness.</li> </ul>
<p>Was there any particular incident that had a major impact on your global awareness?</p>	<ul style="list-style-type: none"> <li>• Henson: Bosnia – we stayed in a small town. We wanted to visit a cemetery for soldiers of the former Yugoslavian army. We were dismayed to see only remains, rubbish and evidence of very little maintenance of the memorial garden so we thought the hostel owner had misled us. More information indicated that since Bosnia became independent, the Yugoslavian memorial was irrelevant. We found that the old Yugoslav government did little for the Muslims. There were massacres. To the rest of the world this is a small incident but for me it helped foster global awareness.</li> <li>• Sam: The visit to the concentration camp near Munich. The Germans did not hide what the Nazis did to the Jews even though this is bad part of German history. People could see the real history. In Asia there were war atrocities but, for example, Japan does not tell the truth.</li> </ul>
<p>Based on your experiences, what advice would you give to students thinking of taking a study tour?</p>	<ul style="list-style-type: none"> <li>• Henson: leave behind the concept of normal tour behind. You need to prepare mentally. You go to learn. Need to know why you are going to see something.</li> <li>• Sam: You need the right attitude and have ideas before you go. Organizing the tour is not easy. Things have to link to the theme of the tour. Talk to the others involved to help solve problems. Communicate with others to get a good study tour for everybody.</li> <li>• Henson: Need to understand you have taken responsibility for the tour and explain decisions to other participants. There will be disagreements so you need a</li> </ul>

	good temperament and work with consensus.
How important is it to know some of language [of where you visit]?	<ul style="list-style-type: none"> <li>• Sam: Henson and I are learning German. After visiting we found the language interesting but difficult. The language reflects the culture. It is very ordered and reflects the national characteristics and people's personalities.</li> <li>• Henson: English in Germany is widely spoken but using German makes people happy and it is a good starting point to talk to locals.</li> <li>• Sam: It gives local people a good impression and helps increase their willingness to talk to you.</li> </ul>

**Interviewee: Teresa**

Topic	Key points
What does globalization mean to you?	<ul style="list-style-type: none"> <li>• It is a way of seeing an issue from different world views.</li> <li>• World views means people are brought up with different types of input and biases, and different types of exposure to media.</li> <li>• Having an open-mindedness to hear opinions that differ from your own</li> </ul>
How did you incorporate issues of globalization and/or global awareness into your course?	<ul style="list-style-type: none"> <li>• I teach Curriculum and Assessment. I see globalization as a very important part of that course.</li> <li>• There are large scale assessments such as PISA and TIMS. There is a preoccupation with international comparisons.</li> <li>• I want the [future] teachers to be aware that there are underlying values to a curriculum that build their role as teachers and their beliefs of how students should be in the classroom and society.</li> </ul>
What have been your effective strategies for teaching global perspectives?	<ul style="list-style-type: none"> <li>• In one course [of C and A] we look at global trends in curriculum and assessment. E.g. how societies have become more diverse so should schooling be open to this diversity or should it honour the unifying, patriotic cultural identity?</li> <li>• How economics affects assessment methods and how this compares with a curriculum that honours students' identities</li> <li>• Curriculum in the global world means we have to question what knowledge is. Is it static or dynamic?</li> <li>• I make students think about these 3 tensions</li> <li>• My classes have diverse students. This is an opportunity for an alternative opinion. I make students feel comfortable sharing opinions</li> <li>• Another strategy is comparative case. How studies. How are issues tackled in different countries?</li> </ul>

How can these good practices be transferred to other teachers and other courses?	<ul style="list-style-type: none"> <li>• A teacher needs to be interested in the students and not just impart knowledge. Students are curious about each other and a university should encourage this inquiry.</li> </ul>
What do you think your students gain from your courses in terms of global perspectives?	<ul style="list-style-type: none"> <li>• They learn how to convey and express their thoughts; back up their ideas; listening; and preparing what to say. They learn new knowledge from different contexts and values such as being open minded and nurturing difference; and fallibility [taking responsibility for opinions and understanding these may be wrong].</li> </ul>
What difficulties have you found in teaching global perspectives?	<ul style="list-style-type: none"> <li>• Students are busy and may not have time to go over materials from class.</li> <li>• Students have to become accustomed to coming prepared, for example working out their opinions and collecting evidence.</li> <li>• Physical space constraints do not enable students to work in groups.</li> <li>• Time is constrained so preparing resources is difficult (e.g. Guest speakers).</li> <li>• Students at EdUHK have open minds and staff need the freedom to explore all aspects of education – but there can be some reluctance to teach controversial issues.</li> </ul>
What advice would you give to teachers of courses with global elements?	<ul style="list-style-type: none"> <li>• I would like to impart the principle that everything is global, so whatever we teach, how is this viewed in other countries? This applies to testing that has been shaped by global trends and competition. Also the same about curriculum.</li> <li>• If these issues are not taught as global issues then our students will miss out on an important part of what they are learning.</li> <li>• Global issues might be controversial and sensitive, but by making discussions open, these can be addressed.</li> </ul>
Students have a high self-perception of their knowledge about global issues. Do you agree?	<ul style="list-style-type: none"> <li>• Students I have taught have been very attuned to global perspectives. Even from local schools (compared to a more</li> </ul>

	<p>international education) students can become attuned to global perspectives.</p> <ul style="list-style-type: none"><li>• More mature students (in service teachers) are very concerned about global trends such as making students great test takers at the risk of not looking at students as human beings</li></ul>
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**Interviewee: Gao Fang**

Topic	Key points
What does globalization mean to you?	<ul style="list-style-type: none"> <li>• Our lives are completely affected by globalization</li> <li>• It has allowed universities to transcend national borders and made internationalization a shared vision</li> </ul>
How important is globalization for our students?	<ul style="list-style-type: none"> <li>• It is important for students and education system.</li> <li>• Students learn how to navigate and thrive in an interconnected world.</li> </ul>
How did you incorporate issues of globalization and/or global awareness into your course?	<ul style="list-style-type: none"> <li>• My courses enable globalization elements to be included.</li> <li>• Internationalization in the University means there are overseas students so I promote sharing experiences to understand diversity</li> </ul>
Are extra-curricular activities as important as the formal curriculum for promoting global awareness?	<ul style="list-style-type: none"> <li>• These are important. First year students' knowledge of global issues is limited. Formal and informal curriculum provide the first opportunity to interact with peers from different cultures</li> </ul>
What was your students' global awareness at the start of your course?	<ul style="list-style-type: none"> <li>• Mature students (in service teachers) experience diversity in their classrooms and are eager to learn how to better work with minority students.</li> </ul>
Did you see evidence of changes in your students' global awareness over time?	<ul style="list-style-type: none"> <li>• Yes - slowly and gradually. They are aware of issues such as Belt and Road, democracy, universal suffrage in HK, poverty</li> </ul>
Do you find any differences teaching minority students?	<ul style="list-style-type: none"> <li>• I have a group with several minority students and I observe they only interact with each other. Language seems to be the barrier beyond small talk. Possibly also lack of understanding of culture and history</li> </ul>
Do you think EdUHK succeeds in its mission to make students more globally aware	<ul style="list-style-type: none"> <li>• Yes. Over 300 courses in the formal curriculum have global elements. There are activities such as culture week.</li> </ul>

How can EdUHK further improve students' global awareness in terms of formal curriculum, extra-curricular activities, pedagogy, assessment?	<ul style="list-style-type: none"> <li>• Globalization is included in the University's Generic Intended Learning Outcomes (GILOs). Instructors should innovate their courses to foster global awareness on campus.</li> <li>• Technology and financial support is important.</li> <li>• Both formal and informal curriculum are important to foster global awareness.</li> <li>• There is a tendency for students to think of minorities as a problem for their future classrooms.</li> <li>• The formal curriculum is needed to enable students to know about diversity in teaching. This is a responsibility for our University as an educator of teachers.</li> </ul>
Should primary and secondary school students learn about global awareness?	<ul style="list-style-type: none"> <li>• I think so. For young kids there are familiar topics such as the environment and pollution.</li> <li>• Teachers have to deal with challenging issues through multiple perspectives. They should not force opinions onto students.</li> <li>• Our students need to apply what they learn about global awareness to their daily lives.</li> </ul>
Will globalization affect the teaching profession?	<ul style="list-style-type: none"> <li>• Yes. Universities need to keep a balance between recruiting more overseas students to internationalize the campus, and innovating the formal curriculum to promote global awareness.</li> </ul>
Any other comments	<ul style="list-style-type: none"> <li>• EdUHK has to play a leading role in promoting global awareness among pre-service and in-service teachers.</li> </ul>

