

Internationalisation and global citizenship in higher education – reviewing case studies from Brazil, Poland, the UK and the USA.



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25<sup>th</sup> January 2022

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- Examples from four case studies in Brazil, Poland, the UK and the USA
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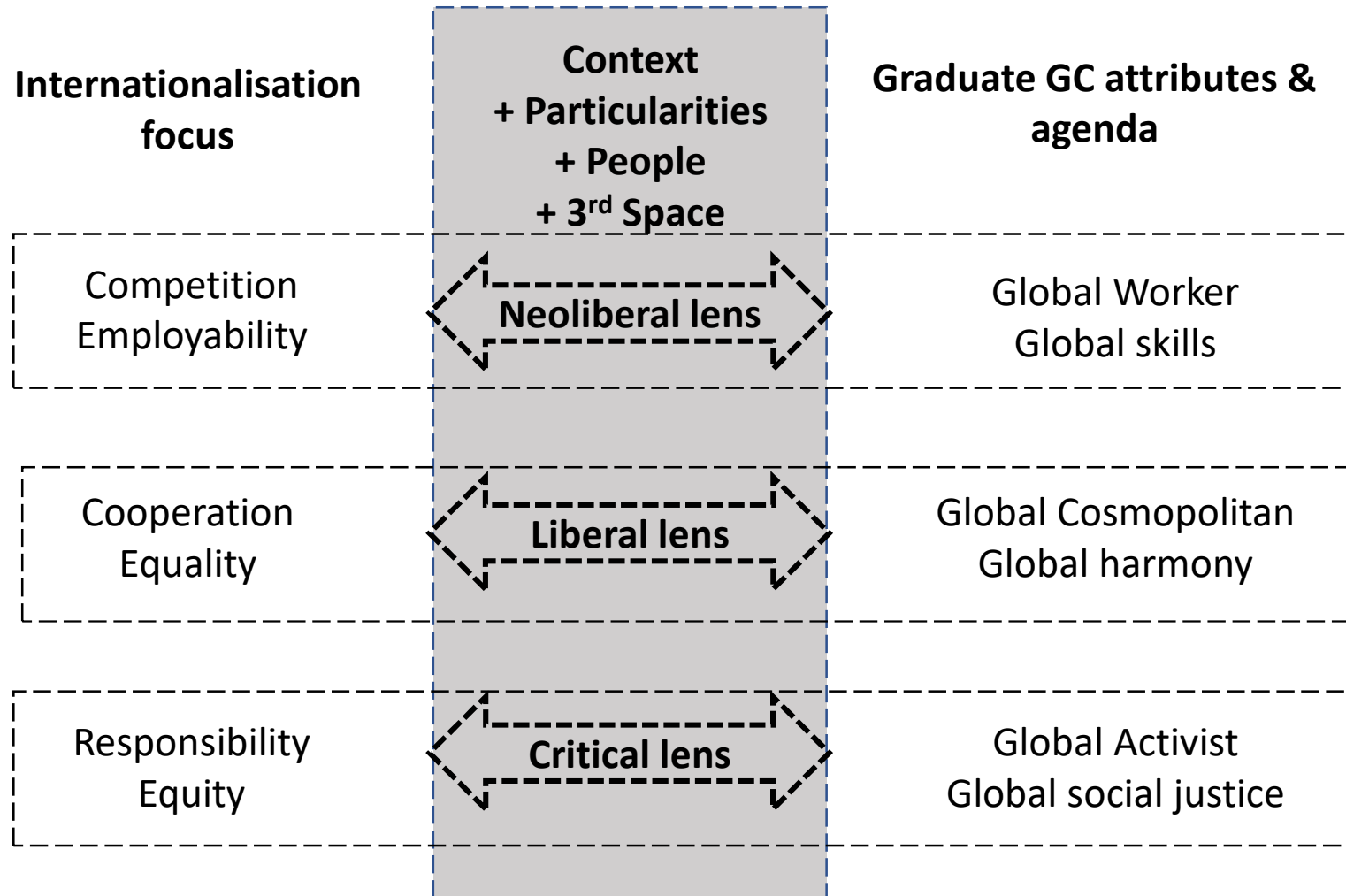
# Key themes in literature around internationalisation

