

The International JOURNAL *of* LEARNING

Volume 16, Number 6

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Understanding the Views of our Learners

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THE INTERNATIONAL JOURNAL OF LEARNING

<http://www.Learning-Journal.com>

First published in 2009 in Champaign, Illinois, USA by Common Ground Publishing LLC
www.CommonGroundPublishing.com.

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ISSN: 1447-9494

Publisher Site: <http://www.Learning-Journal.com>

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Typeset in Common Ground Markup Language using CGCreator multichannel typesetting system
<http://www.commongroundpublishing.com/software/>

Global Perspectives and Global Citizenship: Understanding the Views of our Learners

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Abstract: In the UK, a number of higher education institutions have been developing approaches to internationalisation based on the notion of developing global perspectives and global citizenship. Such approaches address 'internationalisation at home' and in the case of Bournemouth University (BU), aim to prepare students for global employability and to enhance awareness of global issues, such as poverty and social injustice and the need for sustainable development. This paper briefly describes the endeavour at BU and outlines how initiatives have been embedded, through a strategic approach to curriculum change and the establishment of the Centre for Global Perspectives to lead internationalisation, across the university. The paper then provides an account of research undertaken in 2009 to determine the future direction of international activity. The aim of the research is to provide a reality check: future developments need to acknowledge the perspectives of students in relation to global issues, their willingness to engage with internationalisation, and the extent to which they feel that their learning experience prepares them for global employability. The paper presents the results of survey data conducted to 'understand the learner' and offers a summary of students' perceptions of what it means to be a global citizen. The conclusion suggests a number of approaches for engaging students more effectively, including ways to enhance learning of other cultures in the classroom and through mobility programmes and volunteering.

Keywords: Global Perspectives, Global Citizenship, Internationalisation

Introduction

'In an increasingly globalised world there is wide spread acceptance of the importance of 'internationalising' higher education and giving students the skills to enable them to operate effectively across boundaries.' (Rammell, 2007)

THE IMPORTANCE OF internationalisation for higher education is undoubted: it is a strategic concern of most universities (Altbach 2007; Middlehurst & Woodfield 2007). However as Caruana (2008) concludes, 'there is nothing uniform', or 'homogenous' about how institutions translate internationalisation, and it continues to be the case that internationalisation means different things to different stakeholders (Middlehurst & Woodward 2007). There also continues to be a real danger that internationalisation and globalisation are read cynically as euphemisms for international student recruitment (Fazackerley 2007).

The economic contribution made by overseas students has served as an important catalyst for change within UK higher education. However the drive to attract as many overseas students as possible has also been responsible for a 'marketisation discourse', which may dominate what many institutions embrace within their international strategies. Caruana and Hanstock (2008) warn that an economic focus diverts attention from the broader concerns

of internationalisation, 'Internationalisation at home' and the need to prepare all students for global employability (Shiel 2008).

In seeking to address these broader concerns, a number of UK Universities have developed 'whole of institution' initiatives (Knight 2007) and strategies which 'require the involvement of all the community' (Fielden 2008: 1). A few have led strategic initiatives under the banner of 'developing global perspectives' (Lunn 2006; Bourne, McKenzie and Shiel 2007). Such approaches have the potential to enrich the experience of both UK and international students and to better prepare learners for global employability. Bournemouth University has significantly developed the global perspectives agenda (Bourne 2008), with an emphasis on preparing global citizens who understand the need for sustainable development.

This paper will briefly describe the approach at BU, where the Centre for Global Perspectives (CGP) was established in 2008, to lead institutional change. CGP is tasked with: embedding global perspectives across curricula; developing global awareness among staff and students; and providing students with an international curriculum and opportunities for cross-cultural learning, befitting a context of global employability.

Surveys of students and staff in 2005, have informed strategy. In 2009, it seemed important to review students' opinions. It is the perspectives of BU students which form the main focus of this paper. Data from a student survey is presented, with discussion and conclusions.

Global Perspectives at Bournemouth University – Background

A useful summary of the background and approach to developing global perspectives at BU is provided by Shiel (2007), albeit that the book in which the summary appears (Marshall (Ed) 2007), is criticised for inadequately covering '*the inherent messiness of bottom-up (or middle-out) change*' (Dee, 2008; 358). Petford and Shiel (2008) provide an updated account addressing some of this 'messiness,' and summarising how global perspectives, internationalisation and sustainable development are drawn together into a holistic approach, geared towards global employability.

'The mission is to embrace and integrate three essential aspects that together will enhance BU's higher education provision: (1) embedding global perspectives in the curricula (2), developing global awareness among our staff and students that feeds into research, enterprise and education, and (3) offering students an international curriculum and opportunities for cross-cultural learning in an international environment, befitting for a context of 'global employability' (Petford and Shiel 2008; 20).

Figure1 has served as the basis for developments; Internationalisation is embedded within the aim of developing global citizens.

Petford and Shiel (2007; 20) note that despite good intentions and a Corporate Plan that confirms commitment to '*fostering a global outlook*,' more needs to be done to develop an international experience (particularly for UK students) and to encourage cross-cultural learning. They identify a gap between strategic rhetoric and '*what is happening on the ground....where high-level managerial pronouncements on 'going global' can easily become lost in the day-to-day bustle of university life.*'

