What is a "good" global citizen? Building undergraduate students' critical citizenship skills

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Quick Overview

Background and Context

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Theoretical Framework

Research Design and Methodology

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Implications for Research

Future Directions for Research

Snapshot: The Why

GC Education: promising field with divergent views of curricular delivery and philosophy

GC program at Lehigh: From graduate assistantship to interim director

GC a 'backpack' program: Significant for higher education: interdisciplinary focus, collaborative, bridges contexts (local to global; academic to action)

Highly complex nature demands a framework and methodology that can capture the many dimensions and individual interpretations

Reflection sits at the nexus of these issues, accounting for individual-level data collection that captures identity development and meaning making that provides data for both individual understanding and can be analyzed for trends among/between cohorts

Global Citizenship in Practice

Lehigh Program, Year 1

First year-long coursework (1 Introduction to Global Citizenship; 1 Global Literature)

Tied to coursework are experiential learning endeavors that complement/enhance curriculum.

GC Experience characterized by high-impact practices (AAC&U, 2008)
- Experiential Learning
- First Year Intensive Experience (Cohort-Based)
- Service/ Community-Based Learning
- Global Learning
- Writing-Intensive
- Study Abroad (Years 2-4; Cohort Trip; Individual SA)

Research Questions

What impact does the inclusion of whole-class, online discussions have on undergraduate students' development (**demonstration of** directionality (civic lenses, quality)) as compared to students who have only reflected in an offline, formal paper?

Within Cohort 2, what comparisons and relationships can be observed in terms of directionality (civic lenses) and quality between the informal, online and formal, offline writing?

What relationship can be observed between the directionality of undergraduate students' reflective writing and other characteristics of this writing (civic agency, quality) and students' individual and/or group characteristics?

In other words...

Is all of this "global citizenship" education really transforming students meaningfully?

Can we find evidence of this transformation in their writing?

In what ways do the formats in which they reflect reveal different aspects of their growth and development?

Research Questions: Main

What impact does the inclusion of whole-class, online discussions have on undergraduate students' development (**demonstration of** directionality **and quality**) as compared to students who have only reflected in an offline, formal paper?

Within Cohort 2, what comparisons and relationships can be observed in terms of directionality, quality, and interdisciplinarity between the informal, online and formal, offline writing?

What relationship can be observed between the directionality of undergraduate students' reflective writing and other characteristics of this writing (interdisciplinarity, quality) and students' individual and/or group characteristics?

Theoretical Framework

Adult learning/ post-secondary learning is **deliberative** (Merriam, 1993, 2001; Merriam & Caffarella, 1991)

Process of deliberation must be **mediated to allow students to process and transform**; reflection is the learner's internal mediation of this processing and (eventual) transformation (Ash & Clayton, 2009; Merriam, 2004; Mezirow, 1985, 1990)

Critical Reflection: **Critical reflection** is an essential part of the transformative learning process, as it aids the ability for learners to connect, understand, and make meaning of their experience and how it affects their worldview and sense of self (Mezirow, 1990)

Reflection can be both **process** (disorientation, metacognition, emotional and knowledge formation) and **product** (gauging engagement, assessing role in group project/service, observing what was learned)

Education should be about gaining awareness about **privilege**, **power systems**, and civic agency toward **empowerment** (Friere, 1970)

Transformative Leaning and the Cognitive Rational Approach

DISORIENTATION

Service
Experiential
Intercultural

CRITICAL REFLECTION

Informal, Online Reflection

Formal, Private Reflection

DIALOGUE

Online & F2F Class Discussion

Debriefs after SL/EL

One-on-One Meetings

ACTION

Knowledge Gained

Change in Attitudes

Change in Behavior

Change in Meaning Perspective

Study presented as Cronbach's UTOS: Opportunity for a natural experiment

	Setting	Units	Treatments	Observations
2011 Cohort	Private, mid-sized, Mid-Atlantic university Classroom Service Site Experiential Field Trip (2011 = Washington, DC; 2012 = Philadelphia, PA)	Global Citizenship Students n= 23	Traditional Curriculum (i.e. books, articles, etc.) Experiential Learning Service Learning Reflection (trad format)	Reflections Demographic Data SEE Scores AT-20 Scores
2012 Cohort		Global Citizenship Students n= 23	Traditional Curriculum (i.e. books, articles, etc.) Experiential Learning Service Learning **Reflection (trad format + non-trad format)**	

Mixed Methods, Concurrent Transformative Design

N = 46 (2 Cohorts, 23 ea.); demographic data on each

All Formal (4) & Informal (14) reflections coded via 3 rubrics

QUAL-Quan Model: heavy emphasis on qualitative findings; quantitative used to give context, comparability

Constant comparative coding/ emergent patterns tracked along with rubric application

Age, gender, major, domestic/int'l; SEE, AT-20

Instruments

Oxfam - Directionality

King & Kitchener - Quality

Constructs, Instruments, & Data Sources

Aggregated Construct	Individual Constructs	Selected Instrument	Data Source
Quality and interdisciplinarity of undergraduate students' reflective writing	Interdisciplinarity	Boix Mansilla et al. (2009) rubric	Offline formal, private reflections Online informal, public reflections
	Reflective judgment and quality	King and Kitchener (1994) rubric	
Global citizenship understanding and individual learner's GC self-concept (directionality)	Global citizenship knowledge, skills, and attitudes	Oxfam (1997, 2006) rubric	
	Ethnocultural Empathy	Wang et al. (2003) scale	Pre- & post-course survey data
	Ambiguity Tolerance	MacDonald (1970) scale	

