



Global Citizenship and Initial Teacher Education in an Asian Global City: *Diverse Conceptions and Pedagogic Implications*

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The story of researching global citizenship (GC) among young people

Five years ago:

- My survey on Hong Kong Post-90s locally-born generation (2015-16; N=1004)
 - *Majority (63%) see 'global citizenship' is more important than a Chinese identity*

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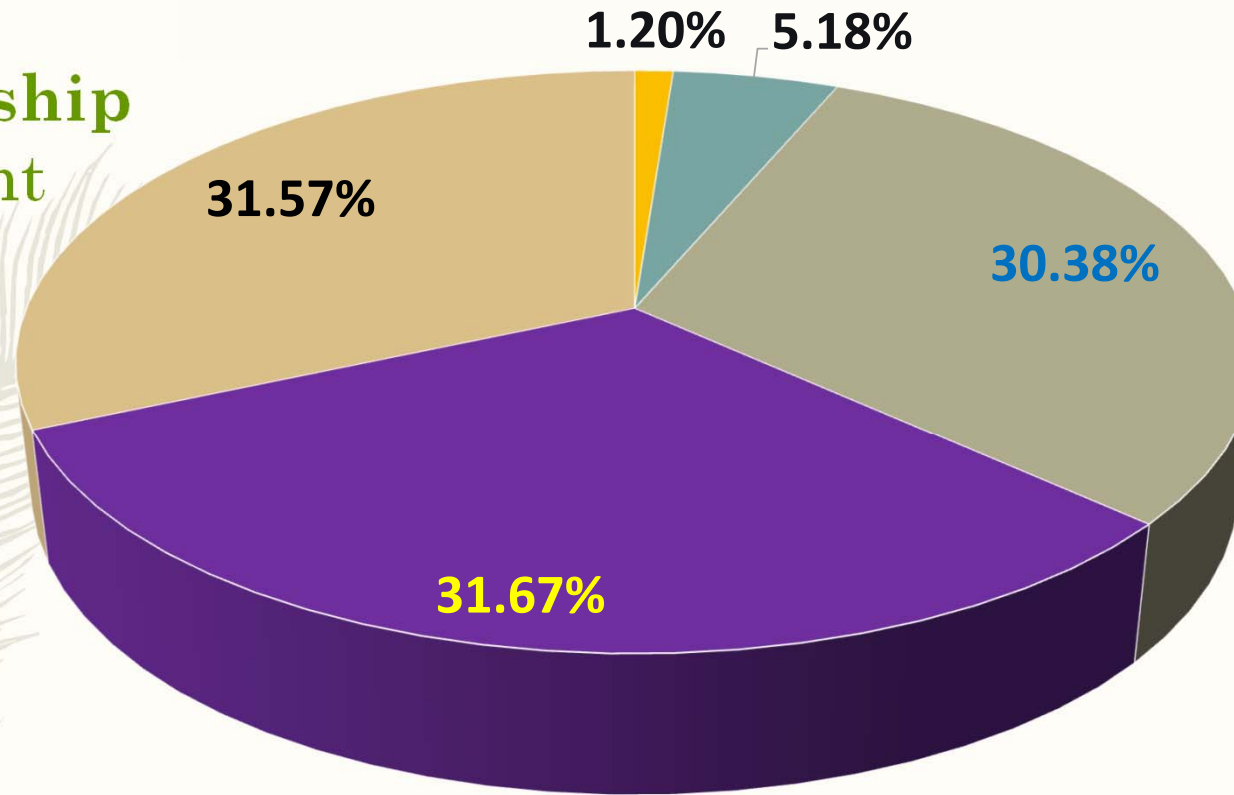


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**63% see
Global Citizenship
is more important
than a Chinese
identity**

For a person like me, I would say ...



- A Chinese identity is much more important than GC
- A Chinese identity is more important than GC
- GC is as important as a Chinese identity
- GC is more important than a Chinese identity
- GC is much more important than a Chinese identity



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The story of researching global citizenship (GC) among young people

Today's presentation:

- Key findings and implications from a Teaching Development Grant (TDG) project (2018-19)
 - *“Conceptions of Global Citizenship and Teacher Education: Questing for a Cohesive Vision”*
- Key component: Qualitative interviewing which probed how the students
 - *reflect upon the notion of global citizenship (how GC was **conceived and developed**)*
 - *apply the idea in their lives (how GC is **practised**)*



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Research Design

- Qualitative Interviewing
 - **28 Bachelor of Education students/ pre-service teachers** at the Education University of Hong Kong (EdUHK)
 - **10 lecturers/ professors** of GC-related courses
- Survey
 - using **Global Citizenship Scale** (Morais & Ogden, 2011)