# Interviewee: Thomas

Topic	Bullet points
What does globalization mean to you?	<ul style="list-style-type: none"> <li>Students understand different people and culture, how they behave, what are the problems. It means having a better understanding of people</li> </ul>
How important is globalization for our students?	<ul style="list-style-type: none"> <li>Yes – it is important for students to understand people and different parts of the work. And what is happening. It is important to have understanding and care for others</li> </ul>
Is it important for teachers to be globally aware?	<ul style="list-style-type: none"> <li>Important for everybody. Teachers can help develop understanding in their students</li> </ul>
How did you incorporate issues of globalization and/or global awareness into your course? Does this enhance appreciation of art?	<ul style="list-style-type: none"> <li>GE course in art. Appreciate sculpture from different ages and contemporary body culture. Different perspectives in this. For example, focusing on mind as well as body. Use different media to investigate visual cultural matters from different places. We know the world better from if we have different perspectives e.g. war, global warming.</li> <li>This is part of it, but appreciation is wider.</li> </ul>
What was your students' global awareness at the start of your course?	<ul style="list-style-type: none"> <li>Generally HK university students are very geared to their studies so not sure how much time they put in to understanding other cultures. They usually talk about their work and assignments. Some talk about overseas experience.</li> </ul>
What are the initiatives for enhancing students' global awareness?	<ul style="list-style-type: none"> <li>Teachers (in the University) need to take this on board to incorporate globalization into their courses. Not all are relevant. All colleagues should consider this. Some depts. have courses that are more amenable to globalization culture. Need to educate colleagues in this issue and the University should consider this with</li> </ul>

	<p>generic outcomes. Specific courses could be developed.</p> <ul style="list-style-type: none"> <li>• There are exchanges, study tours, international tutors, people come from other parts of the world. Evaluation and follow up are difficult.</li> </ul>
Are extra-curricular activities as important as the formal curriculum for promoting global awareness?	<ul style="list-style-type: none"> <li>• This has to develop through a change in culture. Courses are important - they are evaluated and can be researched for effectiveness. This needs a cultural change by the University. For example, HKU is probably considered the most global in HK because they have more overseas students. Different for EdUHK, but we can develop a reputation for global awareness through increasing activities and exposure. This is important but will take time and cost to achieve this.</li> </ul>
Did you see evidence of changes in your students' global awareness during your course?	<ul style="list-style-type: none"> <li>• Having a lot of international students and teachers does not necessarily equate to increased globalization. Understanding is the key, which takes time. Attitude is important.</li> <li>• When students speak out or have campaigns to raise understanding of other cultures or concerns, that is a better indicator of globalization rather than just having international students or tutors.</li> </ul>
Should primary and secondary school students learn about global awareness?	<ul style="list-style-type: none"> <li>• It is important. Education is a means to develop people's attitudes and understanding. We provide the teachers so it is important for EdUHK to develop the attitudes in our student teachers so they have sensitivity when they teach.</li> </ul>

**Interviewee: Paul**

Topic	Bullet points
What does globalization mean to you?	<ul style="list-style-type: none"> <li>• at the economic level e.g. product logistics, tariffs.</li> <li>• At the human level UN</li> <li>• Also a way of thinking, having an open towards other cultures, how people interact</li> </ul>
How important is globalization for our students?	<ul style="list-style-type: none"> <li>• World opening up in terms of competitiveness. New thing. Students need to be aware of the new reality.</li> <li>• For education opportunities to qualify outside home country.</li> <li>• Need awareness of what is happening in other countries.</li> <li>• Subjects could be taught by overseas expertise through video or packages. Students may need to compete. Need to know about changing teaching practices.</li> </ul>
How did you incorporate issues of globalization and/or global awareness into your course?	<ul style="list-style-type: none"> <li>• Teach one course with a lot of foreign students – tendency for students to cluster in their own cultural groups. I force them into different groups with different language skills and gender.</li> <li>• Exposes them to communicate in a non-native language and other ideas, and expectations.</li> <li>• In terms of curriculum and course content, not consciously tried to implement global elements – perhaps just not thought about it or it may already be there.</li> </ul>
What was your students' global awareness at the start of your course	<ul style="list-style-type: none"> <li>• Very varied. Some local students travel regularly, others little travelled. Compared to 30 years ago students are much more travelled.</li> </ul>
What are the initiatives for enhancing students' global awareness?	<ul style="list-style-type: none"> <li>• Exchange and immersion programmes. Latter is a semester overseas. This is usually a defining event in their whole 5 year experience at EdUHK.</li> <li>• They go into schools and help with teaching. See different philosophies in education.</li> <li>• There would be practical difficulties having more of these programmes such</li> </ul>

	as budget constraints, timetable issues, credit points, difficulty completing programmes in 5 years. The University does what it can through GAO because internationalization is a key mission
What other activities do students undertake?	<ul style="list-style-type: none"> <li>• What I see is activities such as presenting cultural issues such as local food stalls</li> </ul>
Did you see evidence of changes in your students' global awareness during your course	<ul style="list-style-type: none"> <li>• Difficult to quantify changes over a number of years. From observation there seem to be more activities.</li> </ul>
Will globalization affect the teaching profession?	<ul style="list-style-type: none"> <li>• New level of competitiveness arriving. Teaching will be affected by this. Students need to stay on top of changes in technology in the classroom – from overseas.</li> </ul>
Will technology help promote global awareness	<ul style="list-style-type: none"> <li>• Not sure that technology is quite there yet. I think packages from “star” teachers will come in. We have MOOCs – these have not disappeared as was thought.</li> </ul>
Are there constraints on teaching global awareness?	<ul style="list-style-type: none"> <li>• Structural difficulties such as time differences. Already affects timing vivas to accommodate overseas examiners. Differences in learning styles – some students like interaction some prefer to work alone. Technology needs to work with this.</li> </ul>

## Teacher student workshop

Date: March 1, 2017

Time: 11 am to 12:15 pm

Location: D1-1/F-37

Host:

Prof LEE, Chi Kin John

Invited lecturer:

Dr FOK, Lincoln

Participating students:

NG, KA LOK

LAM, WING LING

LEUNG, YAT NAM

### Translation, edit and interpretation of discussions

J Lee: What do you understand by the term global perspective?

L Fok: Hong Kong is an international city and Hong Kong students generally have an international perspective. International perspective is the understanding of the globalization of the United States and the understanding of the experiences of other countries, especially those of developed countries.

J Lee: Which countries do you refer to in your teaching?

L Fok: For the course “building and sustainable community”, the United States is a major example. For some issues I use developing countries as examples - such as Mexico [City], which does not have an urban master plan.

J Lee: Do you have a geographical focus?

L Fok: I use examples relevant to the subject area.

J Lee: Do you mention global perspective in your "Course Objective Learning Outcomes" [CILOs]?

L Fok: The CILOs mention sustainable development. I think the elements of sustainable development are global concepts. This is a "soft" interpretation, but there is no clear reference to global perspectives in the CILOs.

J Lee: You think that sustainable development is related to global issues but you do not say this explicitly. If I were in your class, how would I know that these are related areas? How do you bring out the concept of global perspective?

L Fok: I mention the concept of sustainable development and why it still cannot be

achieved. I introduce the concept of fairness and why people with different salaries should be treated equally. Everyone has a different idea about sustainable development, which leads to the lack of consensus and brings up many global environmental issues and poverty. I talk about Agenda 21 which is about global issues tackled at a local level. Each place has a different solution. America has its own solution, as does HK. I hope this course can teach students different solutions for local problems in different regions.

J Lee [addressing the students]: In the context of your sustainable development course, what do you understand by the term global vision? What comes to mind when we talk about global vision and sustainable development?

LAM : In other countries we have considered development in transportation and construction.

NG : We have compared America with HK. The lecturer mainly talked about America, saying that America is not sustainably developed.

J Lee: Which one is more sustainable ?

NG : HK - it has mass transportation.

J Lee: Are there any other examples of global perspective?

NG : Our group topic was on cycling.

J Lee: What case studies did you choose?

NG : cycling is not popular in HK. In other places like Taiwan, and Japan they promote cycling. They have facilities that help to promote cycling, such as cycle parking near MTR stations and rental schemes. HK is underdeveloped in this aspect. I think the government has the responsibility to promote this, for example, the “super” cycle path is not yet finished.

J Lee: What other topics are groups looking at?

L Fok: Things like green corridors and green construction.

J Lee: Do you think these topics help you reflect on sustainability issues? For example, how HK, Japan and America have different perspectives towards the same issue.

LAM : Yes. We worried that HK was not a suitable example because this is a global course. The lecturer said that through studying problems in HK, we can compare HK to other countries to look at the advantages and disadvantages of each approach.

J Lee: What do you think would constitute a global issue? What does global perspective mean to you?

