

### **Submission Eight**

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Developing Global Citizens: The Way Forward?

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# Developing Global Citizens: The Way Forward?

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*Abstract: This paper will present work undertaken as part of the HE Leadership Foundation Fellowship in the UK. The aim of the Fellowship was to develop a change strategy so that by 2010, all Bournemouth University (BU) graduates are aware of and confident in, dealing with issues relating to equity, justice, diversity and sustainable development. BU has developed an approach that focuses on the development of 'global perspectives' and 'global citizenship': the 'global citizen' operates effectively in the context of diversity, and is empowered to bring about change to enhance society. The importance of this development is highlighted by research undertaken into graduate employability and a review of the UK policy context. But to what extent does the curriculum address the drivers? Is it enough to say that because we have international students, learners will come to understand diversity? Do we expect cross-cultural learning to happen by osmosis, or do we need to be more proactive? Do staff encourage students to work collaboratively with their international colleagues, as one way, of challenging perspectives and questioning euro-centric views? This paper will explore some of these issues, suggesting that managing diversity requires a different and greater proactivity. The paper concludes by suggesting the way forward.*

**Keywords:** Global Citizens, Global Perspectives, Diversity, Sustainable Development

## Introduction and Background to the Project

**T**HIS PAPER PRESENTS one institution's attempt to enhance cross-cultural learning, as part of a wider strategy which aims to develop students as 'global citizens'. It is suggested that this wider agenda addresses concerns that UK students (and some staff) are not always very good at appreciating the richness that diversity brings to the learning experience. Developing a global perspective alerts students to how their experiences are connected to the experiences of people throughout the world (the global in the local connection) and also serves to better prepare students for work in a society where managing diversity is critical to employment (Archer 2005).

Since 1999, a group of staff at Bournemouth University (BU) has worked to develop Global Perspectives (GP), with a view to ensuring that the University's graduates are equipped through their experience of Higher Education (HE), to be responsible global citizens, in a context where diversity is increasingly apparent. The group formulated a 'Global Vision for Bournemouth University' which was endorsed by Senate in 2000, and subsequently the work of the group became formalised within the university's committee structure.

The aims of the group are to encourage global awareness amongst staff and students and to promote the development of:

- Curricula that acknowledge the importance of global perspectives and sustainable development;
- Opportunities for students and staff to develop knowledge skills and understanding to allow them to make an effective contribution to a global society;
- A culture where diversity is respected and individuals feel empowered to bring about change;
- An enhanced understanding of the concept of 'citizenship' and what this means, both in the local community and at an international level.

International events since 2001 have reinforced the importance of developing global citizens who are equipped to live and work in multi-cultural, international contexts and who are better stewards of the planet, than their forebears. The initiative taken by a group of dedicated staff has led to curriculum change and BU being recognised as a leader in the field.

In 2005, the award of an HE Leadership Foundation Fellowship enabled research to be conducted to take the agenda further. This seemed entirely appropriate in the UK policy context where 'global citizens' and sustainable development feature in a number of policy documents as the quotes below demonstrate.



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*'Our Strategy for sustainable development aims to enable people throughout the world to satisfy their needs without compromising the quality of life for future generations'* (Securing the future: delivering UK Sustainable Development Strategy, 2005, Executive Summary, HM Government).

*'Developing and maintaining a world-class system begins with understanding the world in which we live: the values and cultures of different societies; the ways in which we are increasingly dependent on one another; and the ways in which we all, as global citizens, can influence and shape the changes in the global economy, environment and society of which we are part'* (Rt Hon Charles Clarke, MP, Secretary of State for Education and Skills, 2004, Putting the World into World-Class Education)

*'We need to look at sustainable development as a whole - how to use our resources without wasting them; how to teach and learn about sustainable development; how to generate the skills, knowledge and understanding to allow us to fulfil our duty as global citizens'* (Rt Hon Charles Clarke, Sustainable development action plan for Education and Skills)

### What is the Link to Diversity?

It is suggested that the global citizen values cultural diversity and will be able to manage sensitively across cultures. The global perspectives agenda at BU supports the ethos that *'We live in one world. What we do affects others and what others do affects us, as never before.'* (DfES, Putting the World into World-Class education, p5)

Respecting 'diversity' is one of the qualities of the global citizen. The global citizen is someone who:

- Is aware of the wider world and has a sense of their own role as a world citizen
- Respects and values diversity
- Has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally
- Challenges social injustice
- Participates in and contributes to the community at a range of levels from the local to the global
- Is willing to act to make the world a more equitable and sustainable place
- Takes responsibility for their actions

(Oxfam (1997) A Curriculum for Global Citizenship)

At BU, it is suggested that examining a subject or issue through a global perspective means to take a broader approach to the subject that:

- values methodologies, techniques and academic analysis from other cultures
- challenges and discards prejudice
- considers with sensitivity the effect of our actions on others locally and globally, both now and in the future
- questions Eurocentric, rich world, restricted perspectives and takes into account viewpoints and circumstances from all regions of the world
- presents learners with the capacity to calculate the risks of decision making

- acknowledges the global forces that affect us all and promotes justice and equality
- empowers learners to bring about change
- provides an international curriculum and seeks opportunities to develop students international awareness and competence

Developing a global perspective is essentially about broadening curricula and incorporating pedagogic approaches that empower students to develop as critical beings who are able to challenge orthodoxy and bring about change. It involves more a *'shift in approach, rather than a radical change of content'* (Shiel & Jones 2005).

The approach at BU, is founded on the belief that 'internationalising' the experience of UK students is as important as attracting 'overseas' students and that the curriculum must include the intercultural dimension (De Vita and Case 2003) and by necessity, the 'internationalisation' of learning and teaching. The 'inclusive' curriculum goes beyond an 'assimilationist' approach (Frame and O' Connor 2002) to managing diversity and has the potential to lead to transformative learning, where opportunities are provided to explore and engage with multiple perspectives and, to increase cultural understanding (Volet and Ang 1998). The approach to internationalisation incorporates essentially, a focus on 'internationalisation at home' with the development of global perspectives at BU, also seen as aligning with the development of 'critical beings' who can deal with supercomplexity (in the sense used by Barnett, 1997, 2000) irrespective of their nationality.