Cohort Comparability

	2011	2012
Total Students in Cohort	23	23
CAS Majors	12	7
CBE Majors	5	6
RCEAS Majors	3	5
Joint RCEAS-CBE Majors	2	2
Joint RCEAS-CAS Majors	0	2
Joint CAS-CBE Majors	1	1
International-born Students	4	5
US-born Students	19	18
Female Students	17	16
Male Students	6	7
Starting AT-20 Score (Mean)	9.176470588	9.368421053
Starting AT-20 Score (SD)	2.749016811	2.832341905
T-Test (AT-20 Comparison)	$t(34) = 2.03, p = 0.84$	
Starting SEE Score (Mean)	4.465195246	4.495256167
Starting SEE Score (SD)	0.543150448	0.420148304
T-Test (SEE Comparison)	$t(34) = 2.03, p = 0.86$	

Timing of Reflection Assignments

Cohort 1&2 (Formal)	Cohort 1	Cohort 2	Cohort 2 (Informal)
FOR1	9/25/2011	9/23/2012	9/4/2012 9/9/2012 9/18/2012
FOR2	10/24/2011	10/28/2012	9/26/2012 10/1/2012 10/10/2012 10/21/2012
FOR3	11/20/2011	11/18/2012	10/30/2012 11/11/2012 11/20/2012
FOR4	12/16/2011	12/14/2012	11/20/2012 11/27/2012 12/02/2012 12/14/2012

Data analysis for objectivity: Cohort-wide blind scoring

Mixed methodology data analysis: Step-by-step		
Qualitative analysis by cohort, by data source		Quantitative analysis by cohort
Create codebook (for all rubrics)		
Formal Writing	*Informal Writing*	Descriptive Statistics: Demographics and Pre/Post Survey Data
Document Analysis: Quality (King & Kitchener)	Document Analysis: Quality (King & Kitchener)	
Write Analytic Memo	Write Analytic Memo	Inferential Statistics:
Document Analysis: Interdisciplinarity (Mansilla et al.)	Document Analysis: Interdisciplinarity (Mansilla et al.)	Run paired T-tests to compare sets of data:
Write Analytic Memo	Write Analytic Memo	1) Between cohorts to establish similarity/differences
Document Analysis: Directionality (Oxfam)	Document Analysis: Directionality (Oxfam)	2) Pre- and post-survey data to observe potential learner change
Write Analytic Memo	Write Analytic Memo	

Limitations

Some Coverage Gaps

All formal reflections were completed, but there were a handful of incomplete informal reflections.

Not all students completed the surveys for AT-20, SEE, etc.

Selection Bias

Self-motivated students who enter into the GC program have already identified an interest, capacity for thinking about global citizenship.

Instructor Bias

There were two different instructors for Cohort 1 and Cohort 2. Exact same curriculum, but must be clear about that difference.

Findings

# Student Reflection/Responses: Examples of the 5 Vectors of Global Citizenship (Oxfam)

GC Construct	Example
Agency	"In my life so far, service learning has not only taught me to be grateful for my background, upbringing, and current situation, but it taught me that there are many things I can do with my time and efforts than can positively influence the community and its members."
Coexistence	"One important lesson gleaned from that experience is that refugees aren't just refugees, they're people. It's all too easy to lump people into a category like that based on their experiences."
Diversity	"Using this concept, I would have explained how public spaces need to promote acceptance and diversity so that different types of people (particularly from different socioeconomic backgrounds) can interact, so that a city will gain from the benefits of diversity, inclusion and the conversations they create."
Social Justice	"I believe that Susan Bickford would agree with my argument that the casino exploits the disadvantaged by trapping them in an endless cycle of bus rides with little room for social mobility. She would agree that the casino's existence has created a form of inequity that separates the "haves" from the "have-nots."
Sustainability	"I am not saying that you shouldn't be involved in the local food bank or helping at the refugee center, but it is also how us, as global citizens, care about every aspect of the globe. It is about caring for the environment and those that reside in it."

RQ1: What impact does the inclusion of whole-class, online discussions have on undergraduate students' development (demonstration of directionality (civic lenses, quality) as compared to students who have only reflected in an offline, formal paper?