NG : Things that influence every place in the world – [issues] that may be discussed in the UN or by other global organizations.

J Lee: Returning to the example of cycling, this is promoted in other communities for sustainability. Do you think HK adopting solutions from other countries is a global issue?



NG : I think cycling is one of the elements in sustainable development. Compared to the use of cars, bicycles are more sustainable. HK learned from other countries and applied the idea.

J Lee: [For example] you can compare cycling in HK with Copenhagen but there are many local reasons why it is not as successful - for example, there are many slopes and the weather is different. What you have learned from this course?

NG : That HK is underdeveloped.

J Lee: Which places do you think are well developed?

NG : Japan. We think Japan is more advanced.

LAM : Technologically

J Lee: What aspects are advanced in [Denmark] Copenhagen?

LAM : Government policy.

NG : People's awareness.

J Lee: What aspects do you think are advanced in HK?

L Fok: The class mentioned that the MTR needs a large population to work effectively. Copenhagen cannot follow HK's example because they do not have enough people.

J Lee: HK's transportation is very effective - I have to use the word "astonishing" to describe it. Because of the population density our transportation is very effective. Mr Leung – what are your thoughts?

LEUNG : Cycle paths and road planning in different countries are very different from HK. Some are better and some are worse.

J Lee: Based on your experience and impressions, which countries have better solutions than HK? What is HK doing well?

LEUNG : Copenhagen is better for cycling than HK. People can rent bicycles everywhere, which is more convenient than HK. The rental services in HK are privately owned, whereas in Copenhagen rental is done by the government - as in Taiwan - the U-bike is organized by the government. People can conveniently rent bicycles, also bicycle facilities near the railway stations are convenient.

J Lee: In the area of cycling, what other countries are doing better than HK?

LEUNG : Those two are the most impressive.

J Lee: What does HK do better than other countries?

LEUNG : HK has well developed railways.

J Lee: Do you think HK does not do a good job when compared globally?

NG : I feel this is true.

LAM : No. Different aspects have advantages and disadvantages. It depends on which country is compared to HK.

NG : I think America is worse than HK because they rely on cars. Although HK has many cars, more people prefer rail, which does not pollute.

LAM : HK has city planning, so HK is better in this aspect. But America may be better in road design. America considers the need for bus stations or pedestrian paths, so the design is based on different needs. The difference in HK is there are many different transportation means using the roads at the same time, which makes it very crowded.

LEUNG : I think HK still has room for improvement. I saw a programme about Barcelona as an intelligent city. They do a good job of road design and recycling. Roads automatically record vehicle numbers. Recycling work is well developed [automated].

J Lee: Do you think Hong Kong can do this?

LEUNG: The possibility is not high.

J Lee: What do you think can be done to respond to these things? Have you ever thought about these problems?

NG: I have thought about these issues but no personal action is possible.

J Lee: Although you have limited capabilities, what do you think you can do?

NG: Maybe recycle. Public awareness is low. Even if people are reminded to recycle, they forget after a while.

L Fok: This course teaches about the community. Students mainly think about the individual level. If they discuss policy, they are not confident individuals can change things. This topic is very broad and the individual level is not the only way to achieve a solution. It is up to the government or other stakeholders to solve it together.

J Lee: Have they have thought about this issue? Capacity building of the community begins with individuals, non-governmental organizations, communities, and community awareness. Maybe we all feel that our ability is limited, but I would like to know if the students have thought about this issue.

NG: Yes. It was thinking that I was too small [to make a difference].

NG: For example, if there were consultation would Government see a letter I wrote? Will my opinion be accepted? I don't think it is working.

J Lee: You thought about doing this, but thought it would not work?

NG: Yes. I think government has the responsibility for these issues. It seems that those in power have no ability or heart to change things. Even if I have opinions, being heard is another matter.

J Lee: Have you ever thought about something that seems hopeless?

LAM: In our studies, most of us think about what the government will do and what responsibility it will have. We seldom think about the ability to change a situation.

We cannot really answer the questions you ask.

J Lee: I understand. The questions I ask are a way to encourage reflection on the issues. There are no right or wrong responses.

LEUNG: We think we will do something and we will not wait for the government to decide. For example, Fung Yuen has an annual carnival. Some schools are invited to do run booths with games to increase people's awareness of environmental protection. We showed clean and correct recycling methods.

J Lee: Does this help with the understanding of "sustainability"?

NG: People who feel that they have participated have a certain degree of awareness, but this is a small number of people. We had a questionnaire and asked how they knew about the carnival. They said that they knew about environmental protection.

NG: But there is still a large proportion of people who are ignorant about environmental awareness.

LEUNG: They do not know the classifications of recycling – the three colours.

NG: [or know] to remove paper [from metal/plastic], or that it is only possible to recycle [metal] lids. Materials must be cleaned before they are recycled. However, some people do not know this. There is still a sense of ignorance in a large proportion of people.

L Fok: I think this goes beyond individuals. If you participate in the carnival, your knowledge improves. You have tried to influence others. This is an educational issue.

J Lee: This can be understood as an educational component of community activities. Do you ask teachers to do more environmental protection activities?

NG: We are interested in the Wetland Park - to see the design.

J Lee: Dr Fok - did you specifically promote or embed environmental awareness in your course?

L Fok: I understand that the students are mainly concerned with the individual level. Our department [Science and Environmental Studies] has many activities for them to participate in. There are many activities that are educational and I hope that they can further learn how to influence others through their own experiences. Changing policy requires support from a lot of people. You may go to some non-governmental organizations who are doing things. They have a concept, such as promoting green buildings or cycling, that can influence people. What they do is to educate or increase public awareness in some areas, either locally or globally. Many are concerned with carbon emissions and global warming. You can do small things and be connected to global issues. You can develop from the personal level to influence others, leading to a change in policy. This will take time to happen.

J Lee: Is this specifically taught in your course?

L Fok: Not specifically.

NG: One of my assignments looked at how much electricity and water my household used. I also talked with my parents afterwards. My grandmother said we have done the most we can. The fact they won't listen is another matter.

J Lee: Yes. You have shared information. I also studied this myself. Do you think you have a global perspective? Is there a global awareness?

NG: In our course work we refer to foreign examples.

J Lee: Do you think that more foreign examples in the classroom that would help the students' global perspective?

NG: Yes.

J Lee: Do you think comparisons are important?

NG: Yes.

LAM: I usually use foreign examples in my course work. Although we are talking about the development of cycling in Hong Kong, we want to refer to other countries.

J Lee: Have you seen examples of developing countries?

LAM: Less. Usually we look at countries that are more advanced than Hong Kong.

NG: Also we looked at historical China...

J Lee: Did you understand the importance of bicycles in China?

NG: Yes. Because incomes are relatively low, the government has subsidies for people who use bicycles.

LEUNG: I usually look for foreign examples when I do my work. TV helps me know what is happening abroad and I can compare with Hong Kong. We have always wanted Hong Kong to do a better job in certain aspects. We usually look for foreign examples as a reference to see how we can improve Hong Kong's policies.

J Lee: Dr Fok - what about you? How do you think our colleagues can strengthen global perspectives in their teaching?

L Fok: My own course uses case studies. We compare geographical areas. This is how to bring a global perspective into this course. I think it is suitable for this course.

J Lee: Apart from environmental protection, do you have any suggestions for colleagues? Global perspective is an important literacy or requirement for citizens in the 21<sup>st</sup> century. If colleagues are not teaching about the environment or geography, what advice do you have for them?

L Fok: I have not really thought about this. This is because one of the CILOs is related to different cultures. We have minority and overseas students, and my colleagues' understanding of different culture will increase. I think if you talk about the global perspectives, we should consider broader cultures and have different experiences in other places. We should add foreign life experiences to the teaching materials.

J Lee: I hope my colleagues have the opportunity to consider global issues from the perspective of life experiences in other places.



## **Interview with Dr Simon Xu Sheng Lang, Associate Vice President (Global Affairs) and the UNESCO Chair in TVET and Lifelong Learning**

UNESCO Chair: Thank you for sharing your thoughts with us. What does globalisation mean to you?

Dr Xu: Globalisation should be grounded in cross-cultural fertilisation and mutual learning rather than conformity and convergence to a singular set of “universal” benchmarks. It should not imply the loss of the local identity, but instead be capable of nurturing a culture for appreciating diversity, plurality, tolerance and respect.

Multiculturalism is one of the key focus and components of the EdUHK's internationalisation strategy and is advocated both inside and outside campus.

UNESCO Chair: How important is global awareness for our students?

Dr Xu: As one of the Core Values spelt out in the EdUHK's Strategic Plan 2016-2015, global awareness is emphasised in students' learning experience under the formal and non-formal learning frameworks.