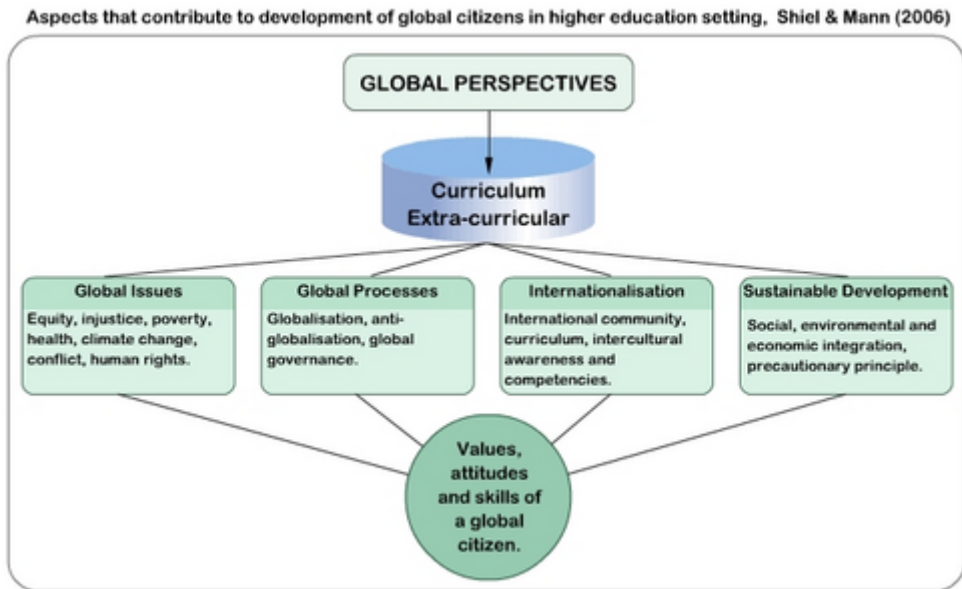


Figure 1

CGP was established to address internationalisation at home, international mobility, and the development of new partnerships to enhance a ‘diversification of perspectives’ (Luker, 2006:12).

A new International Strategy was developed to provide the framework for change, aligning three themes: Global Perspectives, International Partnerships and International Recruitment. A key aim is to enable staff and students to build a tolerant and inclusive learning community based on acceptance, respect, understanding and appreciation of different cultures, with a curriculum that incorporates global perspectives, international scholarship and cross-cultural capabilities.

Initiatives support a vision and values which stress the need to prepare students as global citizens for future society.

‘Because of growing ethnic, cultural, racial, language and religious diversity throughout the world... Citizens in this century need the knowledge, attitudes, and skills required to function in their cultural communities and beyond their cultural borders. They should also be able and willing to participate in the construction of a national civic culture that is a moral and just communityWhich embodies democratic ideals and values. (James Banks, 2003 cited in BU International Strategy).

CGP works in partnership with Schools to take strategy forward loosely organised around themes:

- **Education:** Developing a global outlook through programmes and internationalising learning, teaching, assessment;
- **Internationalising the student experience:** continuing to enhance the experience of international students while at the same time enhancing the experience of home students and ensuring reciprocity in learning;
- **Extra-curricular:** ensuring that a multi-cultural ethos pervades the University, with opportunities for skills enhancement;
- **Experience of other cultures:** Developing a 'global outlook' through international mobility;
- **Developing staff capability.**

The aim is to ensure that all graduates will be able to evaluate the impact of globalisation, and sustainable development, in their personal and professional lives, now and in the future, and as individuals might be described as 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. (BU, Global Perspectives)

A particular challenge for CGP, is to extend international mobility which "*will encourage them (students) to become active and employable citizens and foster international understanding.*" (Lammy, 2008). At the same time, CGP needs to enhance developments to encourage cross-cultural learning on campus and extra-curricular initiatives (volunteering, active citizenship and social entrepreneurship projects) which support the development of skills for global employability skills; providing opportunities which appeal to students' interests will be important.

It is in the context of this agenda that it seemed appropriate to understand students' views to ensure that developments address students' concerns.

The next section of this paper explains the process of data collection and the design of a questionnaire to elicit students' views.

Method

The aim is to gather data from students to understand their perspectives, in relation to the global perspectives agenda at BU. An online questionnaire using www.surveymoz.com was chosen as an easy method to gather the highest number of responses within the timeframe. 'Online' was chosen as students were coming to the end of their taught curriculum with

fewer opportunities for face-to face methods (focus groups will take place at a later stage). The starting point for the design of a questionnaire was a review of a previous short questionnaire and focus group data, collected in 2005 (Shiel & Mann 2005).

The questionnaire emerged through a process of trying to embrace the key areas of CGP activity including: approaches to increase cross-cultural learning; international mobility, exchanges and volunteering; engagement with sustainable development and Fairtrade and; developing skills for global employability.

The questionnaire is presented in Appendix A.

The early questions 1-6, elicit information about the student, their programme of study and nationality.

Questions 7-14 address students' social and cultural perspectives, including information about their social circle. These questions address an aspect of CGP's ongoing work to get UK and International students to learn about culture and diversity 'in the local,' from each other.

Questions 15-20 address students' perspectives on a key area of institutional and CGP activity: developing a broader world view and raising awareness of global issues.

Question 21 asks for suggestions for doing things better.

Question 22 addresses sustainable development.

Questions 23-26 address students' opinions on and opportunities for, increasing international mobility.

Questions 27- 31 address a range of issues including: employability, volunteering, Fairtrade, empowerment, and their understanding of terminology.

The questionnaire was piloted on CGP staff and amended to address lack of clarity.

Data Collection

The link to the questionnaire was advertised across the university through various channels. Internally, a promotional email was sent out to students in all six academic schools. An incentive to win a £50 cash prize was offered to encourage participation. Announcements were displayed on the Plasma Screen in the student services area and on the student portal. Externally, a promotional email was distributed to students at BU's partner colleges.

The data discussed here, represents the responses collected during a four week period to the end of May 2009.

Analysis commenced once 301 responses had been received but will be ongoing as the questionnaire remains live. The software offers a basic analysis facility in terms of descriptive statistics. Some responses were transferred into an excel spreadsheet to support further analysis. Some questions required a system of colour coding to group themes, where the potential existed for 301 different responses. Statistical analysis of the data (in terms of correlations) will take place at a later stage, once the questionnaire is 'closed' to respondents. The results presented below, are based on early analysis; discussion is included, where appropriate.

Results of Survey Data

The sample size of 301 represents approximately 2% of a total student population of 17000. Unfortunately, a greater number (496) visited the questionnaire but failed to complete. The assumption could be made that the length of the questionnaire was off-putting, which reflects the dilemma of designing a questionnaire to maximise information and balancing keeping it short to maximise completions. It is also the case that some visit a questionnaire just to see what it looks like.