Stronger *directionality* in Cohort 2 formal reflections: Number of lenses

Cohort 1

AG ■ COEX ■ DIV ■ SJ ■ SUS

Cohort 2
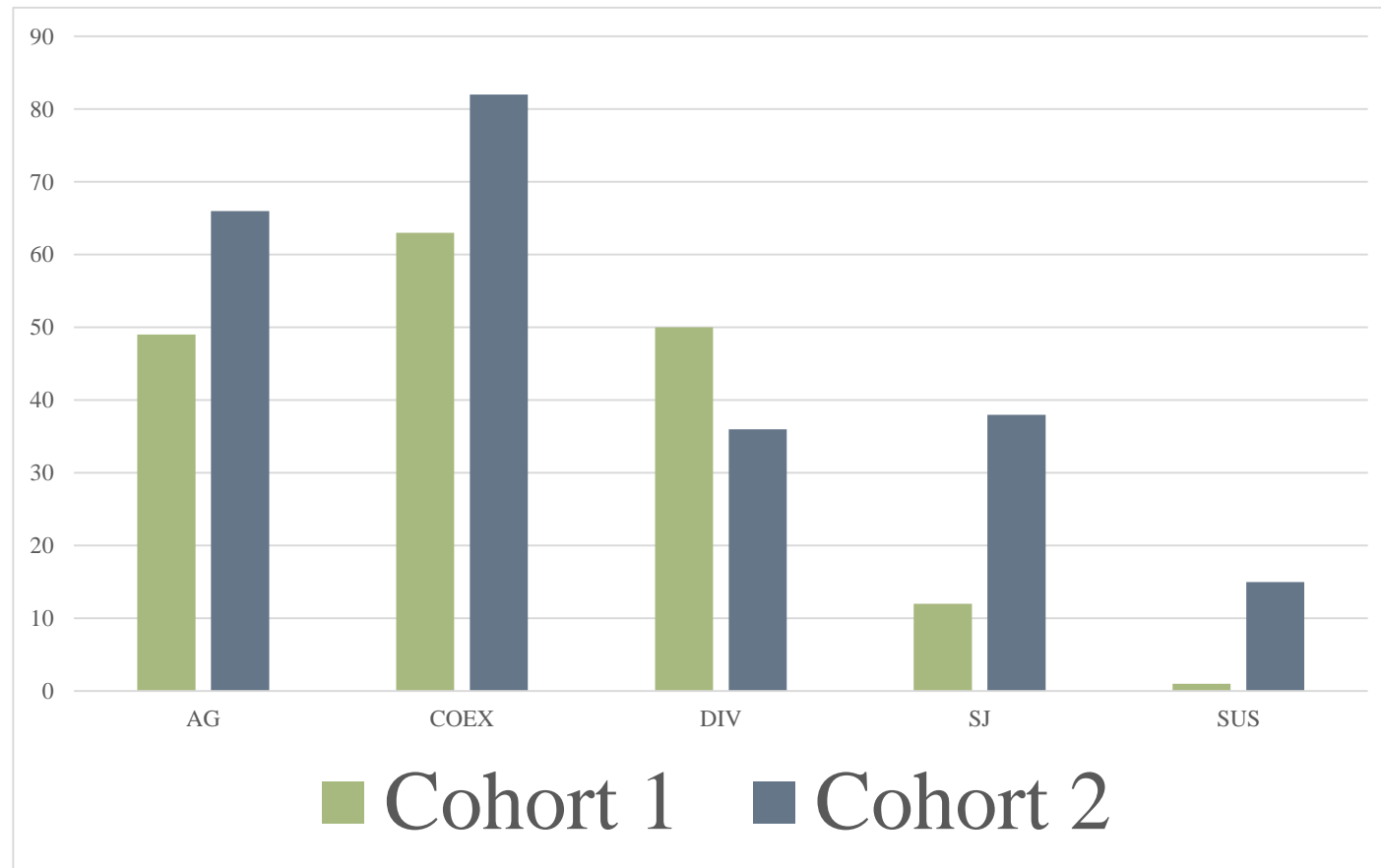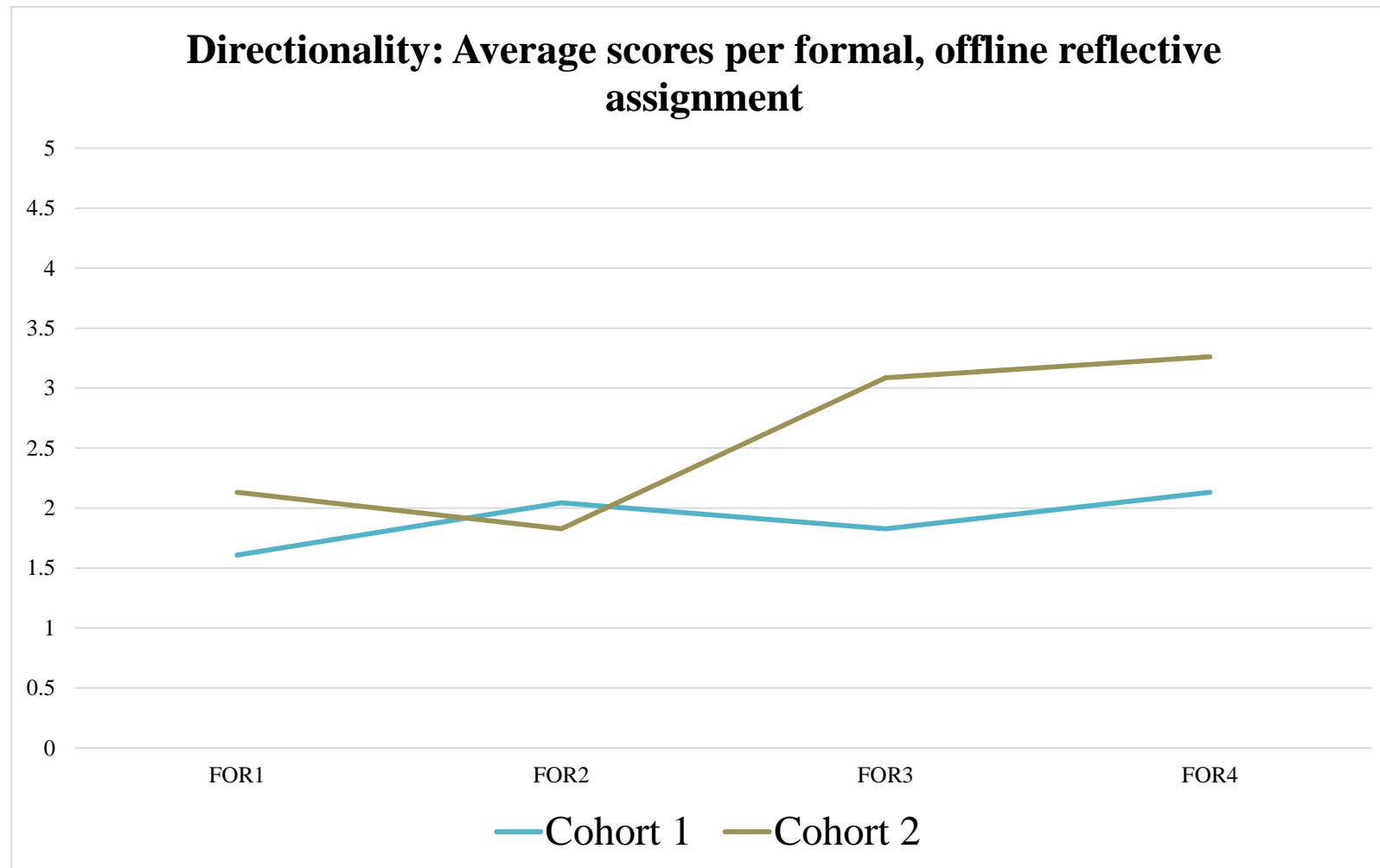