"Global perspectives", together with other Generic Intended Learning Outcomes (GILOs) of the EdUHK's undergraduate programmes, contributes to enable our students to understand and negotiate the competing orientations that are part of their own life experience and their ongoing personal and social development.

UNESCO Chair: How do you incorporate global awareness into the work of the Global Affairs Office?

Dr Xu: The Missions of GAO adhere to the University's vision to raise its profile and impact locally, regionally and internationally, namely, to:

- Foster close collaboration with the universities and institutions worldwide;
- Raise the EdUHK's profile globally and establish regional leadership;
- Enhance students' regional and international learning experience; and
- Promote internationalisation at home through recruitment of non-local students and on-campus student integration activities.

UNESCO Chair: How would you judge EdUHK students' global awareness when they first come here?

Dr Xu: Some students may have limited non-local learning experience and are accustomed to the local environment and viewpoints when joining the University.

When releasing its "Strategic Plan 2009-2012 and beyond" in June 2009, the University already set down a visionary initiative aiming at facilitating every full-time undergraduate student the opportunity to undertake at least one non-local experience during his/her course of study.

UNESCO Chair: Do you see evidence of changes in global awareness over time? If so,

can you give examples? How influential are GAO activities in facilitating these changes?

Dr Xu: More students have been seizing the opportunities to enrich their non-local experience.

In 2011/12, the number of EdUHK students participating in non-local learning programmes was 1,377. In 2016/17, it was 2,596.

Throughout the year, GAO organises different types of non-local learning programmes to facilitate students' participation in activities that meet their aspirations. To relieve students' financial burden, the Office has made available various support schemes, e.g. IRLEF, EDB's MES, MOE to subsidise the corresponding costs. In 2011/12, number of students joining GAO's non-local learning programmes (credit-bearing and non-credit bearing) was 296. In 2016/17, the figure was 1,060.

UNESCO Chair: Do you think students become more active in global issues or inter-culturally in their time at EdUHK? (with examples)

Dr Xu: According to students' sharing and feedback after attending non-local experiential learning, they value highly their experience and agree that the activities have helped broaden their horizon.

Various "Internationalisation at home" initiatives, including the International Tutor Scheme, "LearnGlobally@EdUHK", also help promoting multiculturalism and integrating local and non-local students on campus.

UNESCO Chair: Do you think EdUHK as a whole succeeds in its mission to make students more globally aware?

Dr Xu: There is an explicit Strategy for Internationalisation to guide the University community to move forward.

Faculties/Departments/Centres/Offices are encouraged to embed internationalisation and engagement with partners in their departmental strategic plans and annual development plans for implementation.

The establishment of dedicated offices such GAO and its forerunners, and the appointment of dedicated personnel in Faculties/Programme Offices (e.g. Associate Dean (International Engagement), Marketing Officers) help to enhance the quality and effectiveness of the University's internationalisation efforts.

As highlighted in the report of the Second QAC Audit: "The Audit Panel commends the University's on-going process of operationalising its internationalisation strategies which involves widespread active engagement across a range of stakeholders, including senior management, teaching staff, academic support units and the student body and a commitment to internationalisation of the student experience, the curriculum and of the University itself."

Also, "Overall, the Audit Panel concluded that operationalisation of the University's Strategy for Internationalisation has already produced significant results. Students benefit from substantial opportunities for an internationalised learning experience,



both at home and internationally, and the campus is an increasingly multicultural and culturally integrated environment. Good ground has already been made in forging regional and global links, from which students benefit considerably...”

UNESCO Chair: How can EdUHK further improve students' global awareness in terms of formal curriculum, extra-curricular activities, pedagogy, assessment, and so on?

Dr Xu: One of the objectives of the new UG curriculum to be introduced in 2019/20 cohort is to create space and enrich the learning experience. Different components would be strengthened to help improve students' global perspectives, e.g. Experiential Learning electives, Co-curricular and Service Learning (CSL). If preferred, different study paths are also available to enable students to allocate credit points to meet their anticipation for non-local experiences.

In its Strategic Plan 2016-2025, the University has affirmed its commitment to establish a learning environment of cultural and linguistic diversity in support of the development of international perspectives. Considering that diversifying the student population is beneficial to local students, and meeting the strategic direction of the University in internationalisation, more efforts have been put in recruiting non-local students from countries/regions beyond the Greater China Region, e.g. along the Belt and Road region.

To raise the appeal to students, GAO has been collaborating with Faculties/Departments/Offices to organise more thematic non-local learning activities which cater for the needs and expectations of students in specific programmes/disciplines.

UNESCO Chair: What other observations or other points would you like to share?

Dr Xu: Internationalisation is not supposed to be driven by one or two offices/departments, but rather, it should be considered as part of their natural duties of each academic and academic support unit. Creating more non-local experiential learning experiences is good for students to broaden their global perspective, and bring about positive impacts on their academic and career planning, but internationalisation at home is equally important. The collective role of all academic staff, as well as those academic support staff, is of ultimate importance in building an internationalised culture on campus.

UNESCO Chair: Thank you for your time!



## **14 Dec 2016 Interview with Dr Tam Cheung On, Thomas (edited for key points)**

Q: What is your understanding of “global perspectives”?

A: It is one of the seven EdUHK generic intended learning outcomes (GILOs). It is the understanding of one’s own culture so as to understand other cultures.

It is an attitude to see things from different perspectives, so that we understand ourselves as well other’s perspective, and can think in terms of different perspectives

Q: Is the ability to think through the perspective of another culture important?

A: Yes - but it is important to know one’s own culture first. Culture is a kind of collective thinking of group of people within a certain place and in a certain region.

Q: how do you see it global perspectives fitting into the specific course you are teaching?

A: My course is about sculpture and evolution of aesthetics and body consciousness. I select ten sculptures from different periods of Western civilization and each sculpture represents a kind of a thinking about the body and the understanding of the contemporary body. I try to think my course will help students understand the body through different cultures, from the past to present. I think globalization also relates to the past and the present. So my idea is that through this topic – the body - we can look it with a cultural perspective and try to understand the body from different civilizations. We also contemplate body cultures from different places and cultures, for example, the different ways Westerners and Chinese consider the body.

Q: What is the geographical extent of your examples. What countries or areas are the sculptures from?

A: The examples are from Greece, Egypt, Germany, and the United States. Geographically it is Western culture but when we talk about contemporary culture, we will refer to different regions, different places, even China. I identify the phenomenon of placing a lot of emphasis on the female body. When you compare a female body and the male body you will not put so much emphasis on the man in terms of his appearance or his body. That’s very different for women’s bodies.

Q: How would you do that pedagogically? For example, you have the Egyptian model from 5000BC. How would you show the students the cultural context?

A: For example, one sculpture is use is Venus. It is very ancient sculpture. It shows how woman were represented in the past, emphasizing a fat body, big breasts and all the sexual features of the female. So from this I will talk about the emphasis of female body. It is a kind of sexual object, so in this case I can transform or link it to contemporary culture. One of my major focus is aesthetics so I have to talk about the form of a proportion – why at that time was this body type admired? So my linking it to contemporary body culture, then I think there are connections between two. Every sculpture I select, I have one body type and one thought about body. For example, the first one is about the sexual aspect of the body. The second one, Egyptian, is about the internal body. The third one is a Greek sculpture which is about the ideal form, emphasizing proportions. The fourth one is from the Middle Ages which is about the

body and sin. Sometimes we associate sins with the body. So each sculpture is related to one thought about body or one concept of body. Through these concepts I can create a link to contemporary body culture.

Q: When you say contemporary body culture would this include Hong Kong?

A: Yes. For example, I am not sure whether you notice that in Hong Kong, and even in many places the gender appearance becomes a bit androgynous. So we have a lot of boyish girls or the other way round - we have some feminine boy styles in fashion, in the clothes they wear and the clothes they buy. We have a move to a contemporary body culture in Hong Kong so I think this example is a global issue.

Q: You also make it relevant to local students?

A: The assignment is 50% essay. They have to select one local visual phenomenon, and then study about how body is represented in films, in drama, advertisements, posters, and then critique that body culture.

Q: So what pedagogy do you use in your class to create the awareness along with analytical ability?

A: After I joined this project, I purposely talked more about this cultural aspect. I always say see things from different perspective. We view from a Western perspective and a Chinese perspective. We are learning how cultures form the consciousness of the body. I use more phases from globalization and cultural perspectives. Also, I ask the students to express more on these topics. But I did not change a lot.

Q: "Express more" means to questions and theorize answers?

A: Mainly question and answers. My presentation focuses more on the form of colour, texture, beliefs or the appreciation of a culture. I add more attention to how culture shapes body consciousness of ourselves now.

Q: What resources do you use?