Academic School (Q.2)

Table 1

School	Number	Percentage
The School of Health and Social Care	68	23%
The Media School	62	20%
School of Services Management	48	16%
School of Conservation Sciences	40	13%
Design, Engineering and Computing	39	13%
The Business School	39	13%
Others (Partner Colleges)	5	2%
Total	301	100%

Students have responded from across the University and the range of BU's courses. Students in the School of Health and Social Care and the Media School are more likely to respond comprising 23 % and 20% respectively of the total.

Only 5 responses have been received from partner colleges.

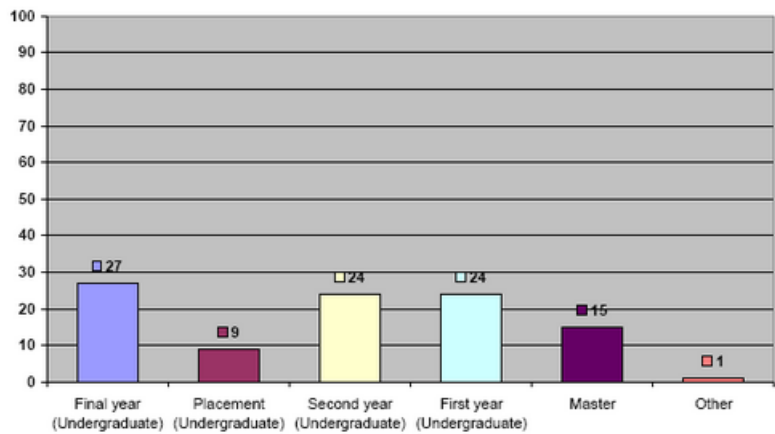
Full time or Part time (Q.3)

Table 2

	Number	Percentage
Full time	286	95%
Part time	15	5%

95% of responses are from full-time students; 5% part-time.

Level of Study Shown in Percentage (Q.4)



Across the First, Second and Final year undergraduates, there is an almost even number of participation which is 27%, 24% and 24% respectively.

UK , EU or International Students (Q.5)

Table 3

	Number	Percentage
UK	242	80%
EU	34	11%
International	25	9%

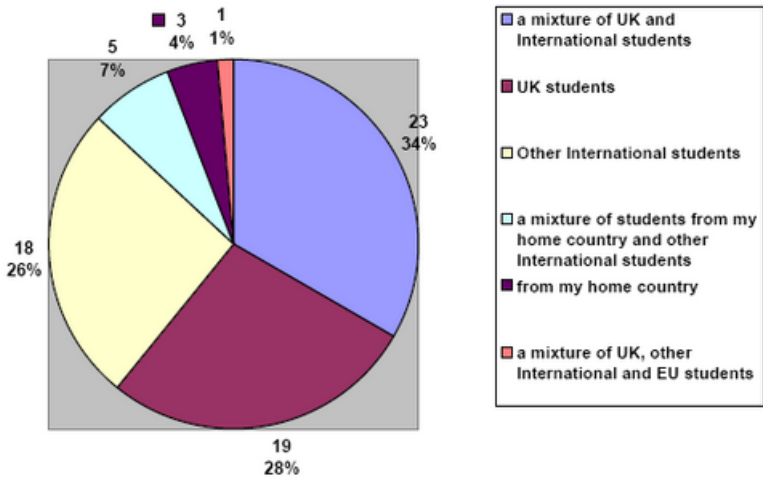
The percentages shown in Table 3 closely represent the actual population of BU (a recent registry report shows 88.5% of home students, 3.1% of European students and 7.9% of overseas students).

The list of Countries Respondents are From (Q.6)

Table 4

UK	243	Korea	2	Benin	1	Thailand	1
France	5	USA	2	Bulgaria	1	Peru	1
Portugal	3	Sweden	2	Latvia	1	Georgia	1
Germany	4	Italy	2	Indonesia	1	St. Marteen	1
Poland	4	India	1	Columbia	1	The USSR	1
Spain	2	Romania	1	Austria	1	Cyprus	1
Canada	2	Anguilla	1	Finland	1	Denmark	1
Japan	2	Taiwan	1	Nigeria	1	Cameroon	1
Norway	2	Slovakia	1	Turkey	1		
Lithuania	2	Trinidad and To-bago	1	Bahrain	1		

The circle of friends of International Students in Bournemouth University (Q.7)



Only 4% of International respondents limit their social circle to friends from their own country. A third of students have a mixture of friends; just under a third confines friendships to other International students.

*The perceptions of UK and International students (Q.8 & Q.12)***Table 5**

International Students (Q8)	Strongly Agree/ Agree	Not Sure	Disagree/ Strongly Disagree
I would like to get to know more UK students	65.1%	24.3%	10.6%
UK students are hard to get to know	49.2%	18.5%	32.3%
UK students are friendly when you get to know them	78.1%	20.3%	1.6%
I'm not really interested in getting to know UK students	9.4%	9.4%	81.3%
UK students at BU have shown an interest in my country and my culture	28.6%	36.5%	34.9%
Staff at BU have shown an interest in my country and my culture	34.9%	41.3%	23.8%
I feel that tutors try to encourage UK and International students to work together in seminars and group projects	39.7%	33.3%	27%
UK Students (Q12)	Strongly Agree/ Agree	Not sure	Disagree/ Strongly Disagree
I would like to get to know more International students	68.7%	26.4%	4.9%
International students are hard to get to know	31%	22.7%	46.3%
International students are friendly when you get to know them	75.8%	23.4%	0.8%
I'm not really that bothered about getting to know International students	15.3%	23.1%	61.6%
I feel that tutors try to encourage UK and International students to work together in seminars and group projects	29.3%	43%	27.7%

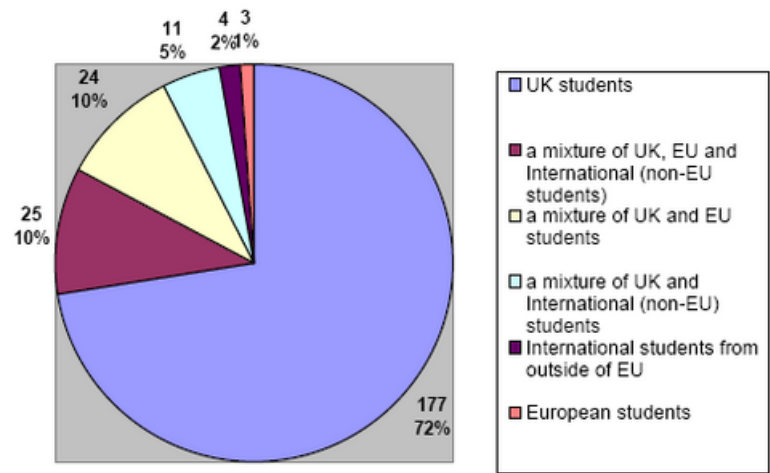
- Both as well as International student groups mostly agree ($\geq 60\%$) that they would like to get to know one another; both groups agree that once they do, they are friendly.
- Almost half of the UK respondents are not sure if their tutors are making an effort to encourage integration of UK and International students through seminar and group pro-

jects; 27% of the UK and International groups strongly disagree or disagree that tutors encourage working together.