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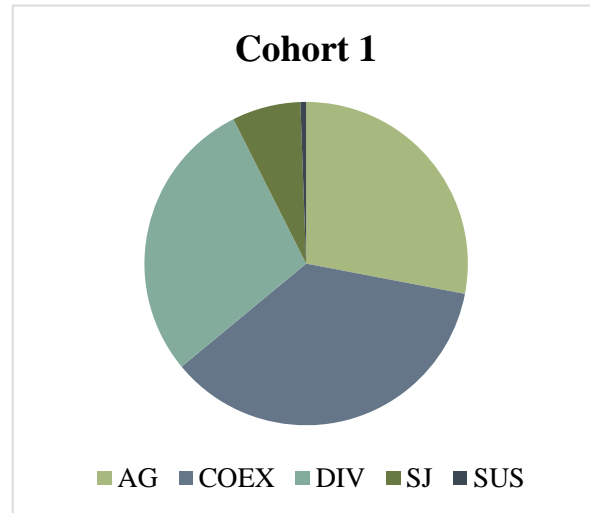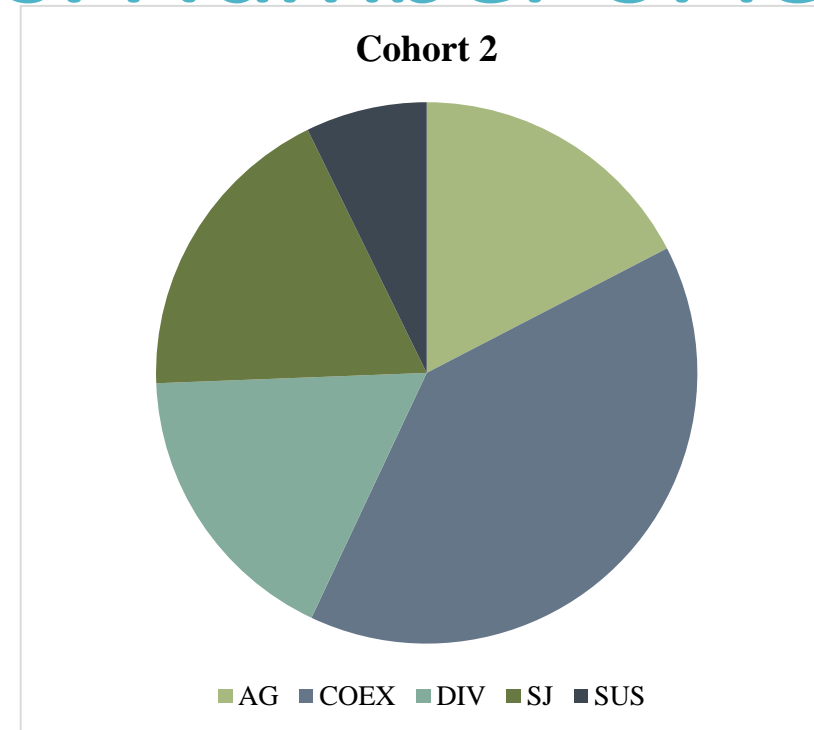
Cohort 1
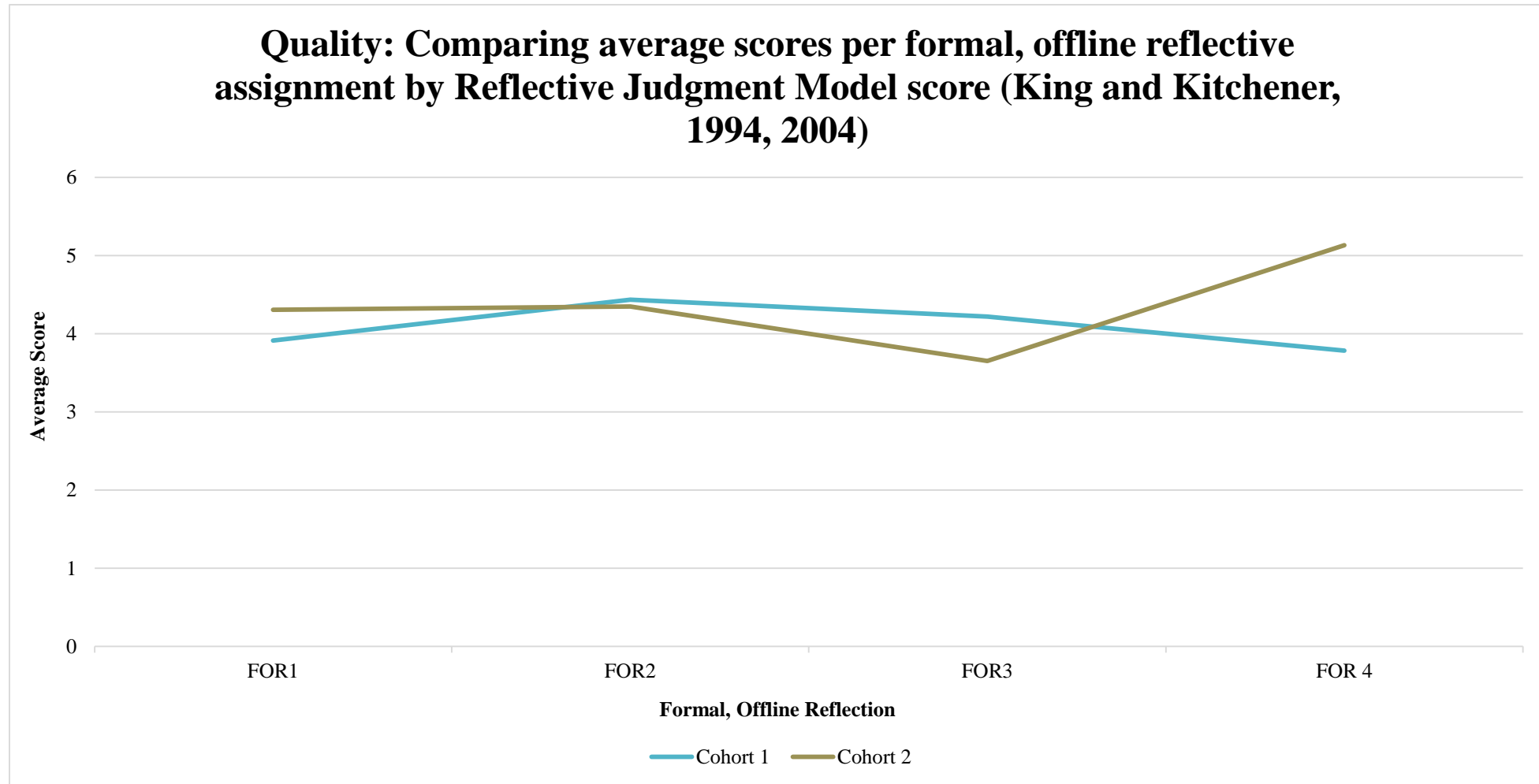Lenses = 207