A: Videos, PowerPoint presentations with a lot of images. Half the course has activities related to understanding their own bodies and other's bodies. That part may be not so relevant [to global awareness] because I ask them to measure their body - to put a line on the ground to confirm the Vitruvian da Vinci - the circle and the square. Then I ask them to model their hands to do observational drawing. That part I call as experiential learning activities. Or they take photos. This is more experiential and helps understanding their own bodies. The other part is about the appreciation of sculpture and understanding about the contemporary body culture.

Q: You are making a link between individuals and the cultures you are introducing to, so it is personalized.

A: Yes, I think you have to understand your own body first and then understand others' bodies. During our practical activities, we always forgot our body so one major focus of my course is to make people aware of their own body and others bodies.

Q: I want to seek clarification about any standpoints or references you adopt. For example, you use a Western aesthetic principle to say this body form is beautiful. From our culture, in East Asian, in Chinese, we say this is a beautiful body.

A: I would like to break the traditional aesthetic so I would tell them, or let them to discover, that aesthetic is actually a cultural conception. In different times and different places you will get different aesthetics. Things change so that what is considered beautiful many years ago will change and change. So aesthetic is also a cultural concept to me.

Q: What are the reasons that students should take this course?

A: It is interesting. They can know more about themselves and others and they can also appreciate different conceptions of aesthetic or beauty. I think it will bring pleasure to them to go to see and visit museums and to appreciate the different types of body instead of just going to that kind of very typical, traditional, masculine and feminine bodies.

Q: Do you achieve the CILOs?

A: I am not sure. I am going to have second round implementation of the course so after two rounds we will see. I am not sure whether it is working. I have to think. CILO 4 is assessment of contemporary culture using examples to find the local context. I'm not sure whether it is good to get one CILO change or revise the course to introduce more globalization elements in this CILO. If I change, my assessment has to be changed a little bit. Maybe I have to ask them to write a piece of reflection on how the course helps them to construct this kind of globalization idea.

Q: Did you get any kind of feeling or evidence whether students' global perspectives are enhanced after the course?

A: I think it is quite difficult because my focus first is on sculpture and then on the cultural perspective. How a culture is viewed in the past and now. So if you really want to press the globalization elements, I have no idea how much they have learnt about this but in their essays, they talk about different kinds of body culture because I ask them have to relate or criticize what they see. I am not sure whether they can have ideas.

Q: You talk about the terms of globalization. Is the tendency towards homogeneity? In your case, is body form influenced by globalization and will there be closer similarity between the East and West about the beauty or aesthetic of body form?

A: You mean globalization usually leads to uniformity? I'm not sure - but I generally agree.

Q: You have given an example, for females, we are talking about a slim body form at least in Hong Kong and East Asia as an aesthetic form. Is this concept a global phenomenon? If it is, then how quickly does this slim body form change the construction of aesthetics across culture?

A: My idea is that I would like my students to know more about this slim body culture - how the concept has formed. Why is it so important in our daily life and how can they

break from following a major trend. It is more about polarizing the ideas instead of converging.

Q: Did you see any evidence of globalization?

A: Yes, because I used a lot of visual phenomenon to illustrate my points. For example, I just show the students an example of an advertisement. The advertisement is not on the surface about the female body, but there are many masculine concepts built in. So we see male hegemony. I would like them to get away from traditional point of view, even for our female students. They sometimes adopt to fit the “man-scape”. So I would like them to be more critical to this kind of issues.

Q: Did you find the students think critically?

A: I look for this in their assignments. It is a marking criteria. They have to critically analyse why or what kind of body concepts have been brought out in the visual phenomenon and they have to trace how and why this has come about.

Q: Your way of using this globalization theme is quite specific - you want it to be critical. You want to be more pluralistic.

A: Yes, that is my idea.

Q: Do you think if you show critical clarity [in your interpretation of global awareness in your course] we would be able to apply similar clarity to other global issues [in other courses]?

A: I hope that. When students think about some global issues, they can think from different perspectives. That is my hope. That is my idea of why it is important to introduce globalization into my course. People can learn to think in terms of others people's thoughts, not just from their own culture. I think it is important to understand other people - why they think in a certain way. Of course you may not agree, but still you can try to think about aesthetics from the other perspectives.

Q: Would you hope to see this kind of broader vision manifesting itself in other behaviour and how the students handle life in general?

A: The other three CILOs are also very important. I would like them to know, for example, at least the names of the sculptures to understand Egyptian art, Greek art etc. This is important. That is my subject matter. I would like the students, after taking this course, at least know this sculpture, why this sculpture was made, how it is related to culture, to Greek art, to Egyptian art, to medieval art. But I'm not sure if this is a by-product. But actually, knowing other people's cultures, and knowing about different civilizations is a kind of globalization learning. So, I will think if there are four CILOs, there would be one very heavily related to globalization. The other three may be more heavily related to the subject matter of aesthetic or to cultural perspectives.

Sometimes it is really difficult as nowadays youngsters don't have a knowledge of history. They have not heard of Greek art. We have history, we have Western history, we have 20<sup>th</sup> history. When I have, for example, asked a simple question - do you know the time period of Greek art? They don't know. They never heard about mediaeval art

or the Middle Ages. I have to teach that knowledge as well, and basic ideas of the progression of the art history.

Q: We have finished the questions but is there anything you would like to comment on?

A: I am thinking what more I can do in the next semester of this project. Can I do more to enhance globalization?

We can we discuss how globalization will lead to the gender issue of the “slim body” movement - how globalization influences the trend, and the impact on aesthetics across cultures.

Q: How do you link historical and Western culture to local artists or local culture?

A: Students have an assignment about local visual phenomenon and visual culture so I introduce a local artist. This artist puts a lot of emphasis on body form. Originally, I didn't make a lot of connection between globalization, I just want the students to know about Western cultural traditions, but I understand the importance of local artists and artists.

Q: Would you introduce a mainland artist?

A: I don't know there is any difference between local and mainland artists

Q: Hong Kong is a place between the East and the West. Does local sculpture reflect both East and Western cultures?

A: I think so. I give a General Education course so most of students do not have a visual arts background. My idea is for them to select one visual local culture phenomenon such as film, drama, or a newspaper advertisement for their assignment I would like them to open their eyes after this lecture so they are more aware of the visual culture around them.

Q: As one of the key participants – what do you think of this project to investigate globalization in the curriculum at EdUHK?

A: I think it is good to have this kind of project at the University because it touches on all 7 of the GILOs. I think some of the courses are very good. They have contents that are heavily related [to global awareness]. I think it is important to have more courses to introduce concepts of global awareness (not necessarily heavily); for example, the GE courses because everybody has to take these.

I look forward to having a cluster of people to work together on global awareness. For example, I would like to talk to my colleagues in CCA about how they interpret globalization, how they can bring this into their courses. And develop some strategies. Departments should to talk about this area to see what we can share and learn from each other.

## Appendix 3 Student survey instruments

### Questionnaire for students (Pre-test)

Please rate your agreement with the following statements in relationship to your perception on global citizenship.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Most people who are important to me think that being a global citizen is desirable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If I called myself a global citizen most people who are important to me would approve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am aware that my actions in my local environment may affect people in other countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I believe that I am connected to people in other countries, and my actions can affect them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I try to stay informed of current issues that impact international relations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I understand how various cultures of this world interact socially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I would describe myself as a global citizen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I strongly identify with global citizens.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am able to empathize with people from other countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. It is easy for me to put myself in someone else's shoes regardless of what country they are from.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I would like to join groups that emphasize getting to know people from different countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I am interested in learning about the many cultures that have existed in this world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Those countries that are well off should help people in countries who are less fortunate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Basic services such as health care, clean water, food, and legal assistance should be available to everyone, regardless of what country they live in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. People have a responsibility to conserve natural resources to foster a sustainable environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Natural resources should be used primarily to provide for basic needs rather than material wealth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. If I had the opportunity, I would help others who are in need regardless of their nationality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. If I could, I would dedicate my life to helping others no matter what country they are from.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Personal Information</b>  Gender: M / F Course Code: _____  Academic Level: <input type="checkbox"/> Master/Doctoral Degree <input type="checkbox"/> Bachelor Degree <input type="checkbox"/> Diploma  Student ID: _____ (For researchers' reference only: you will not be identified in any publication.)					