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Initial Development and Validation of the Global Citizenship Scale

**Duarte B. Morais¹ and
Anthony C. Ogden²**

Abstract

The purpose of this article is to report on the initial development of a theoretically grounded and empirically validated scale to measure global citizenship. The methodology employed is multi-faceted, including two expert face validity trials,

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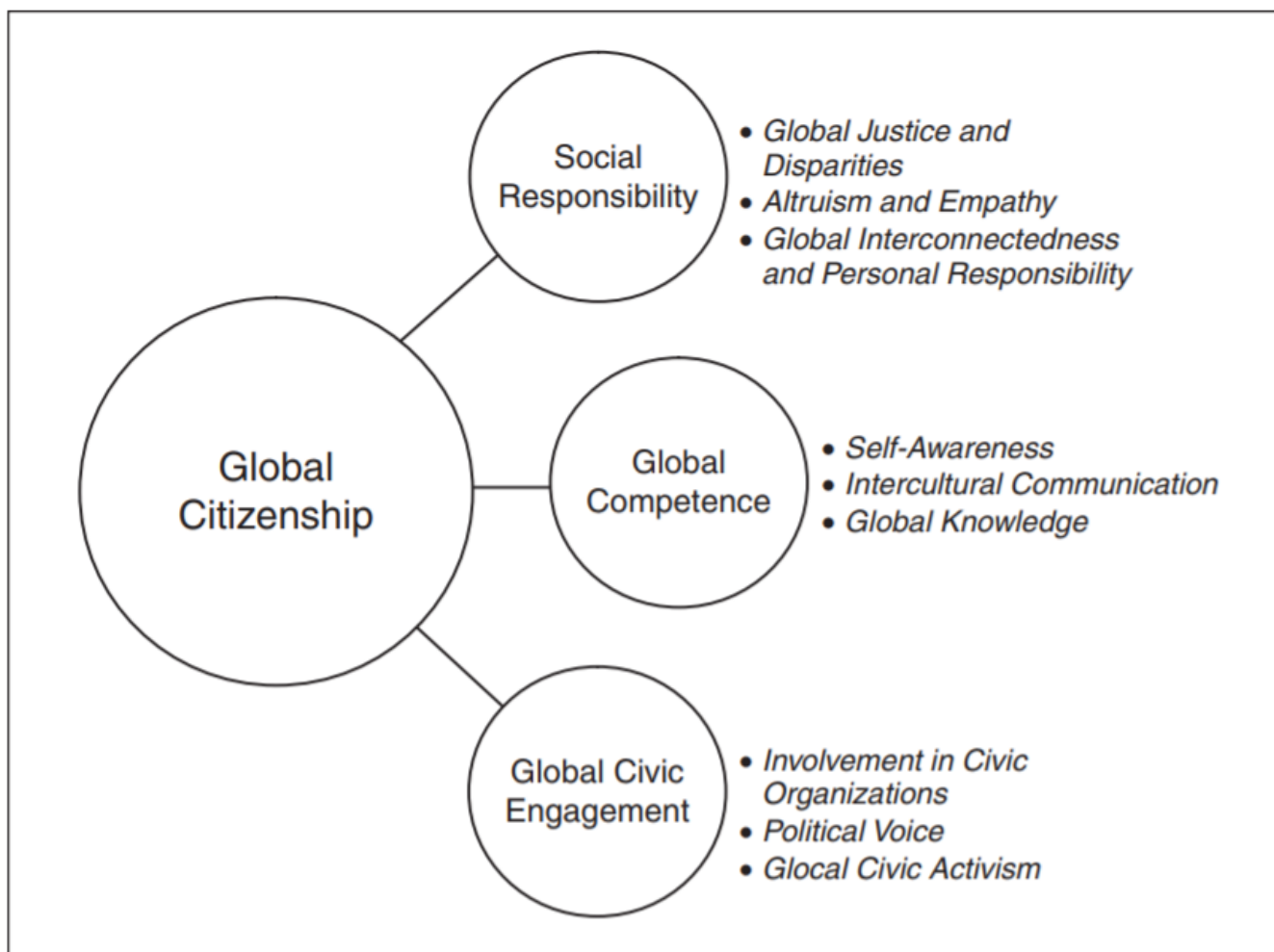


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Key findings

- Based on the interview data and results of the Global Citizenship Scale (Morais & Ogden, 2011),
 - students in the sample generally show **awareness about global issues and social responsibilities**, e.g. global inequalities, environment problems and so on.
 - most of them demonstrate high *global competence*
 - *in a way that they possess **open mind and communication skills** to engage in intercultural interaction with people from different countries.*