The next section of this paper outlines work undertaken as part of the UK Higher Education Leadership Foundation Fellowship (LFF) project.

### Aims of the Project

The LFF project was awarded in 2005, with the aim: to develop a strategy to enable BU to achieve a step change in its commitment to the development of global perspectives and global citizens. Specifically, the long-term goal is to ensure that all graduates of

BU, by 2010, are aware of and confident in dealing with issues relating to equity, injustice, diversity and sustainable development. The project builds upon work undertaken to develop global citizens.

## Methodology

The approach to strategy development drew on the work of Quinn's (1980) incremental approach to change, where a series of stages enables the change agent to create awareness and commitment to change incrementally, 'amplifying awareness and understanding', 'legitimising new view points' and gradually focusing the organisation and gaining commitment. The appeal of Quinn's approach to strategy development is that by the time strategies begin to '*crystallise, pieces of them*' are '*already being implemented*'. This approach aligned well with the global perspectives agenda where 'action', education and 'empowerment', are central to change.

In practical terms and in brief, the approach involved meetings and presentations with senior staff across the university (academic, professional services and support functions), collaboration with the International Office, the Diversity Officer and Chaplaincy and wider surveys of staff, students and student focus groups. These were conducted over a six month period in 2005.

A series of developmental workshops served the dual focus of 'educating' in relation to the concepts, while gathering information to inform the emerging strategy. In parallel, desk based research was undertaken to develop a 'persuasive rationale for change', linked to the policy context, employability drivers and business case.

An audit of curricula enabled the identification of current practice and established a benchmark for change (it seemed important to demonstrate how far things had changed since an audit in 2000 and the extent to which the GP agenda, including issues relating to cultural diversity, were impacting upon the student experience). Data collection sought to explore whether increasing cultural diversity was enriching the learning experience and; to surface the attitudes of staff and students with regard to global perspectives and internationalisation.

## Articulating the Drivers for Change

The desk-based research enabled the articulation of compelling drivers for change. If the benefits of 'transformative learning' (for UK and international students) do not provide sufficient rationale for the development of this agenda, then the policy drivers (push factors) and the 'pull factors' developing, in the form of the requirements of graduate recruiters and the employability context, certainly support change.

## The Policy Context

A full review of the policy context is beyond the scope of this paper however, since the Toyne Report (1993) (which established the national agenda for change), a variety of publications have highlighted the significance of the agenda. Policy development over the last five years suggests that government sees education as a vital lever for change with the terms sustainability, citizenship and the global dimension, being important components of 'Putting the World into World-Class education' (DfES). Emerging policy documents from DfES, DfID and HEFCE evidence the link between these concepts and while such documents are often muddled in the use of terminology, they are explicit in their emphasis on the role of education to effect change.

More recently a publication from the Leadership Foundation (2006) which reports on the 'The Leadership and development Challenges of Globalisation' is explicit in linking the international agenda with diversity and global perspectives, suggesting that HEIs are not doing enough.

## The Employability Context

A review of the employability context demonstrates that '*growing numbers of employers want employees who can practice sustainability*' (Cade & Tennant 2005) but more relevant to this paper, employers want graduates who among other things have an 'international outlook', 'cultural sensitivity', 'cultural awareness' and who are effective in 'diversity' (Archer 2005; Shiel et al, 2005). It is suggested that graduates need to '*understand the world in its global context*' and must be able to adapt to diversity.

Research undertaken into graduate employability confirms that recruiters require graduates who: have the '*ability to deal sensitively with cross-cultural issues and diversity*'; are '*cross-culturally aware*' and; have a broader '*world view*' (Archer 2005). The Leadership Foundation (2006) also highlights that '*In response to globalisation, students may need to be prepared to be 'global citizens', to be globally employable, and to have international experience*' (p19).

## Does the BU Curricula, Address the Driving Agenda?

The 'audit' was conducted across programmes as part of the Annual Reports on Programme Monitoring process, to provide a benchmark of the extent to which the curricula addressed the 'drivers'. Full details are not presented here but results revealed substantial progress since 2000, to embed global perspectives and issues relating to cross cultural management, ethics and diversity, particularly within the

Business School, from Level C through to Masters provision, including dedicated units on 'Cross-Cultural Awareness' and 'Cross Cultural Competence'.

In view of the efforts applied over five years to development initiatives, it seemed important to check the impact of this, with students and staff. At the heart of the investigation were concerns to find out whether increasing cultural diversity and curriculum developments, were enriching the learning experience of both UK and international students. The next section of this paper presents data collected from student focus groups, a student survey and the staff survey. The data from surveys and focus groups covers wider issues (Shiel & Mann 2006) than those relating to diversity and the international curriculum. Presented here, is a limited selection of the findings.

### Results from the Focus Groups and Surveys

Two focus groups were held with 9 & 11 students volunteering to take part in each. The aim of the focus groups was to understand the starting point of the learner (this research is ongoing) and to highlight students' awareness of global issues, their concerns and the extent to which they regard BU as international/global. Their understanding of basic terminology was explored at the start of the session and then discussion elaborated the meaning of terms. Unfortunately the groups were not representative of the average BU student as most were international students and the UK students that attended were either mature students, or those on courses directly related to Global Perspectives. The fact that fewer UK students volunteered is interesting in itself, as a recurrent issue has been engaging UK students in what they perceive as 'not for them'. The results are as follows.