Cohort 2
Lenses = 387

Stronger *directionality* in Cohort 2 formal reflections: Variety of civic lenses

Stronger *directionality* in Cohort 2 formal reflections: Growth over time

Directionality: Average scores per formal, offline reflective assignment

Slightly stronger *quality* in Cohort 2 formal reflections

Quality: Comparing average scores per formal, offline reflective assignment by Reflective Judgment Model score (King and Kitchener, 1994, 2004)

RQ2: Within Cohort 2, what comparisons and relationships can be observed in terms of directionality (civic lenses) and quality between the informal, online and formal, offline writing?

# Informal, online reflections: A thin data source

Informal, online data was numerous, frequent, but also short

Measures of directionality (number of civic lenses), and quality were across the board smaller than the formal, offline reflections

Directionality (type of lens) did hold some interesting trends; with agency dominating the informal, reflections, as coexistence dominated the formal, offline reflections

Directionality: Different frequency of lens types between formal, offline and informal, online

Formal, Offline

■ AG ■ COEX ■ DIV ■ SJ ■ SUS

Informal, Online

■ AG ■ COEX ■ DIV ■ SJ ■ SUS
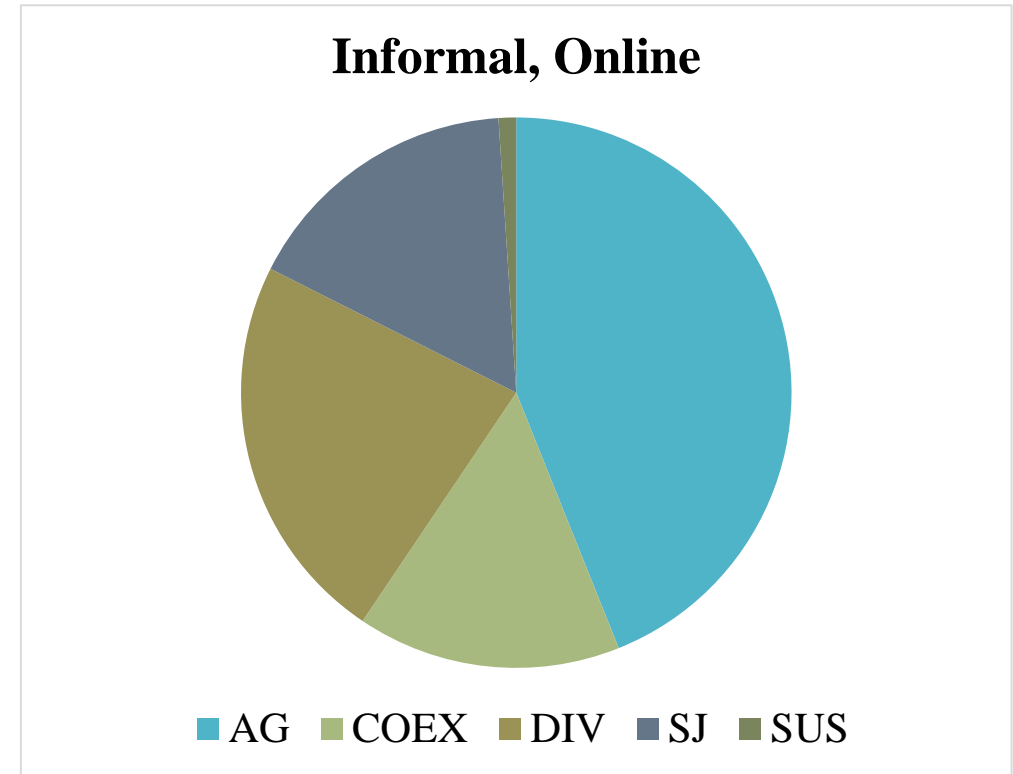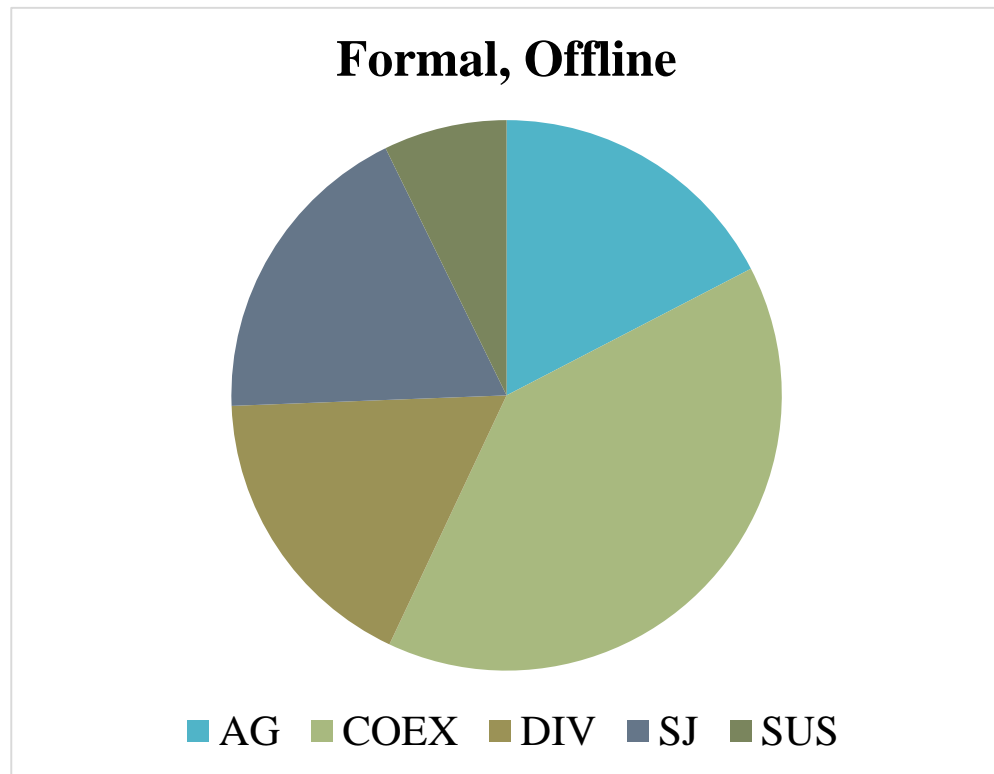
Lower *Quality*, More Shallow Reflection in Informal, Online Format