What makes it easier or difficult for International students to get to know UK students (Q.9 & 10); What makes it easier or difficult for UK students to get to know International students Q.13 & Q.14)

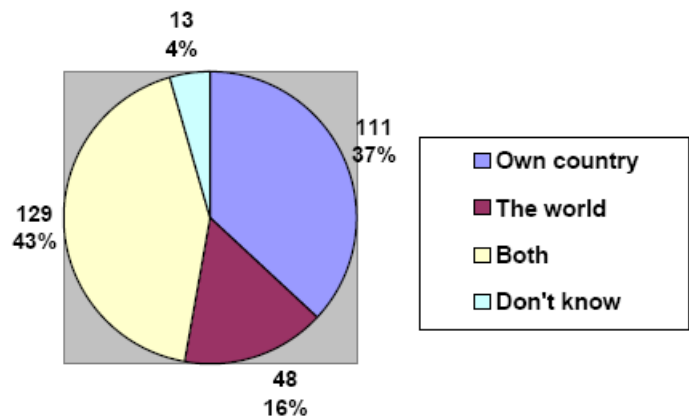
- Almost 50% of International students feel that it is 'hard to get to know UK students' and comments on why include *'the fact that we have different backgrounds and we can't take part in their everyday conversations on popular british music, tv shows etc and that we don't share the same passion on issues like getting drunk or promiscuous relationships'*, and *'a lot of them are just irresponsible drunkards'* and *'binge drinking culture'*.
- In responding to what makes it difficult to make friends with International students, almost 50% of respondents suggest that the lack of opportunity to mix is the main factor. The majority of International students also record the lack of opportunities to mix. Some International students also have very negative views of students which include *'their ego-centric thinking and lack of international perspective'*, *'A lot of them are just irresponsible drunkards'* and *'they are not so open'*.
- 'Language barrier' is the second main reason cited by students.
- Most International students feel getting to know UK students is best achieved through group or project work and social activities where they can get to know UK culture. However, there are also International students who feel that students should *'be more responsible'* and that they should *'change their habits'* and *'attitude'*.
- Another interesting observation is that both and International students feel that they are in their own *'cliques'* and tend *'to work together'*; it is sometimes difficult to break through the clique.
- The majority of students feel that language barriers and cultural differences are the two main inhibitors in getting to know International students; most students feel that having more International students in their course and opportunities to mix with them through social gatherings and functions, would help.

The circle of friends of UK students in Bournemouth University (Q.11)



UK students are more likely than International students to limit their friendships to their counterparts (72%).

Are you a citizen of your own country or the world? (Q.15)



The largest proportion of students considers themselves to be a citizen of both their own country and the world.

From the scale of 1 to 5 (1 being the weakest; 5 being the strongest), how aware are you of the current global issues that are threatening the well-being of the planet of future generations? (Q.16)

Table 6

Value	Number	Percentage
5	56	19%
4	132	44%
3	85	28%
2	22	7%
1	6	2%

Global issues that concern Bournemouth University students (Q.17)

In listing the global issues that concern them, the top 4 salient and common issues that have been raised include ‘*Global warming/climate change*’, ‘*Poverty*’, ‘*Economic crisis*’ and ‘*War*’, with the issue of global warming being the most predominantly mentioned. Also included were ‘*biodiversity loss*’, ‘*declining indigenous culture*’, ‘*China as a superpower*’ and ‘*Religious Hatred*’.

How often do you do the following? (Q.18)

Table 7

Actions	Always	Often	Sometimes	Rarely	Not at All
Help reduce poverty and social injustice by buying fair trade products	2%	26%	48%	20%	4%
Conserve energy by switching off lights when not in use	57%	37%	4%	1%	1%
Practise recycling	59%	29%	9%	2%	1%
Avoid leaving electrical appliances (like TV and computers on standby mode when not in use)	41%	36%	15%	7%	1%
Recycle old mobile phones	20%	15%	21%	21%	23%
Use your own bags when shopping at the supermarkets	33%	30%	21%	12%	4%
Turn the tap off when brushing your teeth	52%	22%	14%	8%	4%
Average	38%	28%	19%	10%	5%

- The three main actions that see $\geq 50\%$ of participation from respondents are ‘switching off lights’, ‘recycling’ and ‘turning the tap off when brushing teeth’. The possible reason behind this result is that students see these actions as simple, with immediate effects and results. Moreover, the result could also be partly due to nationwide campaigns.
- Actions such as ‘recycling old mobile phones’ and ‘buying fair trade products’ see less participation and only 48% of respondents sometimes buy fair trade products.

From the scale of 1 to 8 (1 being the least and 8 being the most) please indicate to what extent you have concerns about your near future in relation to these issues. (Q.19)

Table 8

	1+2	3+4+5	6+7+8
Having enough money	5%	22%	73%
Keeping healthy	3%	24%	73%
Being part of a social group	14%	43%	43%
Climate change	7%	42%	51%
Inequality and social injustice	5%	40%	55%
Terrorism	15%	40%	45%
Pollution	3%	37%	60%
Finding employment	6%	17%	77%
Working for an international company	31%	45%	24%

- The table shows that ‘having enough money’, ‘keeping healthy’ and ‘finding employment’ are the three main concerns of BU students at the moment. This is not surprising in the context of the economic crisis, unemployment and student debt. ‘Keeping healthy’ could also be related to recent public health campaigns.
- This result is somewhat contradictory to the results for Q17 where students listed ‘global warming/climate change’, ‘terrorism’ and ‘poverty’ as their main global concerns. According to Table 8, issues such as ‘climate change’, ‘terrorism’ and ‘inequality and social justice’ have become secondary to their personal concerns.
- Only 24% of the respondents are interested in ‘working for an international company’.