- **Defining Terms:** generally students did not know the meaning of terminology that relates to basic global issues. This included the meaning of sustainable development, (most thought the term meant continuous economic growth); fair trade; the WTO and the G8.
- **Students' Main Concerns:** the environment, poverty, equality, terrorism.
- **How international/global is BU?** : Students generally considered that BU is international because of the number of international students. Discussion suggested however, that there is limited integration with home students and international students felt that activities targeted at international students, reinforced a sense of separateness. (Evidence of this sense of isolation, was indicated by speakers at the UKCOSA Conference 2005)
- **GP in the curriculum:** Overall students suggested that there was not enough coverage in their curriculum and supported the idea of a separate GP unit. They felt that GP could be integrated into the curriculum better if staff had more expertise in the relevant fields, such as sustainable development. Tutors could support learning more effectively if they ensured that group work encouraged diversity. Proactive management of group formation might break down barriers to integration. Case studies from other countries would also be useful, as well as compulsory studies in global issues and cultural awareness studies.
- **Extra-curricular activities:** Students suggested that more events should be organised to encourage home and international students to mix whilst avoiding words such as diversity, global or international. 'Home' students feel that such events are exclusively for international students and do not attend. More informal discussion forums to talk about serious issues whilst having fun would also be appreciated.

Overall, the general conclusions arising from the focus groups were that despite doing much at BU to develop global perspectives, there is still a perceived divide between home, EU and 'international' students (three 'distinct ghettos' in the words of one participant) with little collaboration in learning or socialising. Students were quite vocal in suggesting that staff should be much more proactive in the learning environment to facilitate sharing and cross-cultural learning.

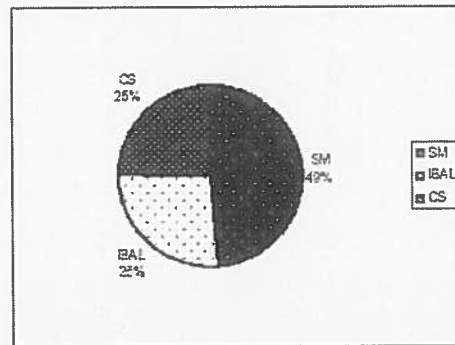
### Student Survey

A survey sought the views of a wider student population, using a convenience approach to sampling. Initially students in the Institute of Business and Law (IBAL) were approached in a lecture slot. Further students were approached when other members of staff agreed that lecture time could be used to collect data. This was then extended to two further schools to ensure that the data was not biased because business programmes had already developed the 'global perspectives' agenda through learning and teaching. The results from the three schools are presented below. The survey listed the main Global Perspective themes at the beginning, namely, sustainable development, global citizenship, globalisation and internationalisation, diversity and human rights.

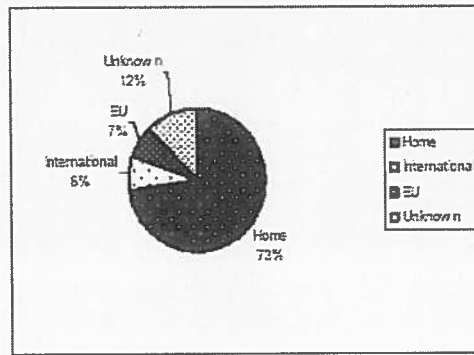
The results represent data collected from 268 students.

**Pie Chart to show Distribution of Students across Three Different Schools**

Key: SM - Services Management, IBAL - Institute of Business and Law, CS- Conservation Sciences.



**Pie chart to show mix of UK, EU and International**



Students were asked to identify their three main global concerns in priority order.



**Table to show Students' top 3 Global Concerns in Priority Order (Percentage of Students)**

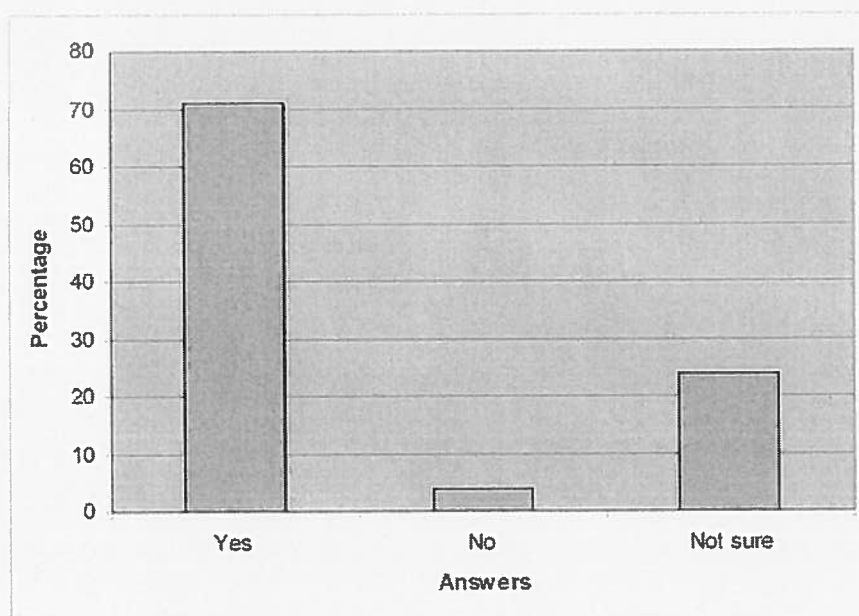
Concern one		Concern two		Concern three	
Environment	36	Environment	22	Other	19
War	28	War	18	War	14
Poverty	11	Poverty	12	Poverty	9
Terrorism	9	Human rights	6	Environment	7
Human Rights	5	Terrorism	6	Terrorism	5
Sustainable Development	4	Fair trade	4	Human rights	5
World peace	2	Globalisation	4	Recycling	5
Overpopulation	2	Deforestation	2	Sustainable development	4
Global Citizenship	1	Developing countries	2	Nuclear weapons	4
Fair trade	1	Diversity	2	Globalisation	4
Other	1	Sustainable development	2	Africa	3
		World peace	2	Natural disasters	3
		Africa	1	Debt	3
		Debt	1	World peace	2
		Disease	1	Asylum/Immigration	2
		Earthquakes	1	Diversity	2
		Economy	1	Global Citizenship	2
		Famine	1	Deforestation	2
		Global Citizenship	1	Overpopulation	1
		HIV/AIDS	1	Fair trade	1
		Natural disasters	1	Disease	1
		Nuclear weapons	1	HIV/AIDS	1
		Other	1	Developing countries	1
		Overpopulation	1	Resource shortage	1
		Recycling	1	Education	1
		Resource shortage	1	Employment	1
		Other	1	USA	1

Students in the survey express similar concerns to the focus groups. Their first global concern shows less variety of response in comparison to second and third responses. It is evident that the main concern for students is the environment and war with most students ranking this as either their first or second

concern. The concern ranked third demonstrates greater variety. 19% identified 'other' as their third concern.