Formal, Offline Reflection

Informal, Online Reflection

Pre-Reflective (1-3) Quasi-Reflective (4-5) Reflective (6-7)
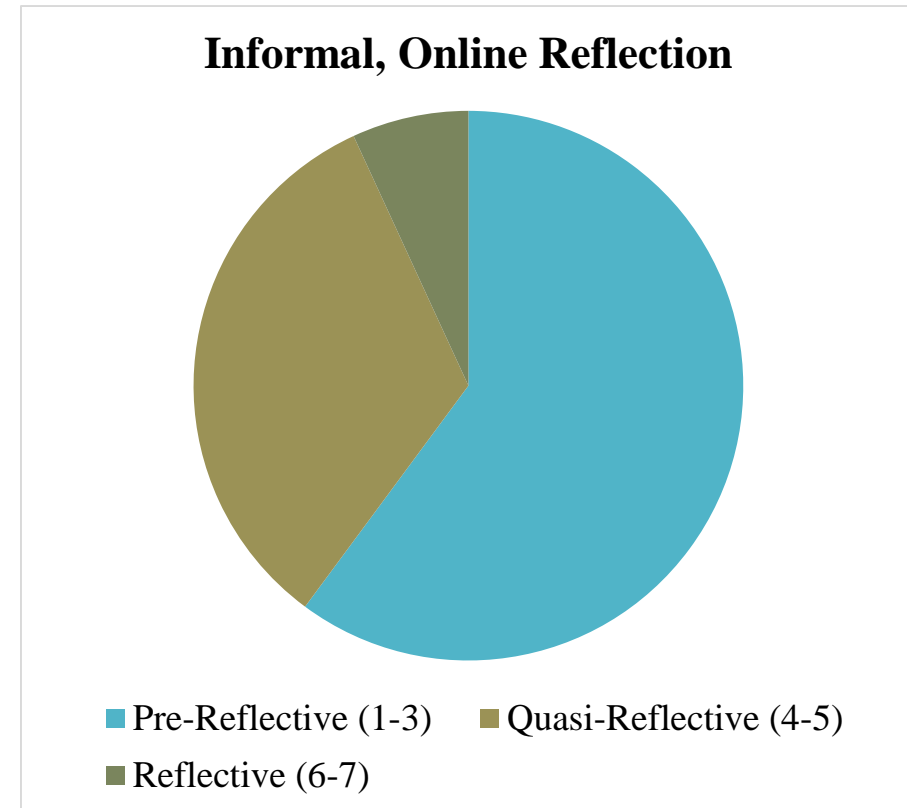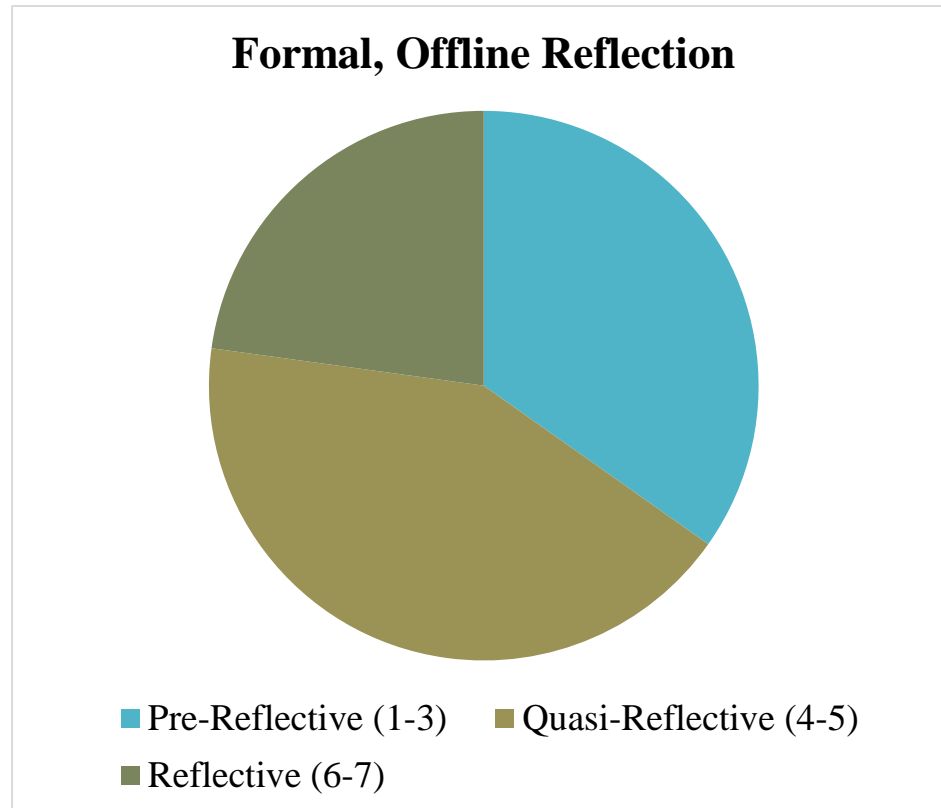
RQ#3: What relationship can be observed between the directionality of undergraduate students' reflective writing and other characteristics of this writing (civic agency, quality) and students' individual and/or group characteristics?