### Questionnaire for students (Post-test)



Please rate your agreement with the following statements in relationship to your perception on global citizenship.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Most people who are important to me think that being a global citizen is desirable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If I called myself a global citizen most people who are important to me would approve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am aware that my actions in my local environment may affect people in other countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I believe that I am connected to people in other countries, and my actions can affect them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I try to stay informed of current issues that impact international relations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I understand how various cultures of this world interact socially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I would describe myself as a global citizen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I strongly identify with global citizens.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am able to empathize with people from other countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. It is easy for me to put myself in someone else's shoes regardless of what country they are from.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I would like to join groups that emphasize getting to know people from different countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I am interested in learning about the many cultures that have existed in this world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Those countries that are well off should help people in countries who are less fortunate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Basic services such as health care, clean water, food, and legal assistance should be available to everyone, regardless of what country they live in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. People have a responsibility to conserve natural resources to foster a sustainable environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Natural resources should be used primarily to provide for basic needs rather than material wealth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. If I had the opportunity, I would help others who are in need regardless of their nationality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. If I could, I would dedicate my life to helping others no matter what country they are from.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Do you think that this course encourages you to be aware of your cultural perspective?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How?					
20. Do you think that this course enables you to view issues through different cultural perspectives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How?					
21. Do you think that this course enables you to interact more effectively with people from other cultures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How?					
22. Do you think that this course encourages you to view global issues through critical perspectives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please give an example:					
23. Do you think that this course encourages you to think about how you can act in response to global problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How?					

**Personal Information**

**Course Code:** \_\_\_\_\_

**Gender:** ☐ M ☐ F

**Academic Level:** ☐ Master/Doctoral Degree ☐ Bachelor Degree ☐ Diploma

**Student ID:** \_\_\_\_\_ (For researchers' reference only: you will not be identified in any publication.)



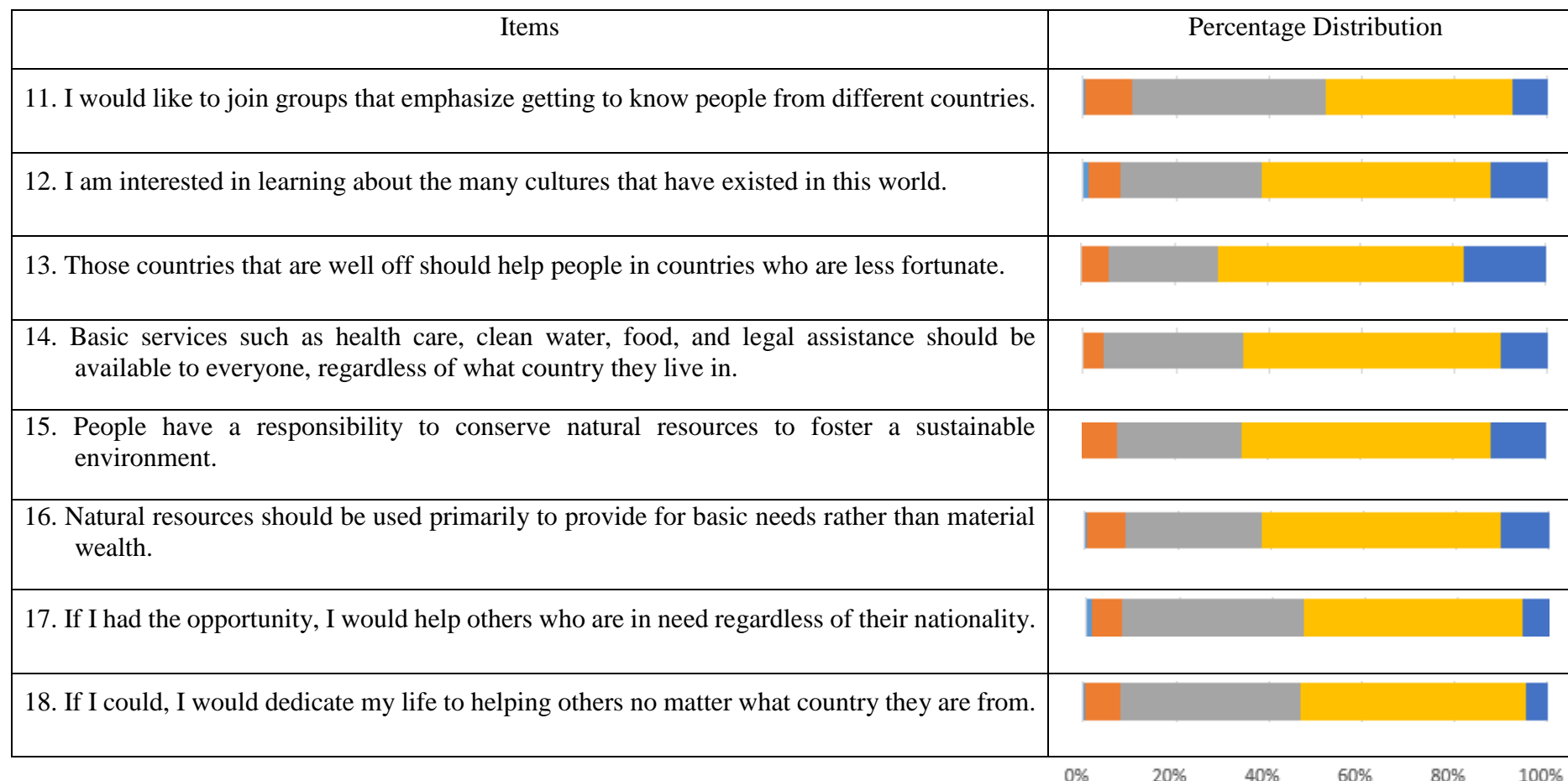
## Appendix 4

## Tables for the Results of the Student Surveys

Table A4.1 Percentage Distribution of Global Citizenship Scale – 2016/17 Semester 1, Pre-test

Items	Percentage Distribution
1. Most people who are important to me think that being a global citizen is desirable.	
2. If I called myself a global citizen most people who are important to me would approve.	
3. I am aware that my actions in my local environment may affect people in other countries.	
4. I believe that I am connected to people in other countries, and my actions can affect them.	
5. I try to stay informed of current issues that impact international relations.	
6. I understand how various cultures of this world interact socially.	
7. I would describe myself as a global citizen.	
8. I strongly identify with global citizens.	
9. I am able to empathize with people from other countries.	
10. It is easy for me to put myself in someone else's shoes regardless of what country they are from.	















■ Strongly Disagree
 ■ Disagree
 ■ Neutral
 ■ Agree
 ■ Strongly Agree



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Table A4.2 Percentage Distribution of Global Citizenship Scale – 2016/17 Semester 1, Post-test

Items	Percentage Distribution
1. Most people who are important to me think that being a global citizen is desirable.	
2. If I called myself a global citizen most people who are important to me would approve.	
3. I am aware that my actions in my local environment may affect people in other countries.	
4. I believe that I am connected to people in other countries, and my actions can affect them.	
5. I try to stay informed of current issues that impact international relations.	
6. I understand how various cultures of this world interact socially.	
7. I would describe myself as a global citizen.	
8. I strongly identify with global citizens.	
9. I am able to empathize with people from other countries.	
10. It is easy for me to put myself in someone else's shoes regardless of what country they are from.	