Please decide how far you agree or disagree with the statements below by choosing one option for each statement. (Q.20)

Table 9

	Strongly Agree/ Agree	Not Sure	Disagree/ Strongly disagree
My course enables me to develop as a global citizen	56% (168)	28% (85)	16% (48)
My course enables me to understand global issues and the importance of sustainable development	54% (161)	19% (57)	27% (83)
I feel I have the skills to go out and work in a global workplace (international company)	74% (224)	17% (50)	9% (27)
Bournemouth University is very international	61% (184)	28% (84)	11% (33)
I try to learn from students from other countries to understand their cultural perspectives	66% (199)	23% (69)	11% (33)

Although the majority of students respond positively to these statements, in part reflecting the progress at BU, it is worth noting where students are either not sure or disagree. 27% believe that their courses do not enable them to understand global issues and the importance of sustainable development. Some of these students are taking courses such as 'Psychology and Computing', 'Business Studies', 'Midwifery', 'Archaeology and Forensic Sciences', 'Tourism Management' and 'Forensic and Biological Anthropology'. A more interesting revelation is that out of 83 respondents who either disagree or strongly disagree with that statement, 25 (30%) are from Nursing and Midwifery courses. Pleasingly 74% of students believe that they will have the skills appropriate for global employability.

What more could BU do? (Q.21)

The results to this question have been grouped around recurring themes highlighted in bold. 22% are **don't know/no suggestions**.

26 % of respondents suggest more **lectures, seminars and workshops**; several suggest that these should be 'obligatory', or built in to their courses rather than extra-curricular. Several respondents suggest debates. Generally responses were well considered for example,

'A system of lectures or even better debates that help to expand our horizons and give us more information and views, not just biased views but both sides of every argument, as well as instruction on how to digest information and form our own views, as a part of every course. i.e. a personal and social development programme'.

23 % suggest **newsletters/information** and within these, several mention email and ‘Face-book’; several mention the Students Union’s role and NERVE magazine (SU publication) including more on global issues. Other suggestions include a weekly summary sheet of global news and a news channel.

9% suggest **awareness raising days/events/conferences** including a suggestion for a ‘*One World Week*’, festivals and ‘*sponsored events*’.

7% suggest more **opportunities abroad**, including placements, internships, summer schools, funding and links to similar courses of study

5.5% highlight issues related to **social groups/socialisation** and more opportunities for cross-cultural mixing, clubs and societies.

4% highlight **BU’s corporate role** in terms of environmental issues, including ‘*turning off lights/PCs*’, ‘*more FairTrade products*,’ the need for ‘*more recycling*,’ more ‘*fair trade – not Nestle*’ and ‘*diverse food*’.

3% of students suggest **campaigns/demonstration and rallies** including a ‘*march*’, ‘*protests*’ and a ‘*campaign in Halls of Residence on recycling*.’

The remainder of the responses (approx 3%) suggest things which do not fall into the categories above, including: ‘*free pinatas*’, ‘*pen-pals scheme*’, voluntary work, more international students, better language facilities, a cultural centre, more time.

From the scale of 1 to 8 (1 being the least and 8 being the most), please indicate, in your opinion who has the most responsibility in securing a sustainable future? (Q.22)

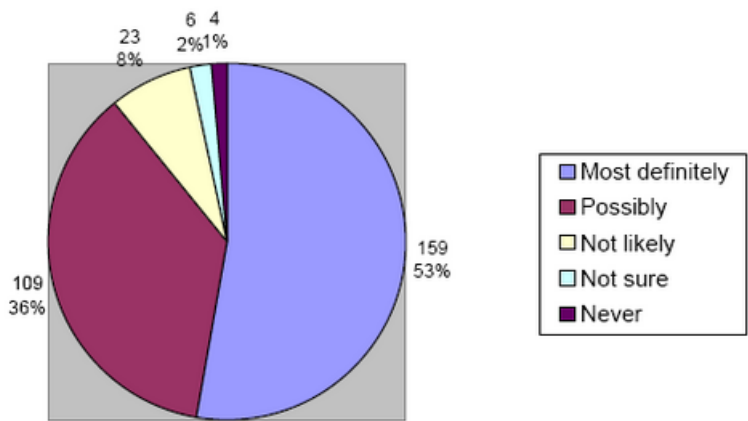
Table 10

	1	2	3	4	5	6	7	8
Government	.7%	.7%	1%	3%	5%	11.3%	27.9%	50.5%
Schools	1%	3%	4.7%	8.3%	13.3%	23.9%	24.9%	20.9%
Universities	1.7%	2.3%	4.7%	10%	13.6%	23.9%	22.6%	21.3%
Parents	1%	3.3%	6%	8.3%	14.3%	16.6%	21.9%	28.6%
United nations	3.3%	2%	3%	6.3%	8.3%	18%	23%	36%
Individuals	1%	1%	3%	2.7%	7.6%	9%	19.3%	56.5%
Industry/Companies	.3%	3%	2%	4%	8.3%	14%	29.2%	39.2%

More than 55% of the respondents feel that the ‘Individuals’ have the most responsibility for securing a sustainable future. This suggests that most of them feel responsible for their own actions.

More than 50% of respondents feel that the Government has the most responsibility.

If as part of your degree you were able to engage in an international activity, would you be willing to participate? (Q.23)



More than 53% of respondents are willing to participate in international mobility programmes.

Reasons for not wanting to engage with international mobility. (Q.24)

Reasons fall mainly into 4 categories:

Costs; Family/ Partner (including responsibility for childcare); Lack of confidence/language skills (some suggest that it might be “quite intimidating” and ‘lonely’) and; Lack of interest in other cultures.

One respondent mentions “carbon emissions on flights”.