Key findings

- Instructors have **different objectives in teaching global citizenship in their courses**, for example
 - *cultivating students' **critical thinking** (reflecting **both positive and negative sides of globalisation**),*
 - ***ethical decision-making skills** (in the context of their subject teaching), introducing the humanistic dimension of global citizenship (such as embracing diversity and tolerating cultural and national differences),*
 - *advocating the **engagement in global issues**,*
 - ***practising global citizenship** for the progression of Hong Kong society etc.*
- They agree that **overseas exchange/ internship or volunteering programmes**
 - *can enable students to **expose to** more global issues and to broaden their international perspective.*





Student Voices: *Seeing problems from global perspectives...*

*“I am thinking to continue to act as a global citizen... I think we should not have national boundaries. **Nowadays, many countries have the conflicts because of their different national interests and policies.** But the problems of refugees, environment and marine pollution are global issues...As I study environment, the issues should be tackled with altogether. I will rank the global citizen (as my civic identity) in the first place....”*

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Student Voices: *Perspectives about global inequalities ...*

*“I like helping others because I think lots of things in the world are not fair. Not everyone is equal but I will try my best to make everyone being equal... **I do not like categorising people into ‘Others’ and ‘Self’. People should not be divided into two types.** Human should live in community and they should not isolate the disadvantaged groups. Instead, they should help disadvantaged groups. So I am interested in gender issue or feminism.”*

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**I think that many people around the world are poor
because they do not work hard enough.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	35.7	35.7	35.7
	Disagree	14	50.0	50.0	85.7
	Neutral	2	7.1	7.1	92.9
	Agree	1	3.6	3.6	96.4
	Strongly Agree	1	3.6	3.6	100.0
	Total	28	100.0	100.0	



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Student Voices: *Initiating interactions with other cultures ...*

*“I found that there was very little barrier between Japanese and me. At first, I thought that I did not know Japanese and they did not know Chinese and our English was not good enough. But after interacting with them, **once you were willing to approach them, it was easy to establish a linkage with them** though we came from different places.”*

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*I often adapt my communication style
to other people's cultural background.*

	Frequency		Percentage	
Disagree	1		3.6	
Agree	23		82.1	
Strongly Agree	4		14.3	
Total	28		100.0	



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I am able to initiate interactions with culturally different people.

	Frequency	Percentage
Strongly Disagree	1	3.6
Disagree	2	7.1
Neutral	11	39.3
Agree	13	46.4
Strongly Agree	1	3.6
Total	28	100.0



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How about global civic engagement?

However,

*most of the students have **not involved much** in
global civic engagement*



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Global civic engagement and its discontents

*“I have never thought of participating in overseas service learning. I know that there are lots of service learning programmes [at the university, EdUHK)] . My friend told me that students would teach local children to farm and to build houses. But **I think this type of programme is not suitable for me because it is too harsh for me. And I wonder whether this programme can really help the local people** because it is a short term programme which does not have long term impacts on the needy people.”*



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Global civic engagement and its discontents

*“But I could not take much action. I donate money to refugee children regularly, but my assistance is only limited to donation. I have not approached and understood them in person. I have not provided any services to them. Hence, **I only have the cognitive understanding of global issues, but I could not fulfil the requirement of being a global citizen concerning the aspect of engagement.**”*

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If at all possible, I will always buy fair-trade or locally grown products and brands.

		Frequency	Percentage	
Valid	Disagree	2	7.1	
	Neutral	5	17.9	
	Agree	15	53.6	
	Strongly Agree	6	21.4	
	Total	28	100.0	

I will deliberately buy brands and products that are known to be good stewards of marginalized people and places.

		Frequency	Valid Percentage	
Valid	Disagree	2	7.4	
	Neutral	8	29.6	
	Agree	15	55.6	
	Strongly Agree	2	7.4	
	Total	27	100.0	



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*Over the next 6 months, I plan to do **volunteer work** to help individuals and communities abroad.*

		Frequency	Percentage	
Valid	Strongly Disagree	3	10.7	
	Disagree	7	25.0	
	Neutral	4	14.3	
	Agree	11	39.3	
	Strongly Agree	3	10.7	

*Over the next 6 months, I will **volunteer my time working to help** individuals or communities abroad.*

		Frequency	Percentage	
Valid	Strongly Disagree	3	11.1	
	Disagree	3	11.1	
	Neutral	10	37.0	
	Agree	8	29.6	
	Strongly Agree	3	11.1	



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Mindful education for engaging students for Global Citizenship

- Some lecturers/ professors stated that **social class** makes a difference in *practising global citizenship*
 - because students from **middle class** have **higher exposure towards global issues** (while students from lower class enjoy comparatively less exposure)
 - graduates from middle class have a better opportunity to **consider a career pathway which tends to be more 'post-materialist'**
- Global Citizenship Education can be perceived as a '**positional good**,' relevant only to certain members of the population (Goren & Yemini, 2016)
- The world is **big** and *not flat*:
 - What do we actually want to achieve by promoting Global Citizenship to our students with diverse social backgrounds?