RQ3's story: Disorientation

Connections between demographic data, psychometric scores, and writing did not reveal any patterns/trends

There were no students who scored consistently high across all rubrics

Through the constant-comparative coding, a strong theme of disorientation emerged – higher in Cohort 2's formal reflections; highest in Cohort 2's informal reflections.

Revisiting the Cognitive Rational Approach (Mezirow, 1991), importance of disorientation in transformation is high.

Disorientation: An Emergent Concept

- Disorientation took place and was visible more frequently in informal, online reflections.

- Cohort 2's formal, offline reflection showed more disorientation than Cohort 1's formal, offline reflection.

- Disorientation observed could be grouped into four themes:
  - Intercultural
  - New Information
  - Emotional Discomfort
  - Taking for Granted/Reevaluation of Prior Knowledge

Critical reflection: Privileging reflective discussion over individual reflection

In high school I was always known as the smart kid. Fellow students agreed with whatever I said and did not question my opinion in class discussions. In Global Citizenship though, my days of always being right ended when Marina* and I debated about the visa lottery. Prior to the Philadelphia trip, I had never heard of the visa lottery. Therefore, after I read that it was a method for terrorists to enter the country, I did not think twice about posting it. When I read that Marina's* family entered the United States through the visa lottery and felt like I had offended her, I experienced emotions of great remorse. I had never meant to hurt her and wished that I could go back in time to change my post. However, after several failed attempts to make a flux capacitor and obtain a DeLorean, I realized that the only action I could take was to explain myself and apologize. While I discovered it after the fact, I think this encounter was the most life changing experience I gained from Global Citizenship. As I enter group conversations and think about the practice of global citizenship, I try to think of how my opinion could hurt or offend others. An example I would like to cite that represents my personal growth was our class conversation on cultural relativity [886, FOR4 (Citing Informal, Online Forum Discussion), CO2].