What sort of activity would you like to engage in as part of your course and for how long? (Q.25)

Table 11

	1 Month	3 Months	6 Months	1 Year	Total No.
International study ex- change	49.6%	22.9%	14.9%	12.6%	262
Overseas work placement	22.5%	24.6%	18.7%	34.2%	284
International summer school	58.2%	34.6%	5.7%	1.5%	263
Local community volun- tary work	59.6%	23.1%	10%	7.3%	260
International voluntary work	44.8%	34%	13.8%	7.5%	268
Average	46.5%	27.8%	12.7%	12.9%	

Due to the nature of this question, not all respondents took part. The percentages are based on the total number of respondents indicated in the last column.

Local voluntary work and international summer schools are the most popular activities, with the ideal timeframe generally being one month.

If you were able to study/work in another country as part of your studies, which country would it be? List your top 3 preferences. (Q.26)

In listing their top three countries, USA is the most popular destination (23% of respondents putting it as their first choice). A popular second choice is Australia, followed by Africa and China.

As for their second preference, USA is still at the top, closely followed by Australia.

France and Spain are quite popular. However, beyond that, responses are variable indicating most countries across the world.

Please decide how far you agree or disagree with the statements below by choosing one option for each statement. (Q.27)

Table 12

	Strongly Agree/Agree	Not Sure	Disagree/Strongly Disagree
I think a better understanding of global issues will help me secure my future career.	66%	21%	14%
It is important for me to understand other cultures in helping my future career.	87%	9%	4%
I often participate in local community work to develop my skills and help the society.	32%	21%	47%

The majority of respondents appreciate the need to understand global issues and other cultures in terms of their future career. This finding corresponds with part of the results from Q.20 where 66% of respondents claim that they try to learn from students from other countries to understand their cultural perspectives.

Would you like more information about opportunities to participate in the local community? (Q.28)

Pleasingly, over half of the students would like information about opportunities to participate in the local community (55%); 45% respond negatively.

Fair trade (Q.29 & Q.30)

Most respondents generally are able to articulate what Fair Trade involves; only two failed to define. Approximately 82 % purchase Fair Trade products; 22.6 % of these whenever they can; 15.9% do not.

Can your actions shape the future? (Q. 31)

The majority of students believe this to be the case (47%). However 43% suggest only sometimes. This finding relates closely to the result obtained from Q.22 where more than 50% of students believe that the 'Individuals' have the most responsibility in securing a sustainable future.

Understanding the terms: global perspectives; sustainable development; internationalisation; global employability. (Q.32)

This question resulted in a huge variety of responses. Most students demonstrate understanding of some aspect of the terms; some responses are more limited. Generally the answers reveal that students have a clearer idea of global perspectives and sustainable development (common terms used in BU) but a less clear idea of internationalisation.

Responses on internationalisation included: *'everyone is everywhere'*; *'something to do with computing?'* and the cynical comment *"Largely pointless and can be traced as one of the reasons that the recession is a global recession"*.

A typical response to global employability: *'Being culturally aware and intelligent, respecting cultures and behaviours, readiness to work outside your own country'*
7% of respondents have no idea what global perspectives means; 6% do not or cannot address sustainable development or global employability; over 10% do not know how to explain internationalisation.

What makes a global citizen? (Q.33)

Students' responses vary from shorter definitions to long reflections. Generally the question is answered well – this could be because global citizenship is well promoted within BU but equally, might have been because the cash reward hinges around this question. Many responses include comments about being kind to others, being selfless, making the world a better place and the local/global connections.

'Someone who is concerned with issues on a local and international level. Someone who wants to make the world a better place for everyone and isn't just concerned with their own welfare.'

Many reference respect for diversity, tolerance, helping and joy of life.

'A good global citizen is much the same as a good citizen in general, being kind and treating others with respect of their cultural, religious wishes, being able to adapt to different situations to find a mutual benefit with regards to the person's objective, enjoying and giving enjoyment in life, taking only what you need and giving in return.'

‘A good global citizen is someone who understands not just local issues, but issues that involve the wider world. These citizens will have a longing to understand how to help and engage others, and will want to lend their services to others. He/she will understand cultural differences and will treat all citizens with respect, giving their time and effort for no other reason than the fact that they want to help to provide stability, knowledge and skills to those around them and for future generations.’

Many include reference to the planet, the future, having curiosity and being willing to learn. *‘One who does not see divides One who does not define themselves by race One who is not fearful of unfamiliar custom. One who seeks fairness and justice. One who embraces everything with curiosity and tolerance’.*

The only negative response suggests that *‘There is no such thing as a “good global citizen”, you look after yourself first, self-preservation is a natural instinct’.*

Discussion

In general the responses to the questionnaire reveal a student population who are better informed in terms of global perspectives and sustainable development than respondents who completed a similar survey in 2005. This hopefully reflects the amount of work that has gone on in the intervening period, to develop the curriculum and enhance the experience of both UK and International students. The analysis of the questionnaire will be ongoing as will other data collection methods, to enable BU to gain a better sense of progress and future direction. The early analysis summarised for this paper has already highlighted a number of issues which will inform activities in 2009/10.

The survey shows that while International students are more likely to enjoy social networks across different nationalities, UK students continue to mix mainly with UK students. Spencer-Oaty and Xiong (2006) highlight the importance of multi-cultural friendship networks to support formal learning - CGP will need to explore further ways to facilitate such networks. The data suggests that in the main, students would like to get to know other nationalities and perceive the ‘other’ as ‘friendly, when you get to know them’. However, almost 50% of International students suggest that UK students are hard to get to know. This supports findings by others (Haigh, 2002; UKCOSA 2004) where it is suggested that UK students are perceived as unwelcoming. Several students criticise UK students’ ‘attitudes to work’ and ‘drinking habits’. Addressing these issues and encouraging UK students to overcome language barriers and see friendships with international students as an opportunity to enrich their own perspectives, is something that will need further consideration.

Project work and group work are seen as the best vehicles to encourage cross-cultural learning and socialisation (De Vita 2001, citing Watson et al 1993); BU students’ responses support this but not all courses address this: further staff development will be necessary.