Students were asked whether the Global Perspectives themes (listed at the beginning of the questionnaire) were important or relevant to them.



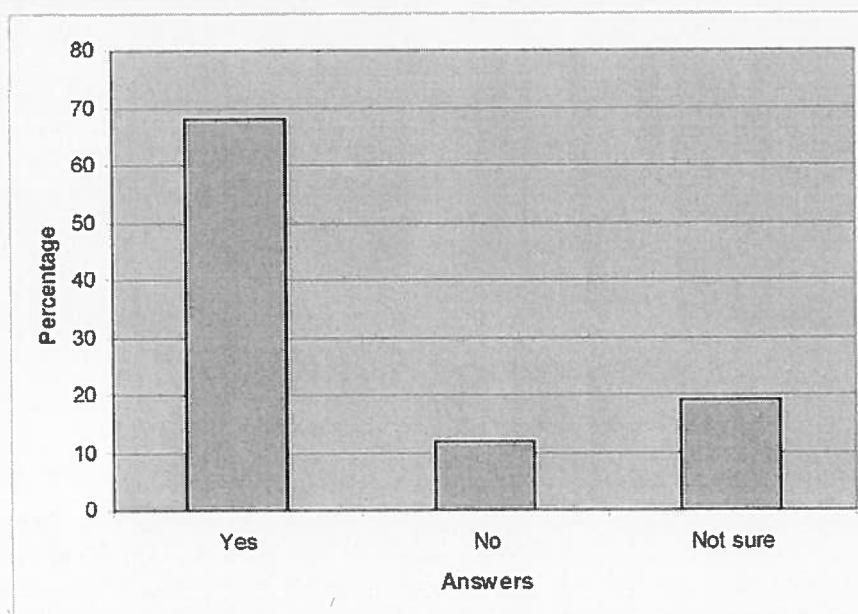


Graph to show Relevance of Global Perspectives Issues to Students

A high proportion of students who answered yes to this question, said it was either because the topics were relevant to their lives, their future, degree, line of work, or that the issues were important to them because they affect everyone. From those who were unsure, or did not feel the issues to be important,

many answers revolved around the notion that these issues were not relevant to their lives or that they could not comment because they were not aware of the issues mentioned.

Students were then asked if they thought BU was global or international.



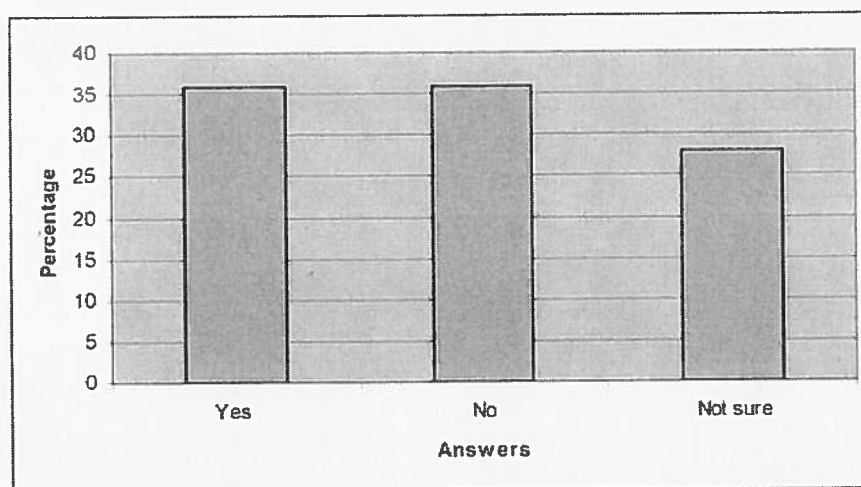
Graph to show if Students think BU is Global or International

Almost 70 per cent of students answered yes to this question with only 12 per cent responding 'no' and 19 per cent were not sure.

Out of those students who thought BU was international, over 50 per cent said it was because of the

presence of international students and mix of cultures, only 8 per cent said it was because of course content and 2 per cent because of work placements.

The next question asked students if they felt part of a global or international network.



**Graph to show if Students at BU feel part of a Global or International Network**

Results show similar numbers responded 'yes' & 'no'. From those that answered yes, the three most common reasons in order of popularity (most to least) were the presence of international students, the internet and the media. From those that answered 'no,' the most common reason was that 'home and international students don't mix' and the second most common were simply, 'I live in Britain' or 'I am English.'

Students who selected the response 'not sure' generally did not provide reasons for their answer. However, there were some that did provide reasons. These included:

- Lack of integration between home and international students.
- Being part of a wider international network outside of university through personal travel experiences, the internet, connections or relatives abroad but not feeling part of an international network at Bournemouth University.

A proportion of students who answered 'no' or 'not sure' misunderstood the question. They thought

that 'an international or global network' was a particular group and answered that they had not heard of this group before.

Students were asked a range of questions with regard to their curriculum. The results indicate that almost half the respondents said that Global Perspectives issues (including approaches to diversity) were covered in some of their units.