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Engaging students for Global Citizenship in Democratic Ways: Reflective Learning in Higher Education

Some pedagogic tools:

- Peer learning in small group
 - Reflective entry
- In class presentation (about processes of their reflections)
 - Electronic portfolio

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*Engaging students for
Global Citizenship in
Democratic Ways:
Reflective Learning in
Higher Education*

- **Reflection** is an important ingredient for learning, especially reflection **on the real world**
- Through reflection, students shift from playing a *passive role* in assessment
 - to taking the **active role** of **self-assessing** their experiences, struggles, awareness, competence
 - engage in **more complex thinking**

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Engaging students for Global Citizenship in Democratic Ways: 7-item Rubrics for Reflective Learning

(EdUHK GILOs; Global Citizenship Scale by Morais and Ogden, 2011; IEA International Civic and Citizenship Study 2016)

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
1. Recognise cultural self-awareness	Articulate insights into one's own cultural rules and biases (e.g. seeking complexity; awareness of how one's own experiences have shaped those rules; knowledge of how to recognise and respond to cultural biases, resulting in an altered self-description).	Recognise new perspectives on one's own cultural rules and biases (e.g. avoid looking for sameness; comfortable with the complexities that new perspectives offer).	Identify one's own cultural rules and biases (e.g. display a strong preference for those rules and one's own cultural group; seek the same in others).	Show minimal awareness of one's own cultural rules and biases (even those shared with one's own cultural group) (e.g. uncomfortable with identifying possible cultural differences with others).
2. Recognise global issues and interconnection	Construct a systematic understanding of the interrelationships in the global system and contemporary and past challenges amongst countries, governments, corporations, NGOs, civil society bodies and individuals.	Recognise the interrelationships amongst global issues and problems based on the interdependence of countries, governments and corporations.	Recall plausible causes of global problems and their possible effects; aware that the world is an interconnected system.	Aware of the global issues covered in the media.
3. Initiate interactions with other cultures	Initiate and develop interactions with culturally different others; suspend judgment in valuing interactions with culturally different others.	Begin to initiate and develop interactions with culturally different others; begin to suspend judgment in valuing interactions with culturally different others.	Express openness to most, if not all, interactions with culturally different others; have difficulty suspending judgment in interactions with culturally different others; aware of one's own judgment and willing to change.	Receptive to interacting with culturally different others; have difficulty suspending judgment in interactions with culturally different others, but unaware of that judgment.
4. Engage in dialogues involving controversial issues	Master skills to engage in dialogues involving controversial issues, resolve conflict resolution, and defend one's own point of view	Able to initiate dialogues for controversial issues and conflict resolution and defend one's own point of view	Aware of the challenges and possible solutions to resolving conflicts in discussing controversial issues	Tend to withdraw from engaging in dialogues involving controversial issues

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Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
5. Involve in global civic engagement	Fully involve in civic engagement through taking concrete action in volunteering, political activism, and community participation in local, national and global levels	Taking some concrete action in volunteering, political activism, and community participation in local, national and global levels	Aware of the significance of global civic engagement and take limited action in volunteering, political activism, and community participation in local, national and global levels	Aware of the significance of global civic engagement but reluctant to take action in volunteering, political activism, and community participation in local, national and global levels
6. Information and political literacy	Understand the politics of information and the media, and master the art of engagement in political activities and advocacy in global, national and local affairs	Understand the politics of information and the media, and how they affect the agenda-setting and public opinion of global, national and local affairs	Aware of the influence of politics of information and the media in national and local affairs	Quite informed of the politics of the media in local affairs
7. Make long-term decisions	Make long-term rather than short-term decisions; feel a sense of responsibility for future generations.	Care about the long-term consequences of one's actions for future generations rather than the short-term benefits.	Recognise that current human choices have an impact on future generations; concerned with benefiting future generations in the short term.	Recognise that current human choices may have an effect on future generations, but unconcerned with benefiting them.

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Thank you!

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