Interestingly, the majority of students consider themselves to be citizens of their own country and of the world; most are concerned about global issues. They are more likely to engage with activities that safeguard the environment, than tackle social injustice but a large proportion of them, are taking positive actions, with the exception of recycling mobile phones. Further developments will focus on a stronger campaign for fair trade, while continuing to highlight environmental responsibilities.

In terms of their concerns about the future, money, health and finding work concern students, closely followed by pollution. Inequality and social injustice are also concerns of over 50% of students; working for an International company is of least concern. Further research will attempt to get behind the latter, particularly as most students respond that they are developing the skills for global employability - a welcome response in a context where employers are increasingly demanding students who have a broader world-view and cross-cultural capability (Archer 2005; Brown et al 2008). Most students feel that their course enables them to develop as global citizens and to understand global issues; it will be important to review those courses, where students disagreed.

Students' suggestions for further initiatives at BU will be disseminated internally through the Global Perspectives Group, the Students Union and the International Strategy Group.

Most students would be prepared to take part in an international activity. An important aim will be to realise the benefits of mobility highlighted by research (Fielden et al; University of Sussex & University of Dundee Report 2004; Victoria University of Wellington Report, 2008) and to counter the decline in mobility which is part of a national phenomenon (HEFCE 2004). The data shows that although students are interested, costs, family and lack of confidence hold some back. Shorter, opportunities for mobility and some which embrace volunteering will be developed; inhibitors will need to be addressed. The USA is the most popular destination selected, followed by Australia. This supports other research which identifies the USA as a 'dominant flow country' and the increasing popularity of Australia (Varghese 2008). Interestingly Africa and China are also relatively popular; this may reflect BU's increased activity in these countries, with attendant publicity.

Most students appreciate the importance of understanding global issues and other cultures in relation to employability. This reflects the work that BU has been developing over the years, to link global perspectives to the global employability agenda, influenced by research (Archer 2005).

Fewer students are actively engaging in volunteering to enhance skills development but over 55% would like to participate in the community; processes to expand engagement with volunteering will be explored and an extra-curricular award will be developed to encourage participation.

BU is a Fairtrade University so generally most students are able to articulate what this means and generally buy fairly traded products. Most students also feel empowered to bring about change in the world. In 2009/10 workshops will explore trade (linked to social justice) and highlight other global issues such as poverty, bonded labour and human rights as part of a Global Learning series (which the majority of students suggest as something to be developed).

Finally students' responses demonstrate a much better grasp of what it means to be a global citizen than previous groups of students in 2005. Particularly noticeable was their optimism for making the world a better place, helping others, respect for diversity and tolerance. This suggests that students at BU are becoming more aware, and are more influenced by the work that has been going on to promote the agenda.

Conclusions

The notion of locating internationalisation under the strategic umbrella of developing global perspectives and global citizenship across an institution is not unique: a number of UK uni-

versities have adopted similar approaches (Shiel & McKenzie, 2008; Jones and Brown, 2007; Lunn, 2006). Such approaches aim to enhance the international experience of both UK and International students and adopt a starting point that internationalisation is pervasive and ‘cannot be a peripheral activity’ (Luker, 2006:3). BU started this development in 1999 and the formation of the Centre for Global Perspectives in 2008, has acted as a further catalyst for change.

‘Starting from where the learner is’ has been and continues to be, an important aspect of the journey to develop global perspectives. The survey reported here (although not perfect in design) represents progress and is part of the ongoing process to understand more about BU students. Their responses will form the basis for future developments. Some of the immediate actions that arise from the survey will include implementing new projects, for example, developing a Global Learning seminar series and encouraging staff to develop learning approaches and assessments that require students to learn from others’ cultural perspectives.

Extending opportunities for cross-cultural learning through mobility will acknowledge that students prefer shorter duration trips and are willing to engage with volunteering. ‘Outward mobility’ (sending students abroad) will need to be balanced with extending cross-cultural learning at home. Staff development programmes will emphasise inclusive pedagogy and the importance of group and project work for cross-cultural learning. It will also be important to ensure that ‘mobility’ is an inclusive opportunity.

In regard to the survey, further analysis will correlate some responses with students’ Schools and courses. It was particularly interesting to note, for example that students in the School of Health and Social Care were less likely to encounter global issues in their curriculum (surprising when health is a global issue). Further data collection methods will be used to gain a deeper understanding of certain issues, for example, students’ attitudes to employability and international companies. The outcomes will be fed back to Schools, Graduate Employability and other stakeholders; results will inform the International Students Orientation Programme, Induction and staff development.

In the main, the results suggest that substantial progress has been made at BU in its endeavour to develop global perspectives and to prepare students for global employability, in a world where sustainable development is critical. There is still more to be done, if the University is to claim that it makes an effective contribution to global education.

Acknowledgment

Acknowledgment is made to Peng Peng Ooi, for her contribution to developing the questionnaire and supporting data analysis.

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Appendix A

Centre for Global Perspectives Student Questionnaire

The Centre for Global Perspectives of Bournemouth University aims to enhance our understanding of the social, political and environmental issues that concern and affect all living beings around us as well as around the world. Some of these issues include sustainable development, respect for equality and diversity, cross-cultural understanding, internationalisation and globalisation.

If you want further details please see

http://www.bournemouth.ac.uk/global_perspectives/

Thank you for taking the time to fill in this questionnaire. This questionnaire is completely confidential so anything that you write will be anonymous. Your feedback is very important to us so that we can further improve the work that we are doing at the centre.

1. Your course

2. Please select the academic school you are in

- ☐ The Business School
- ☐ School of Conservation Sciences
- ☐ Design, Engineering and Computing
- ☐ The School of Health and Social Care
- ☐ The Media School
- ☐ School of Services Management
- ☐ Other (Please specify) _____

3. Are you a full-time or part-time student?

- ☐ Full-time
- ☐ Part-time

4. Year of study

5. Are you a UK, EU or International (non-EU) student?

6. Which country are you from?

**If you are an International student (EU or non-EU), please answer only Q7-Q10.
If you are a UK student, please proceed to Q11.**

International students only (Q7-Q10)

7. (International students) – Most of my friends at Bournemouth University are....
(tick the most relevant)

- ☐ UK students
- ☐ from my home country
- ☐ other international students
- ☐ a mixture of students from my home country and other international students
- ☐ a mixture of UK and international students
- ☐ other (please specify) _____

8. (International students) – Please decide how far you agree or disagree with the statements below by choosing one option for each statement.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I would like to get to know more UK students					
UK students are hard to get to know					
UK students are friendly when you get to know them					
I'm not really interested in getting to know UK students					
UK students at Bournemouth University have shown an interest in my country and my culture					
Staff at Bournemouth University have shown an interest in my country and my culture					
I feel that tutors try to encourage UK and international students to work together in seminars and group projects					

9. (International students) – What makes it difficult getting to know UK students?