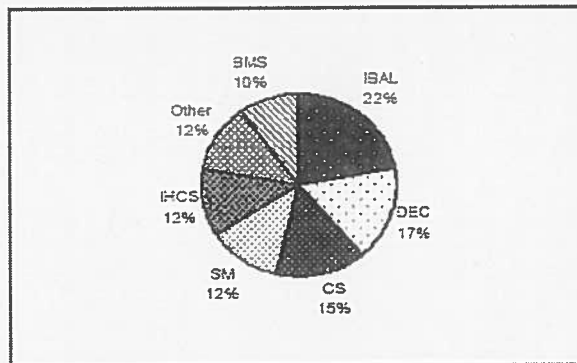
57 % answered that there was enough coverage of these issues. The majority of students answered that they would like to see Global Perspectives incorporated into the curriculum within current units and throughout the course.

### **Staff Perceptions of Global Perspectives**

A staff survey was posted on the staff portal and both academic and non academic staff were invited to respond. 59 staff responded in total, with respondents well distributed across schools and from a range of roles, (there are 600 academic staff and 1,300 staff at BU).

### **The Breakdown of Respondents**

Senior Lecturer	14
Lecturer	10
Senior Academic	14
Other	13
Administration	4
Principal Lecturer	2



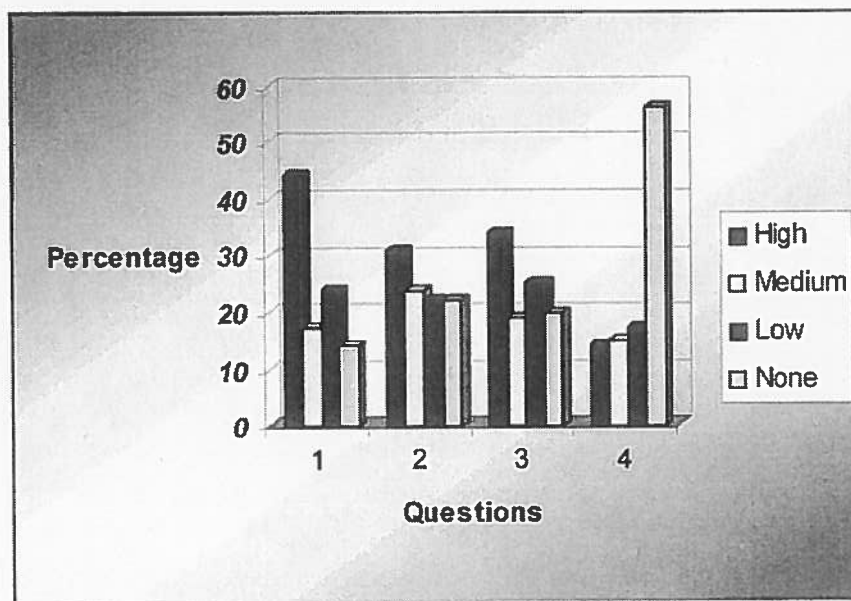
Graph to show Distribution of Respondents

**Key:** IBAL - Institute of Business and law, DEC – School of Design, Engineering and Computing, CS – School of Conservation Sciences, SM – School of Systems Management, IHCS – Institute of Health and Community Studies, BMS – Bournemouth Media School.

Presented below are the questions posed to staff and the findings and results for these questions.

The first question asked: to what extent does the course you are involved with include the following topics/opportunities? (Listed 1–4 below).

1. Global processes and context (social, economic, political, physical, environmental)
2. Global case studies/examples (other than the EU)
3. Global cultures and societies (people, communities, identity, values, behaviour, religion)
4. Opportunities to engage in community activities/volunteering



Graph to show Course Content

It is clear from the graph that the inclusion of global processes in course content is quite high although there is scope for further inclusion, coverage of global cultures and case studies could be improved and opportunities for volunteering and engaging with the community are low.

The next question relates to undergraduate (UG) and postgraduate (PG) students' levels of understanding. Staff were asked to indicate the levels of understanding they would expect students to have after completing their degree programme.

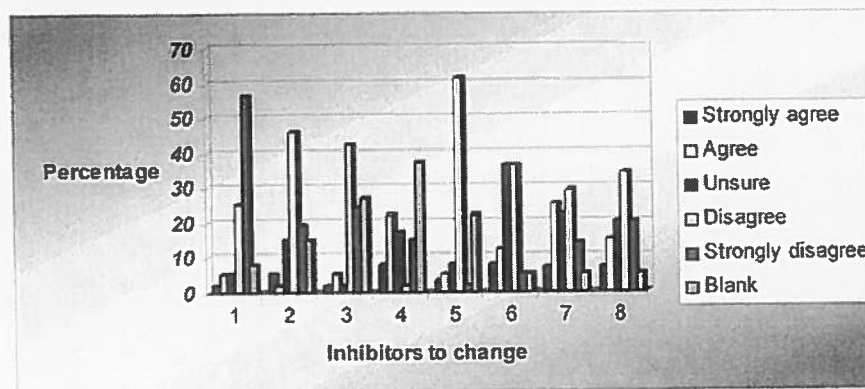
**Expected levels of Undergraduate and Postgraduate Understanding (Percentage of Staff)**

Categories of understanding	High		Medium		Low		None	
	UG	PG	UG	PG	UG	PG	UG	PG
Awareness of basic global issues	22	44	29	24	46	20	0	24
Recognition of are multiple perspectives and inter-pretations	53	58	34	17	3	0	10	25
Respect for the perspectives and views of others	62	58	25	19	2	0	10	24
Awareness of cultural assumptions and bias	53	51	27	22	8	0	12	27
Understanding the ethical issues related to the	54	56	25	17	10	3	10	24
Understanding of international trade	20	31	25	24	39	20	14	24
Reflection of global perspectives issues on own life	34	42	37	15	19	15	10	25

The results reveal variation across UG and PG programmes. Areas where results are predominantly low include undergraduate awareness of global issues and undergraduate understanding of international trade. Respect for perspectives and views of others and awareness of cultural assumptions and bias is pleasingly higher, perhaps demonstrating some progress in developing more inclusive curricula, since 2000.