- Internationalisation as **cooperation** and **competition** (Van Der Wende, Luijten-Lub, Huisman, 2001)
- Ideologies of internationalisation (Stier, 2004)
- Internationalisation at **home** and **abroad** (Knight, 2008)
- Internationalisation of the curriculum (**IoC**) (Leask, Bridge, 2009)
- **Institutional** and **student focused** internationalisation (Jones, 2010)
- **Comprehensive** internationalisation (Hudzik, 2011)
- **Transformative** internationalisation (Robson, 2011)
- **Ethical** internationalisation (Andreotti, Stein, Pashby, 2015)
- Internationalisation of HE for the Society (**IHES**) (De Wit, Brandenburg, Jones, Leask, 2015)
- Internationalisation for **global citizenship** (Yemini, 2015)

# Key themes in literature around GC in HE

- **Soft versus critical** GC (Andreotti, 2006)
- OXFAM Curriculum for Global Citizenship (2006)
- Embedding curriculum with **global perspectives** (Shiel, McKenzie, Bourn, 2006)
- **Cosmopolitan** and **advocacy based** approaches to GC (Oxley, Morris, 2013)
- IoC as a strategy to prepare global citizens (Bridge, Leask, 2013)
- GC in **learning outcomes/graduate attributes** (Lilley, et al., 2014)
- UNESCO's Global Citizenship Education (2015)
- GC vs **globally competent graduates** (Jooste, Heleta, 2017)
- Global citizens or **global workers** (Keating, Hammond, 2018)

**Conceptual relationships between internationalisation and GC in HE  
seen through lenses & influenced by 4 factors**



# Methodology

- 4 case studies in 4 countries
  - Brazil – Pontifical Catholic University of Rio de Janeiro (PUC-Rio)
  - Poland – University of Warsaw (UW)
  - UK – University of the Arts London (UAL)
  - USA – University of California Irvine (UCI)
- Documents: strategies, missions and visions
- Interviews – 6 people involved in internationalisation & fostering GC
- Campus visits

# PUC-Rio

## Conceptual relationships between internationalisation and graduate GC attributes at Pontifical Catholic University of Rio de Janeiro (PUC-Rio) seen through lenses

### Internationalisation focus

### Graduate GC attributes and agenda

Competition – tightly aligned  
(rankings, teaching in English)  
*Employability - nil*



*Global Worker – nil*  
*Global skills - loosely aligned*

Cooperation – tightly aligned  
(exchange, partnerships)  
Equality – tightly aligned



Global Cosmopolitan - tightly aligned  
Global harmony - tightly aligned

Global responsibility – tightly aligned  
(socio-environmental justice)



Equity – tightly aligned (no to exploitative internationalisation)

Global Activist - tightly aligned  
Global social justice - tightly aligned

Catholic ethics  
& planetary citizenship



**Conceptual relationships between internationalisation and graduate GC attributes at University of Warsaw (UW) seen through lenses**

**Internationalisation focus**

Competition: tightly aligned  
(centre of excellence in the region)

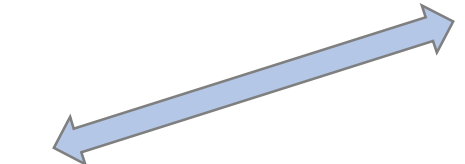
Employability – tightly aligned (Europe)

Cooperation: tightly aligned (EU mobility)

Equality: tightly aligned

Global responsibility – *loosely aligned*

Equity – tightly aligned (respect for cultural identity)



**Graduate GC attributes and agenda**

European Worker – tightly aligned

Global skills – tightly aligned (multilingual)

Global Cosmopolitan – tightly aligned

Global harmony – tightly aligned (synthesis of universal & local)

Global Activist - *loosely aligned*

Global social justice - *loosely aligned* **BUT responsible public service + critique of neoliberal practices**



# UCI

## Conceptual relationships between internationalisation and graduate GC attributes at University of California Irvine (UCI) seen through lenses

### Internationalisation focus

Competition – tightly aligned  
(brand, global research leadership)  
Global employability –  
*loosely aligned*

Cooperation - tightly aligned  
(exchange, partnerships)  
Equality – *loosely aligned*

UCI bubble

Responsibility – tightly aligned  
(environmental sustainability)  
Equity – *loosely aligned*

### Graduate GC attributes and agenda

Global Worker – *loosely aligned*  
Global skills - tightly aligned

Global Cosmopolitan - tightly aligned  
Global harmony - tightly aligned

Hyphenated identities

Global Activist – tightly aligned  
Global social justice - tightly aligned

Neoliberal lens

Liberal lens

Critical lens

## Conceptual relationships between internationalisation and graduate GC attributes at University of the Arts London (UAL) seen through lenses