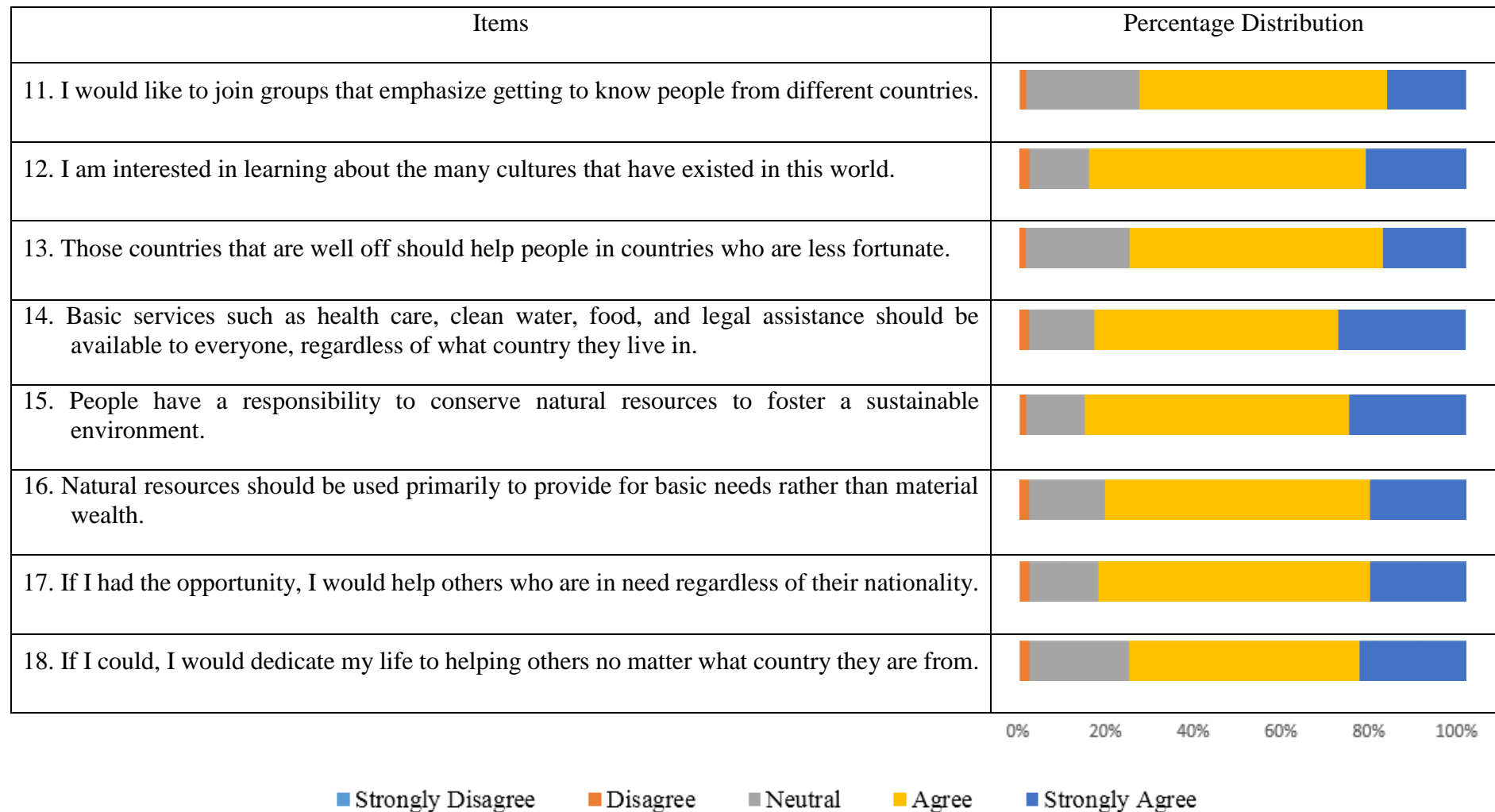


Table A4.3 Percentage Distribution of Global Citizenship Scale – 2016/17 Semester 2, Pre-test

Items	Percentage Distribution
1. Most people who are important to me think that being a global citizen is desirable.	
2. If I called myself a global citizen most people who are important to me would approve.	
3. I am aware that my actions in my local environment may affect people in other countries.	
4. I believe that I am connected to people in other countries, and my actions can affect them.	
5. I try to stay informed of current issues that impact international relations.	
6. I understand how various cultures of this world interact socially.	
7. I would describe myself as a global citizen.	
8. I strongly identify with global citizens.	
9. I am able to empathize with people from other countries.	
10. It is easy for me to put myself in someone else's shoes regardless of what country they are from.	

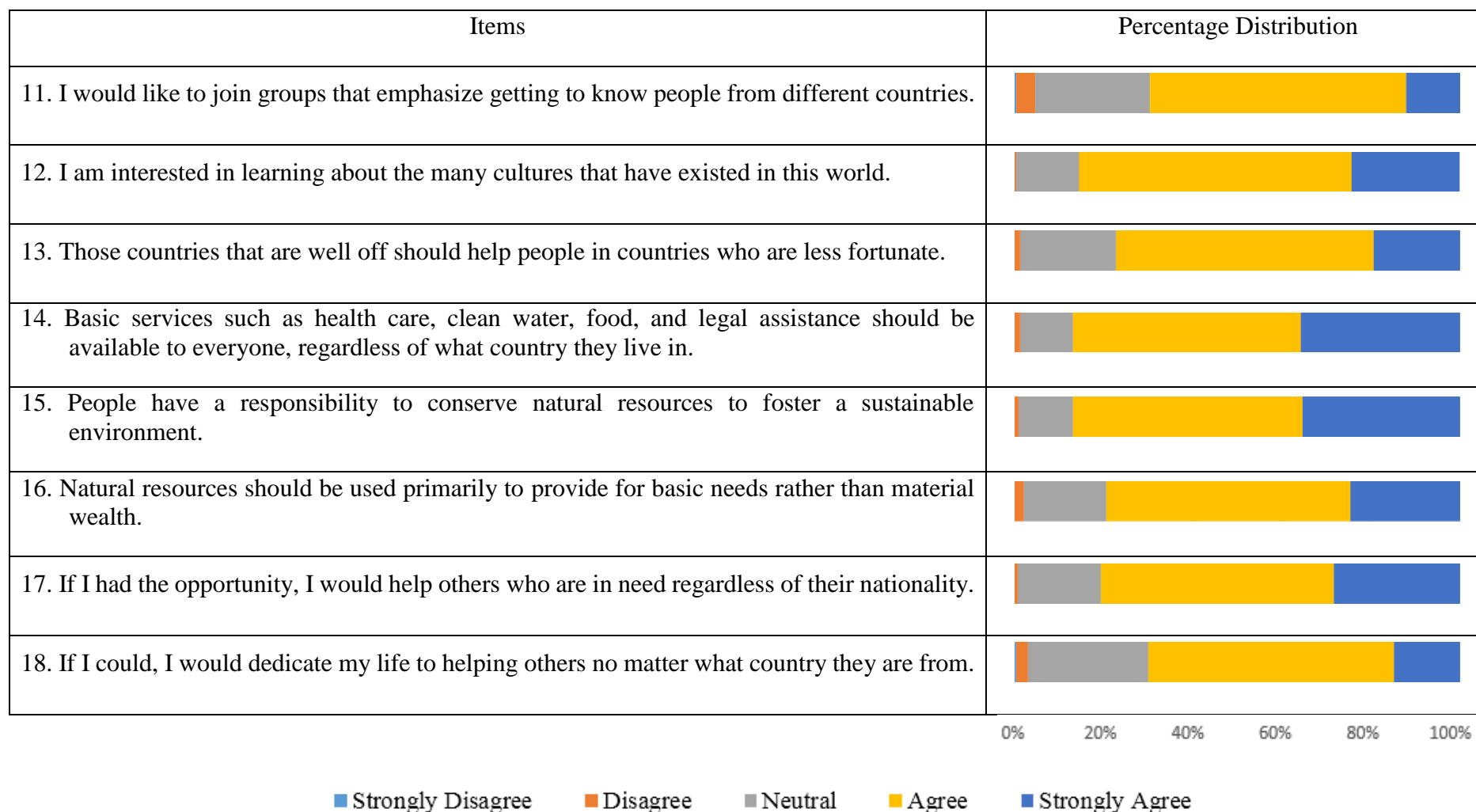
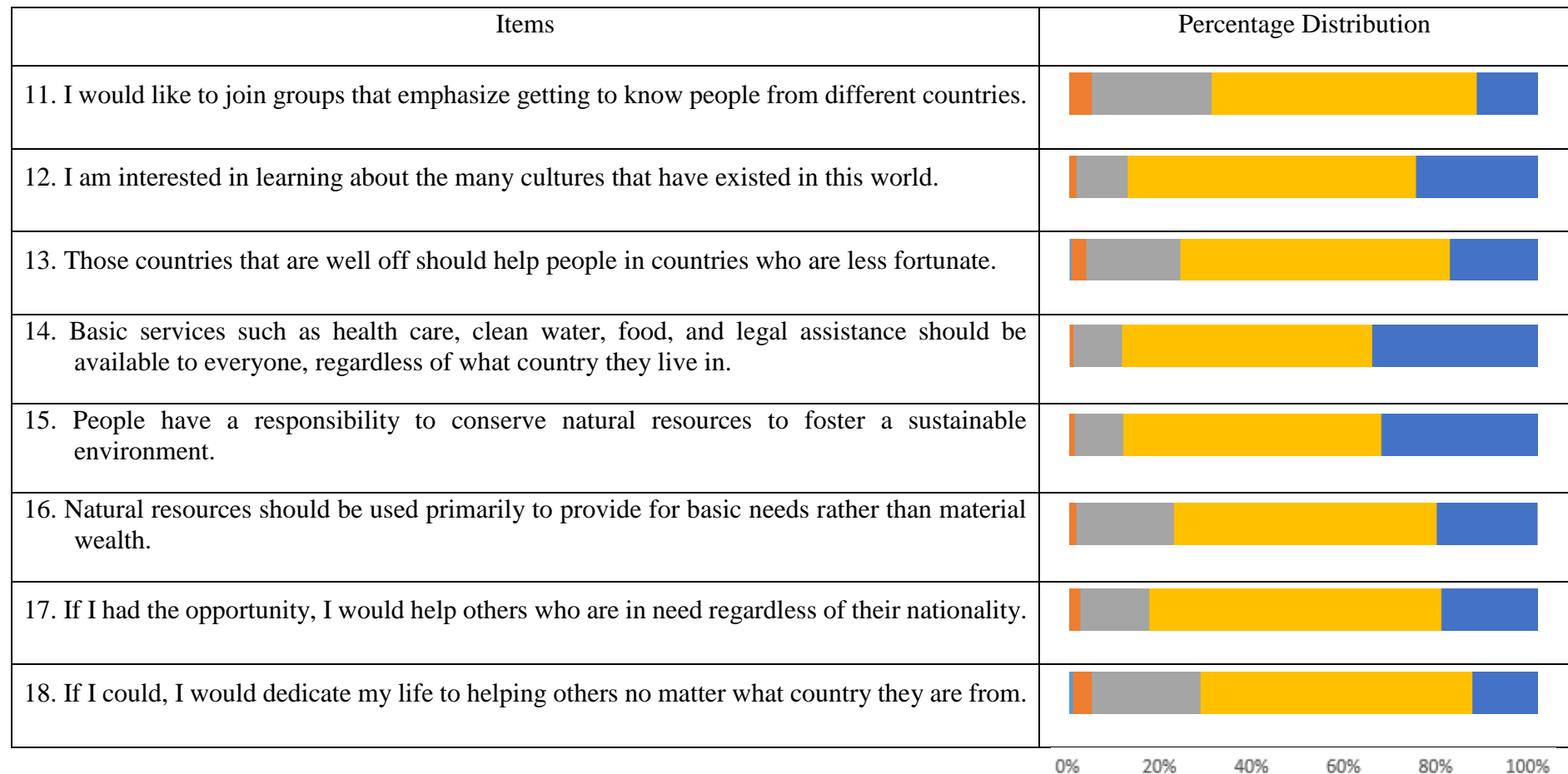