Staff were asked to identify inhibitors to change. The following were the categories to choose from, there was also a section to list other inhibitors not mentioned.

1. Global Perspectives are irrelevant to my subject area.
2. The curriculum is too crowded to cope.
3. Internal accreditation and or requirements of professional associations make this impossible.
4. There is a lack of staff expertise and knowledge.
5. Students will not understand the relevance.
6. There is a lack of institutional drive/commitment.
7. There is a lack of staff awareness.
8. There is a lack of academic interest.



**Graph to show Staff Opinions on Inhibitors to Change**

In order to summarise the data, the results below have been divided into three categories, those in agreement with the statement, those who disagree and those who were unsure or who left this question blank.

- Global Perspectives are irrelevant to my subject area, 7% agreed with this statement, 81% disagreed and the rest were unsure or left blank.
- The curriculum is too crowded to cope, 7% agreed, 65% disagreed and the rest were unsure or left blank.
- Internal accreditation and or requirements of professional associations make this impossible,

7% agreed, 66% disagreed and 29% were unsure or left blank.

- There is a lack of staff expertise and knowledge, 30% agreed, 17% disagreed and 54% were unsure or left blank.
- Students will not understand the relevance, 8% agreed, 63% disagreed and 30% were unsure or left blank.
- There is a lack of institutional drive/commitment, 20% agreed, 41% disagreed and 40% were unsure or left blank.
- There is a lack of staff awareness, 32% agreed, 43% disagreed and 27% were unsure or left blank.

- There is a lack of academic interest, 22% agreed, 54% disagreed and 25% were unsure or left blank.

The next results show to what extent courses are influenced by international perspectives, for example

international field trips and participation in international research. Staff were asked to respond to the same question in relation to undergraduates, postgraduates and in terms of how important they perceived the activity to be.

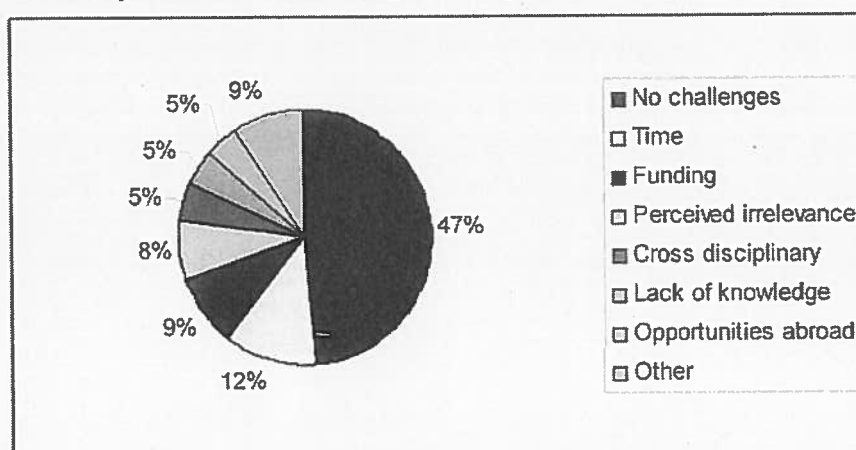
**Staff Perspectives Concerning International Influences/Activities (Percentage of Staff), (UG: Undergraduate, PG: Postgraduate, PI: Perceived Importance)**

Activity	High			Medium			Low		
	UG	PG	PI	UG	PG	PI	UG	PG	PI
Number of international field trips	7	2	14	12	8	27	78	85	54
Participation in international research	5	14	25	10	24	25	81	59	47
Exchange programmes	3	2	22	15	8	19	78	86	58
Language learning	10	3	15	7	3	20	80	90	61
Teaching staff involvement in overseas research and field trips	8	14	24	19	22	25	70	59	49
Visiting lecturers from universities outside the UK	3	3	24	5	15	25	90	76	47
Awareness of cross cultural perspectives	22	20	51	29	24	10	46	54	37
Diversity of student groups	8	32	41	31	17	25	58	47	41

The results were quite surprising and demonstrate that the international influences or activities listed are seen by staff as low in both undergraduate and postgraduate programmes but also in terms of how staff perceive their importance. Some of the very

things that might enhance diversity are not perceived as important by many staff.

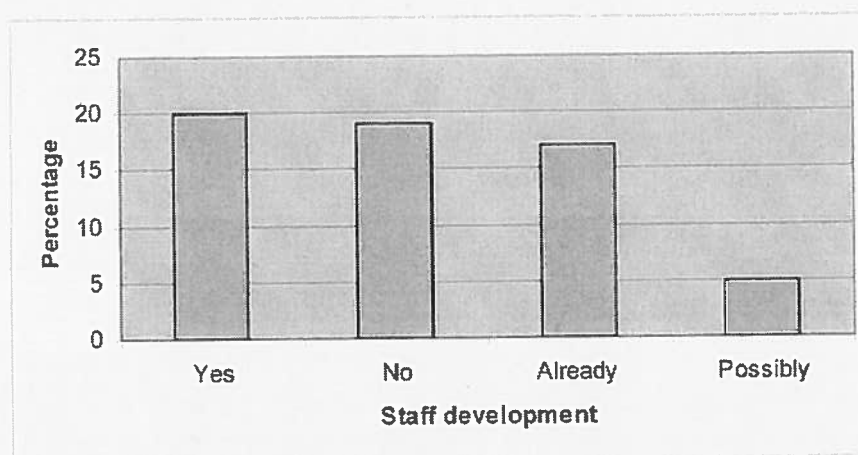
Staff were asked what they believed to be the main challenges to introducing global perspectives to their subject area.



**Pie Chart to show Staff View of Main Challenges**

Encouragingly, a large proportion responded that there are no challenges, which could mean that they have already introduced global perspectives into their work. The rest of the concerns were more or less evenly spread from 3% - 12%.