### Internationalisation focus

### Graduate GC attributes and agenda

Competition – tightly aligned  
(global leader, global brand)  
Employability – tightly aligned



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Global skills -  
*loosely aligned*

Cooperation – tightly aligned  
(mobility)  
Equality – tightly aligned (IoC,  
diversity)



Global harmony  
*- loosely aligned*

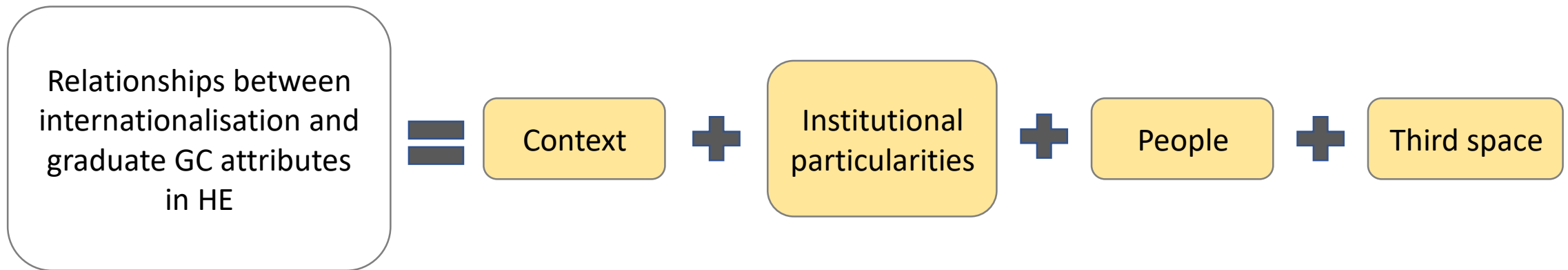
Responsibility – *loosely aligned*  
Equity – tightly aligned (IoC)



Global social  
justice - tightly  
aligned

# Conclusions

- Neoliberal, liberal and critical conceptual lenses help visualise the connections and disconnections between internationalisation and GC in HE
- Importance of localised experience – understanding and application of internationalisation and GC vary because of 4 factors:



Thank you and questions

The background of the slide is a photograph of a university campus. In the center, a tall, white clock tower rises against a blue sky with scattered white clouds. To the left, a palm tree stands near a white building with a red-tiled roof and an arched entrance. To the right, a larger white building with a red-tiled roof and several windows is visible. The foreground is a paved courtyard.

# Curriculum Internationalisation and Global Citizenship in an African University

**Simon Eten**

**Doctoral Student, UCL Institute of Education**

# Research questions

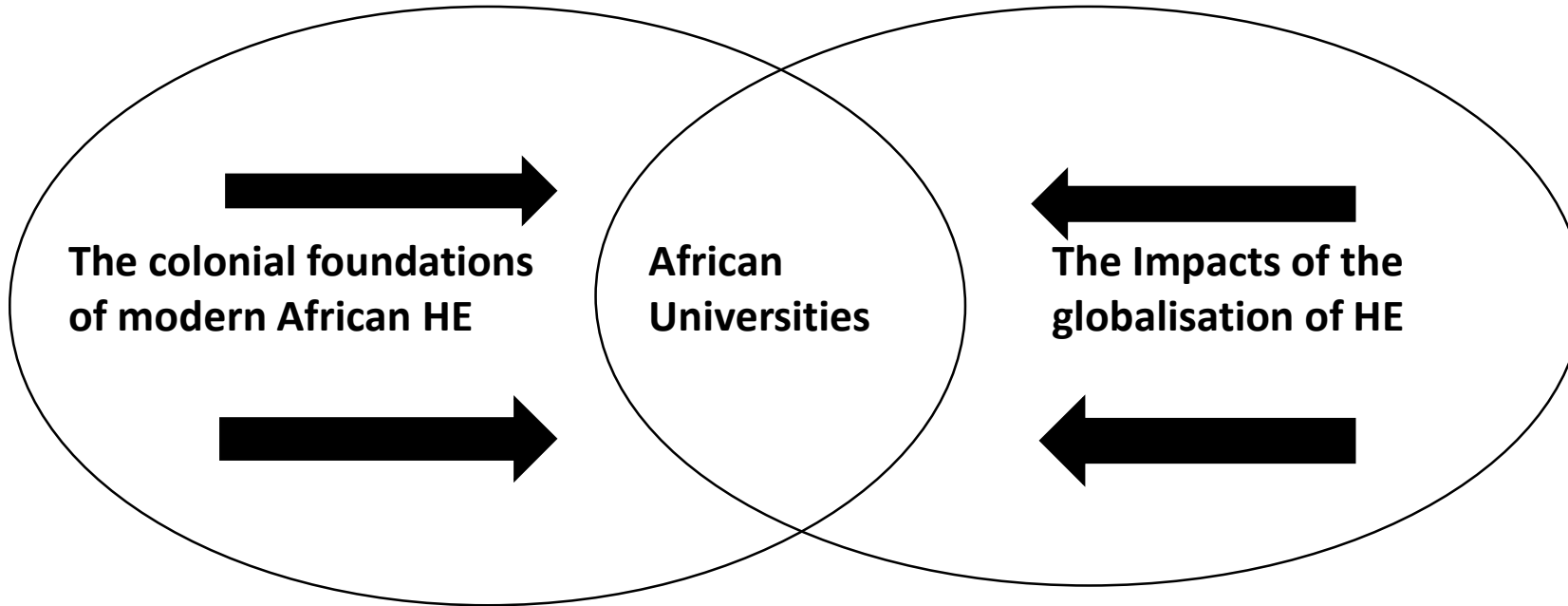
## **A qualitative case study of one university in Ghana**