Table A4.4 Percentage Distribution of Global Citizenship Scale – 2016/17 Semester 2, Post-test

Items	Percentage Distribution
1. Most people who are important to me think that being a global citizen is desirable.	
2. If I called myself a global citizen most people who are important to me would approve.	
3. I am aware that my actions in my local environment may affect people in other countries.	
4. I believe that I am connected to people in other countries, and my actions can affect them.	
5. I try to stay informed of current issues that impact international relations.	
6. I understand how various cultures of this world interact socially.	
7. I would describe myself as a global citizen.	
8. I strongly identify with global citizens.	
9. I am able to empathize with people from other countries.	
10. It is easy for me to put myself in someone else's shoes regardless of what country they are from.	

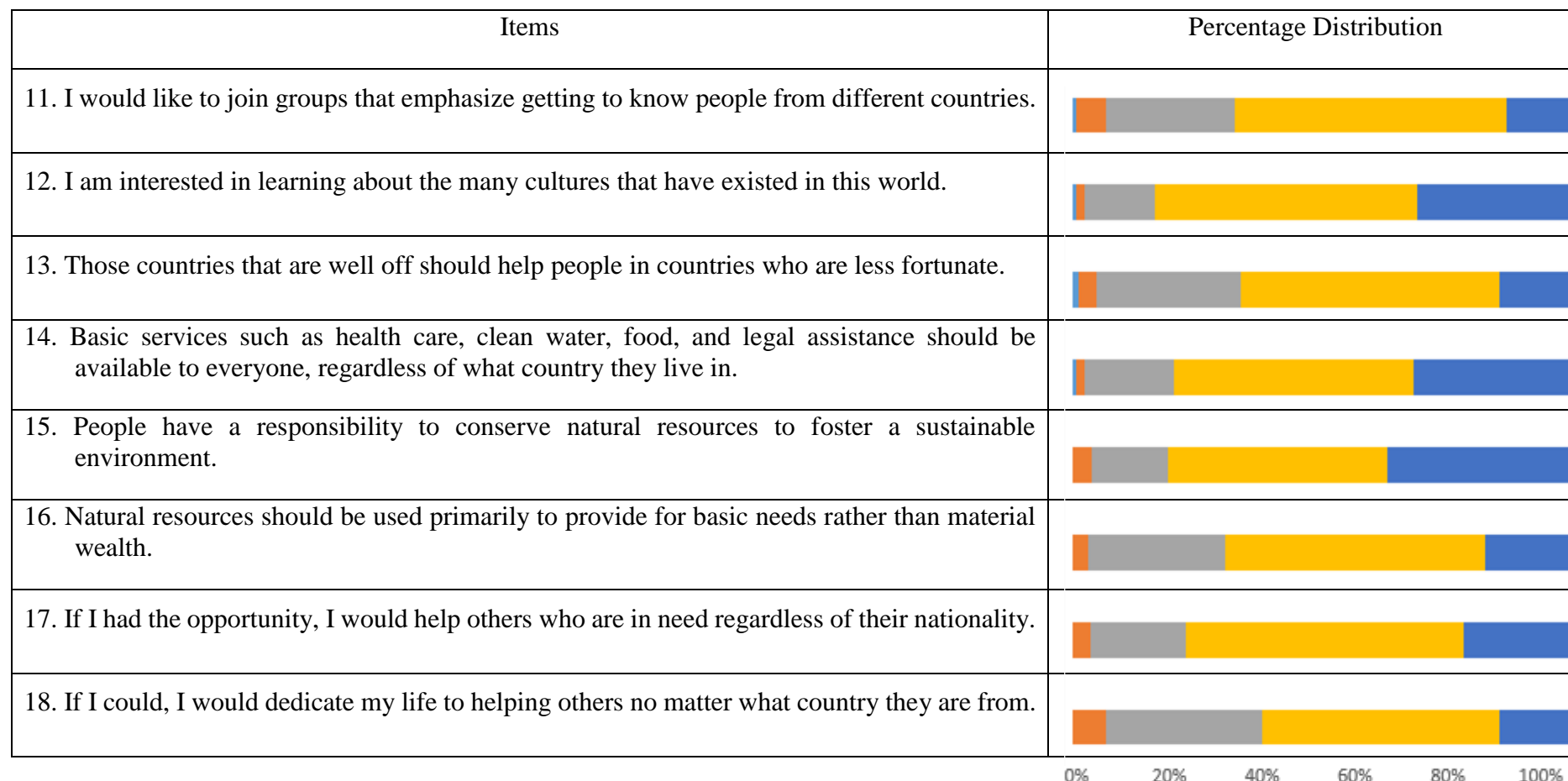




■ Strongly Disagree
 ■ Disagree
 ■ Neutral
 ■ Agree
 ■ Strongly Agree

Table A4.5 Percentage Distribution of Global Citizenship Scale – 2017/18 Semester 1, Pre-test

Items	Percentage Distribution
1. Most people who are important to me think that being a global citizen is desirable.	
2. If I called myself a global citizen most people who are important to me would approve.	
3. I am aware that my actions in my local environment may affect people in other countries.	
4. I believe that I am connected to people in other countries, and my actions can affect them.	
5. I try to stay informed of current issues that impact international relations.	
6. I understand how various cultures of this world interact socially.	
7. I would describe myself as a global citizen.	
8. I strongly identify with global citizens.	
9. I am able to empathize with people from other countries.	
10. It is easy for me to put myself in someone else's shoes regardless of what country they are from.	













■ Strongly Disagree
 ■ Disagree
 ■ Neutral
 ■ Agree
 ■ Strongly Agree



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Table A4.6 Percentage Distribution of Global Citizenship Scale – 2017/18 Semester 1, Post-test

Items	Percentage Distribution
1. Most people who are important to me think that being a global citizen is desirable.	
2. If I called myself a global citizen most people who are important to me would approve.	
3. I am aware that my actions in my local environment may affect people in other countries.	
4. I believe that I am connected to people in other countries, and my actions can affect them.	
5. I try to stay informed of current issues that impact international relations.	
6. I understand how various cultures of this world interact socially.	
7. I would describe myself as a global citizen.	
8. I strongly identify with global citizens.	
9. I am able to empathize with people from other countries.	
10. It is easy for me to put myself in someone else's shoes regardless of what country they are from.	



Items	Percentage Distribution
11. I would like to join groups that emphasize getting to know people from different countries.	
12. I am interested in learning about the many cultures that have existed in this world.	
13. Those countries that are well off should help people in countries who are less fortunate.	
14. Basic services such as health care, clean water, food, and legal assistance should be available to everyone, regardless of what country they live in.	
15. People have a responsibility to conserve natural resources to foster a sustainable environment.	
16. Natural resources should be used primarily to provide for basic needs rather than material wealth.	
17. If I had the opportunity, I would help others who are in need regardless of their nationality.	
18. If I could, I would dedicate my life to helping others no matter what country they are from.	

■ Strongly Disagree
 ■ Disagree
 ■ Neutral
 ■ Agree
 ■ Strongly Agree