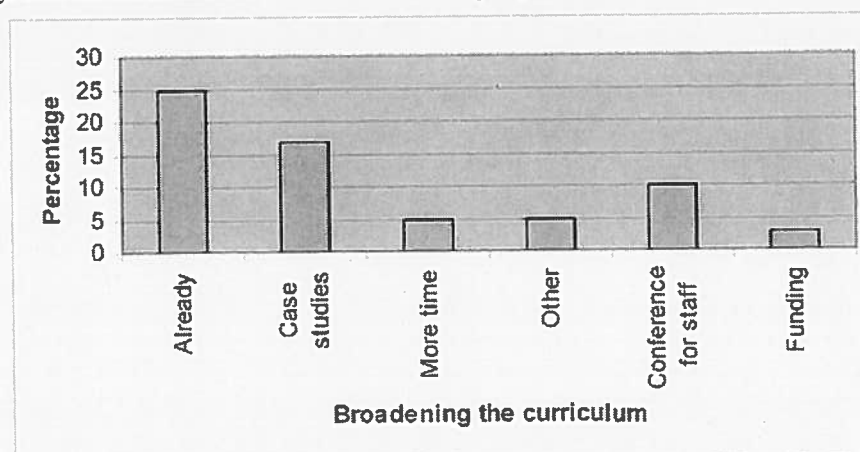
Staff were asked whether they would be interested in gaining knowledge or skills in order to introduce global perspectives to their subject area.



Graph to show Levels of Staff Interest in Gaining Knowledge

The results overall indicate that the majority of staff are interested in staff development or are already engaging with global perspectives, or consider it as a possibility. 18% are not interested.

The next results show the answers from staff concerning the ways in which they considered that their subject could be broadened to include global perspectives.



Graph to show Areas of Subject Broadening

25% of staff responded that they were already broadening their subject area to include global perspectives. 15% said they would like to introduce more global case studies, 5% said more time would help them broaden their subjects, 5% said other, 10% said increased opportunities for staff to attend conferences and 3% said extra funding. Those that responded 'other' included: staff with doubts as to whether broadening was necessary; some suggested 'further research is needed in global perspectives' and it is necessary to 'cut back in other areas' to fit global perspectives into the curriculum.

Responses to other questions regarding the curriculum, staff awareness of sustainability concepts and staff development were also sought but have not been included in this paper. However, of note is that a high proportion of staff were interested in engaging in staff development to enable them to develop the

curriculum and inclusive pedagogic approaches further.

In summary the staff survey indicates:

- The inclusion of global processes (social, economic, political and environmental) in course content is reasonably high; coverage of global cultures and case studies, particularly pertinent to diversity, could be improved; opportunities for volunteering and engaging with the community are low.
- Levels of undergraduate and postgraduate understanding of global, cultural and ethical issues are generally not as high as one might expect. Students are more likely to understand 'multiple perspectives and interpretations', 'cultural assumptions and biases' and 'ethical issues'. They are less likely to understand 'global issues', 'in-

ternational trade' or 'reflect on global perspectives issues in relation to their own lives.

- Most staff see the relevance of global perspectives to their subject areas (81%) and 63% think students will understand the relevance, only 7% of staff suggested that the curriculum was too crowded to cope and/or the requirements of professional bodies made change impossible.
- Approximately one third of respondents indicated that there was a 'lack of staff expertise and awareness'; only 20% indicated a 'lack of academic interest' and 20% a 'lack of institutional drive'. A similar proportion of staff were unsure how to respond. Between 40-50% of staff disagreed with these statements.
- In terms of international influence/activities such as international field trips, exchange programmes and language learning, the results found that these influences were low in both undergraduate and postgraduate programmes and also in terms of the level of their perceived importance.
- Regarding the main challenges to introducing GP, encouragingly, a large proportion (47%) responded that there were no challenges; time and funding (12 & 9%) were seen as important by some staff.
- The majority of staff are interested in staff development or are already engaging with GP, or consider it as a possibility.

The research undertaken also included over thirty interviews with staff across the university (mainly senior staff, with responsibilities for a range of activities). Most of the interview data revealed very positive responses to global perspectives however, there was some evidence that the benefits of diversity were not always fully appreciated and that for some, international students were seen as a 'problem', to be 'managed' in the classroom. The view that international students need to 'fit in' is not uncommon as 'they are here to do a UK degree'.

An interview with the Diversity Officer about his experience raised several interesting points about student perceptions of diversity. Generally there is a tendency for UK students to avoid events that include the words 'global,' 'international,' or 'diversity' because they don't think these terms apply to them. The Diversity Officer recommended:

- *'To think carefully about how we phrase events or news when communicating with students.'*
- *'To try to change attitudes through raising awareness and working with the student societies more to encourage inclusion and mixing of international and UK students.'*
- *'To raise the profile of the Global Perspectives Group amongst students and the provision of*

*resources and useful contacts for students interested in global issues'*

## Discussion

The research undertaken as part of the LFF project suggests that while BU is five years along the road of developing global perspectives and raising awareness of cross-cultural sensitivity and diversity issues, there is still a long way to go. The data from students and staff shows that more inclusive approaches to learning, teaching and assessment, need to be developed to achieve 'internationalisation at home' (Caruana & Hanstock 2005)). We also need to be mindful that when we conduct activities to raise awareness, to consider carefully the labels used: the terms 'diversity', international, etc can mean that UK students think these activities do not relate to them, so do not participate.

Data from students suggests that while students share the same global concerns, they need help to collaborate in their learning and welcome opportunities for cross-cultural socialisation through extra-curricular activities. UK students suggest that the presence of international students makes BU international but often comment '*pity I did not get to know any of them*' and '*but we did not work with them*'. An international student told the unfortunate story: '*We were told to get into groups. All the UK students formed groups and I was left standing against the wall. I looked around and there were other Asian students also left standing. We had to work together as no-one else wanted us*'.