### **The research objectives are focused on assessing:**

- The policy dimensions of curriculum internationalisation and global citizenship at the university
- How lecturers view and enact curriculum internationalisation within a global citizenship discourse
- The views and experiences of students on curriculum internationalisation and global citizenship

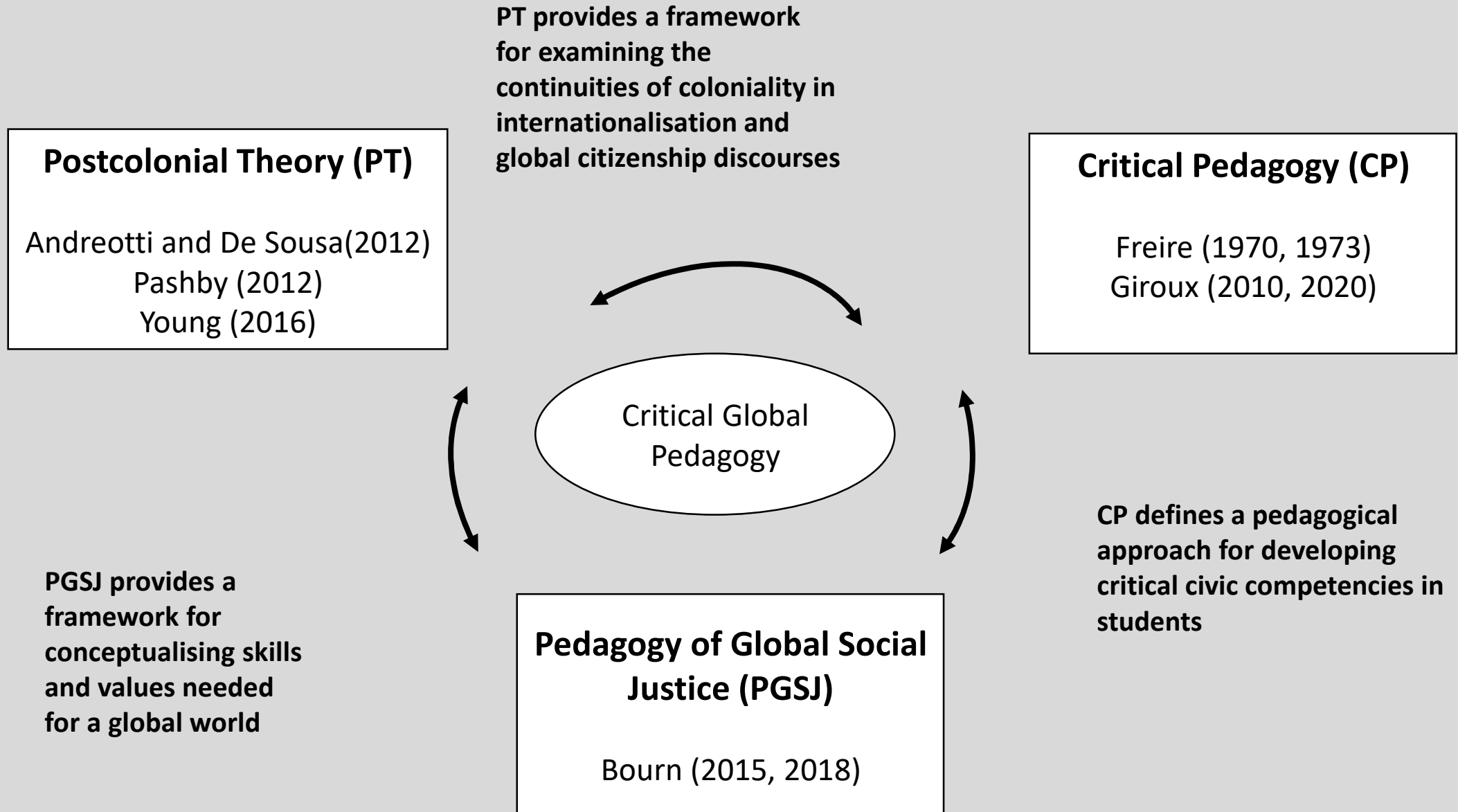
The methods employed for data collection are **documentary analysis, interviews, and focus groups**