10. (International students) – What would make it easier for you to get to know UK students?

UK students only (Q11-Q14)

11. (UK students) – Most of my friends at Bournemouth University are... (tick the most relevant)

- ☐ UK students
- ☐ European students
- ☐ International students from outside of Europe (non-EU)
- ☐ A mixture of UK and European students
- ☐ A mixture of UK and international (non-EU) students
- ☐ A mixture of UK, European and international (non-EU) students

12. (UK students) – Please decide how far you agree or disagree with the statements below by choosing one option for each statement.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I would like to get to know more international students					
International students are hard to get to know					
International students are friendly when you get to know them					
I'm not really that bothered about getting to know international students.					
I feel that tutors try to encourage UK and international students to work together in seminars and group projects					

13. (UK students) – What makes it difficult getting to know international students?

14. (UK students) – What would make it easier for you to get to know international students?

All students

15. Do you consider yourself a citizen of your own country or the world?

- ☐ Own country
- ☐ The world
- ☐ Both
- ☐ Don't know

16. From the scale of 1 to 5 (1 being the lowest and 5 being the strongest), how aware are you of the current global issues that are threatening the well-being of the planet for future generations?

1 2 3 4 5

17. List three examples of global issues that concern you.

- a. _____
- b. _____
- c. _____

18. How often do you do the following?

	Always	Often	Sometimes	Rarely	Not at All
Help reduce poverty and social injustice by buying fairtrade products					
Conserve energy by switching off lights when not in use					
Practise recycling					
Avoid leaving electrical appliances (like TV and computers) on standby mode when not in use					
Recycle old mobile phones					
Use your own bags when shopping at the supermarkets					
Turn the tap off when brushing your teeth					

19. From the scale of 1 to 8 (1 being the least and 8 being the most), please indicate to what extent you have concerns about your near future in relation to...

having enough money	1	2	3	4	5	6	7	8
keeping healthy	1	2	3	4	5	6	7	8
being part of a social group	1	2	3	4	5	6	7	8
climate change	1	2	3	4	5	6	7	8
inequality and social injustice	1	2	3	4	5	6	7	8
terrorism	1	2	3	4	5	6	7	8
pollution	1	2	3	4	5	6	7	8
finding employment	1	2	3	4	5	6	7	8
working for an international company	1	2	3	4	5	6	7	8

20. Please decide how far you agree or disagree with the statements below by choosing one option for each statement.

	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
My course enables me to develop as a global citizen					
My course enables me to understand global issues and the importance of sustainable development					
I feel I have the skills to go out and work in a global workplace (international company)					
Bournemouth University is very international					
I try to learn from students from other countries to understand their cultural perspectives					

21. Outside of your course, what could Bournemouth University provide to enable you to understand global issues better?

22. From the scale of 1 to 8 (1 being the least and 8 being the most), please indicate, in your opinion who has the most responsibility in securing a sustainable future?

Government	1	2	3	4	5	6	7	8
Schools	1	2	3	4	5	6	7	8
Universities	1	2	3	4	5	6	7	8
Parents	1	2	3	4	5	6	7	8
United Nations	1	2	3	4	5	6	7	8
Individuals	1	2	3	4	5	6	7	8
Industry/ Companies	1	2	3	4	5	6	7	8

23. If as part of your degree you were able to engage in an international activity, would you be willing to participate? (for example a student's exchange programme, work placement, short visit, etc)

- ☐ Most definitely
☐ Possibly
☐ Not likely
☐ Never
☐ Not sure

24. If not, please explain why

25. What sort of activity would you like to engage in as part of your course and for how long? Please choose only two from the list.

	1 month	3 months	6 months	1 year
International study exchange				
Overseas work placement				
International summer school				
Local community voluntary work				
International voluntary work				

26. If you were able to study/work in another country as part of your studies, which country would it be? List your top 3 preferences.

1st choice _____
 2nd choice _____
 3rd choice _____

27. Please decide how far you agree or disagree with the statements below by choosing one option for each statement.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I think a better understanding of global issues will help me secure my future career.					
It is important for me to understand other cultures in helping my future career.					
I often participate in local community work to develop my skills and help the society.					

28. Would you like more information about opportunities to participate in the local community?

☐ Yes
☐ No

29. What does 'fair trade' mean to you?

30. Do you buy fair trade products whenever you can?

☐ Yes
☐ Sometimes
☐ No
☐ Not sure

31. Do you believe your actions can help shape the future?

- ☐ Yes
- ☐ Sometimes
- ☐ No
- ☐ Not sure

32. What does each of these terms mean to you? Please explain in your own words.

Global perspectives _____
 Sustainable development _____
 Internationalisation _____
 Global employability _____

33. Please let us know, in no more than 100 words, what you think makes a good global citizen?

(There will be a £50 prize for the best response to this question. So if you wish to be considered for the prize please complete the whole questionnaire and provide your email address)

34. Email address (we will not use your email address for any marketing purposes)

About the Author

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Chris Shiel is the Director of the Centre for Global Perspectives at Bournemouth University and was previously Head of Learning and Teaching in the Business School. She is a Visiting Professor at Glamorgan University. She has led the development of global perspectives at BU and contributed nationally to the notion that developing global citizenship should be part of the role of HE. In 2005, she was awarded a national Higher Education Leadership Foundation Fellowship in recognition of her leadership of institutional strategic change. She is an Advisor to the UNESCO Centre, University of Belfast and to the Development Education Research Centre, Institute of Education, University of London. She is also a Board member of a number of NGOs.

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