One outcome of the project has been to implement extra-curricular activities (including 'Global Cinema' and guest speakers) to facilitate socialisation, discussion about cultural perspectives and to address concerns that students do not feel part of an 'international community'. Undergraduate programmes are being developed further to include a global perspective dimension. This will be addressed through Programme Review, where it is now a formal requirement to consider global perspectives and internationalisation.

Data from staff suggests that while some changes have been achieved, staff do not fully see the importance of the international dimension, or fully appreciate the extent to which an international curriculum, experience and cross cultural learning can enrich the learning process. 'Internationalising' staff will be one aspect of the developing HR strategy. Staff development workshops will focus on delivery approaches that harness the opportunities that diversity and 'multicultural interaction provide' (De Vita & Case 2003). Fortunately, the research shows that staff are positive about engaging with developments to broaden the curriculum, provided they are support-



ted through workshops and the provision of resources. The research concurs with the conclusions drawn by Black (2005, p15) who suggests that *'only systematic development of staff's cross-cultural skills will enable them to bring out the potential of students' contributions in the classroom and facilitate them working together as members of multi-national work groups on coursework projects'*. The research also suggests that emphasis should be placed on developing assessment strategies that require the students to learn from other cultural viewpoints. This might contribute to breaking down the 'ghettos' to which the students referred. Assessment which includes cross-cultural learning has the potential to enhance learning and better prepare students for graduate employability.

The LFF project considered issues broader than diversity alone and has resulted in a strategy and

action plan for change that pulls together all the issues raised under three areas:

- Corporate Responsibility and Behaviour – the University as a Global Citizen
- Curricula and pedagogy- embedding Global Perspectives in curricula
- Extra-curricula activities to support citizenship and international awareness.

The action plan will contribute to creating an environment where diversity contributes positively to the student experience.

In seeking to explain the 'global perspective' and the 'global citizen' to staff and provide a framework for development, the model (Figure 1) has been deployed to demonstrate how 'internationalisation' contributes to the development of the global citizen through curricula and extra-curricular initiatives.

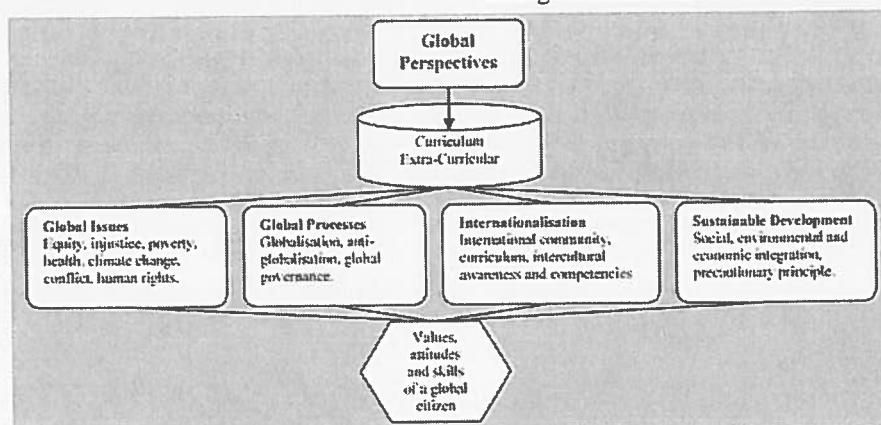


Figure 1 Shiel & Mann (2006) Developing the Global Citizen

Further work is underway to secure the actions that will bring about change to ensure that at BU, diversity enriches the student experience.

## Conclusion

This paper has presented how one University has interpreted a 'global perspective' and outlined the work undertaken as part of an HE Leadership Foundation project, to forward this agenda in a holistic way, to bring about institutional change. The work undertaken has led to actions that are broader in remit than managing cross-cultural diversity alone however, it is suggested that such an 'inclusive curriculum' enhances the experience of all students and has the potential to ensure that diversity enriches the learning experience. The data collected from staff and students reveals that some progress has been made at BU but also suggests that addressing diversity requires further pro-activity. It is suggested that programmes (particularly undergraduate) are, in the main, catering to the needs of UK students and that we are missing the opportunity to encourage

learning from other cultures. However, getting the 'typical' undergraduate student to engage with diversity and global issues, presents a challenge and care needs to be taken with regard to 'labels' used, to secure the participation of UK students.

It is suggested that fostering a culture where diversity is respected and individuals feel empowered to bring about change as global citizens, goes some way towards a situation where diversity is celebrated, rather than seen as a problematic issue. Curriculum change, opportunities for extra-curricular socialisation and assessment strategies that secure collaboration between cultures and cross-cultural learning, will contribute to future developments at BU.

In moving forward, further consideration needs to be given to what 'internationalisation at home' might look like, and ways to ensure that staff appreciate their roles as *'mediators between cultures, helping to promote international understanding and ensuring'* that graduates *'can flourish in many different cultural environments'* (Fielden 2006, p5). It seems critical that rather than seeking to encourage international students to 'fit in' with the host country

culture, we should ensure that bringing the global into the local enriches learning. This may require a shift from a 'western template' of knowledge and pedagogy) to an approach 'that encourages bringing

together local and international agendas' (Koutsantoni 2006). Such an approach might lead to an environment where diversity is celebrated, rather than managed.

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## About the Author

### Chris Shiel

I have over 15 years experience in Higher Education, including six years as a Senior Academic at Bournemouth University. Since 1999 I have led the development of global perspectives and the notion that developing global citizenship should be part of the role of HE. In 2005, I was awarded a national Higher Education Leadership Foundation Fellowship in recognition of my leadership of institutional strategic change, specifically in the area of 'global perspectives'. As a Fellow, I have undertaken work to secure culture change at Bournemouth University to embed global perspectives and sustainability, across the curriculum. The strategy includes the idea that the university is also a 'global citizen' and must address sustainable development. Through my work, the University is recognised as a leader in the development of a holistic approach to sustainability; the initiative also ensures that graduates are better prepared for global employability.

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