# Background of African Higher Education



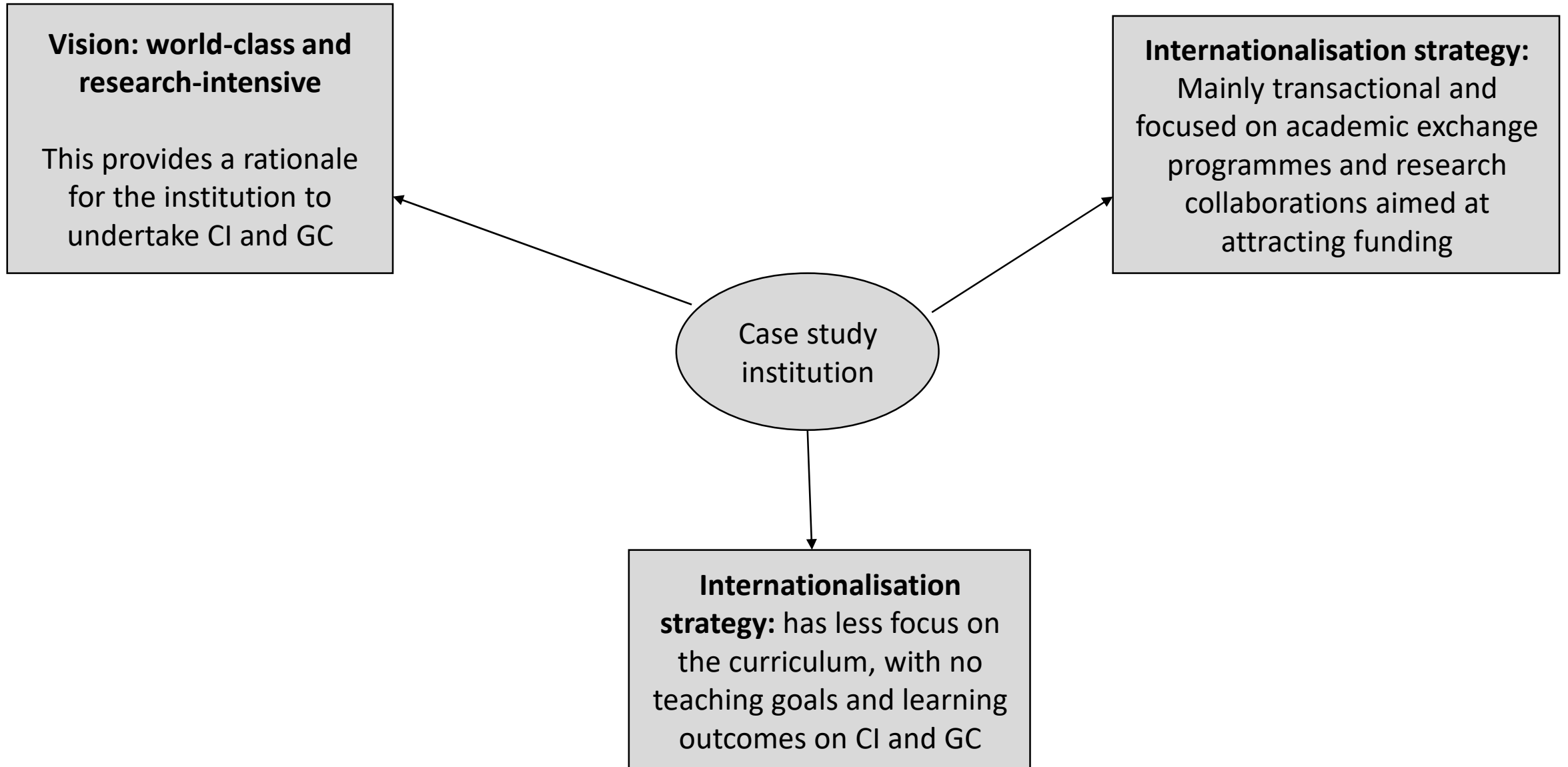
Within this HE context, the study sought to investigate if and how the case study institution is enacting curriculum internationalisation and global citizenship as part of its responses to the globalisation of HE

# Conceptual Framework of a Critical Global Pedagogy





# Policy dimensions on Curriculum internationalisation (CI) and Global Citizenship (GC)



# Curriculum Internationalisation activities

## Curriculum internationalisation activities driven by global coloniality

- Predominant use of foreign (Western) textbooks
- Western-trained academics and researchers
- Research and academic collaborations
- International networks and associations
- Staff and student exchange programmes

## Decolonial approaches to curriculum internationalisation

- Production of local case studies and textbooks
- Local community involvement in implementing curriculum
- Community internships for students
- Student voluntary engagement with local communities

**Comparatively, the practices driven by global coloniality are dominant and widespread across the institution, leading to the fostering of the phenomenon of academic dependency on the West**

# Views on prevailing model of CI

**Contestations over prevailing model of Curriculum internationalisation that heavily relies on Western theories and epistemologies**

*“Actually, I will flip the question to ‘to what extent do the courses I teach contain local perspectives’? This the reason and I don’t say that proudly. If you take theories, many of the communication theories that we teach have become normative, but they originate from European and American experiences and we have universalised them and the challenge now is usually to make them as locally appropriate as possible.” (Ayamba-02)*

*“So I have a bigger challenge that is not about situating in a global context...It is bringing a more local take to the classroom context because as I have said, I worry about just how much you know, American theorising we are exposing our students to” (Awinimi-02)*

# GC themes in curriculum

## **Lecturers views on global citizenship themes in academic programmes**

- Globalisation as a factor in developing academic programmes
- Training students for global leadership
- Responsible citizenship
- intercultural awareness and understanding

*“There is now a global fluid mobility of persons and skill sets across the globe and as a Business School we cannot pretend to be living on an Island, so whatever students we train here in Ghana will either be moving across the world to sell their skill sets or will be forced to compete with others who are moving into the Ghanaian employment space. So whatever it is, you will need to have top-notch skill sets that will allow Ghanaian students to compete with others from the global North”. (Awinpang-08)*

*“So for us what citizenship means is that, every student that goes out of here must recognise themselves as a citizen of the world and as a citizen of the world you have rights but also that you have responsibilities...that your responsibility as a global citizen means that you will act responsibly and ensure that your actions do not affect our environment and our society both in the future and now” (Awinpang-05)*

# GC themes in curriculum

## Students views and experiences on global citizenship

- Positioning their professional aspiration within the international employment space
- Interest in acquiring the skill of intercultural awareness and understanding
- Concerns over the socio-economic determinants of global citizenship
- Concerns over globalisation and its impact on African countries

*“So I think as an aspiring global lawyer, you are not just supposed to be concerned about just your history and the way of life of your people but you should think globally and embrace ideas from other cultures and other jurisdictions” (Alahari-01)*

*“I don’t feel like a global citizen because I don’t know much about everywhere else, and coming to Ghana, there was so much that was different that I had to learn... So you just got that knowledge gap and not really understanding much about different places doesn’t make me feel like a global citizen...but you know part of being a citizen is having the knowledge, you don’t even know what it’s about, so it’s difficult to feel that way” (Abugri-01)*

# Concluding thoughts

- Curriculum internationalisation in the African HE context requires a discourse of decolonisation
- Global citizenship in African university curricula requires appropriation to fit the socio-cultural and historical specificities of African societies.



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