Disorientation: Comparing count of disorientation moments per formal, offline reflective assignment over time
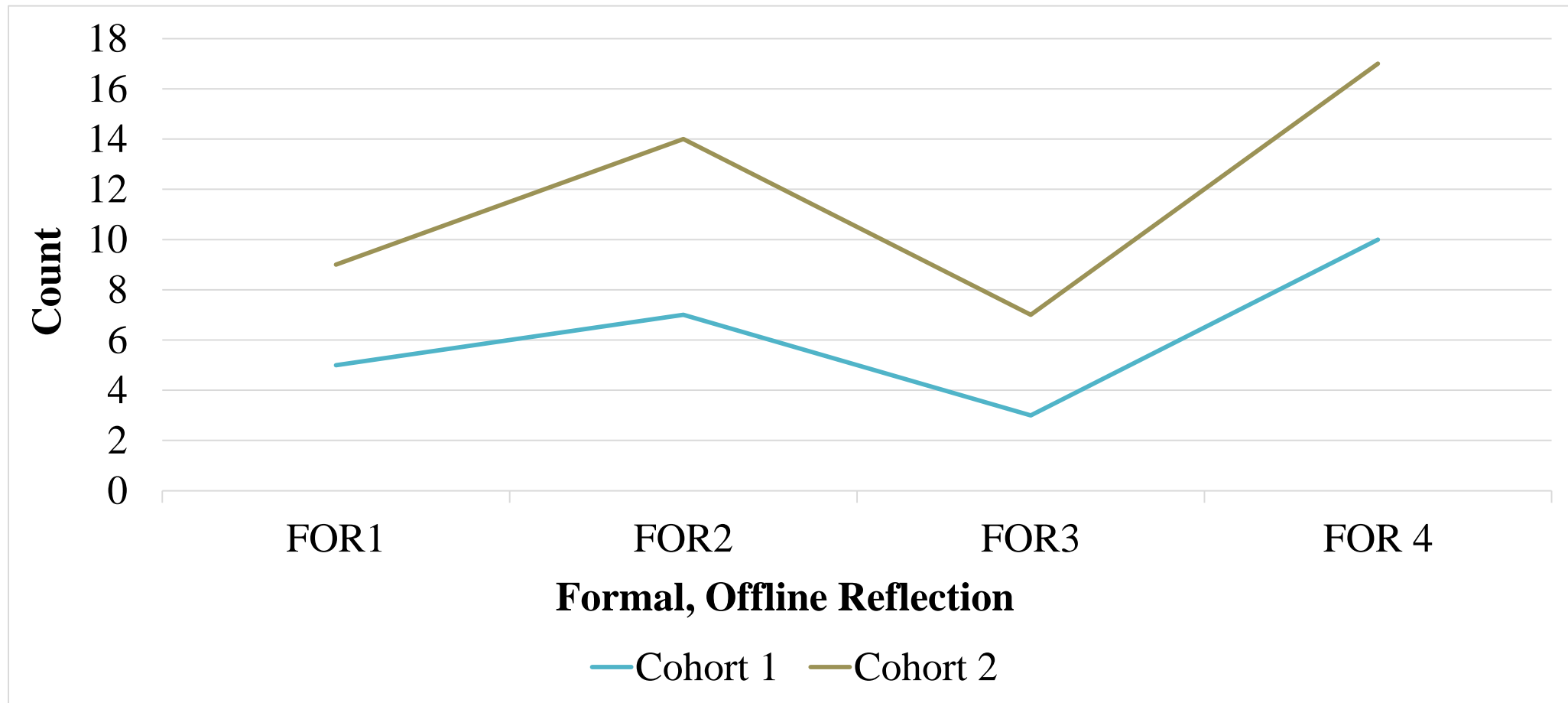
Disorientation greater in informal, Online than formal, offline settings
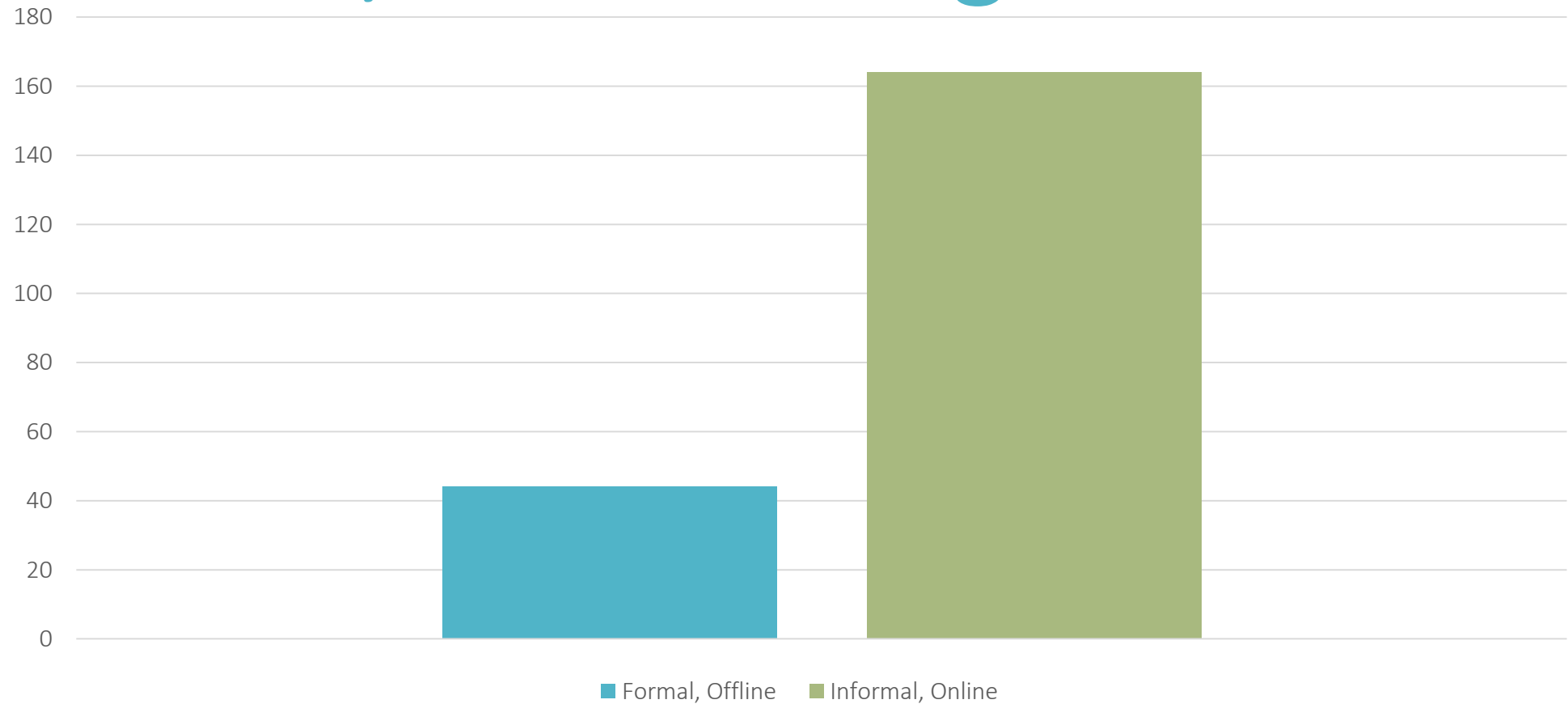
Implications

Implications for Teaching

Critical reflection: Privileging reflective discussion over individual reflection

> Capturing disorientation in informal, online reflection and dialogue.
>
> Critical reflection and discussion: Peer learning in online forums.
>
> Technology's advantages as a space for transformation

Teaching Global Citizenship: Encouraging Disorientation and Processing Meaning Perspective Shift

> Informal, online reflection and global citizenship.
>
> Global citizenship and critical reflection: Revealing citizen agency and developing the civic self.
>
> Global citizenship and otherness as disorientation.

Teaching in fields beyond global citizenship: Facilitating identity development

Implications for Research

Appropriateness of Study Design

> Rich, Powerful Data Set

> Robust Diversity of Data Set and Analysis

> Constant Comparative w/ Rubrics told a well-rounded story

Instrumentation: Measurements and Rubrics
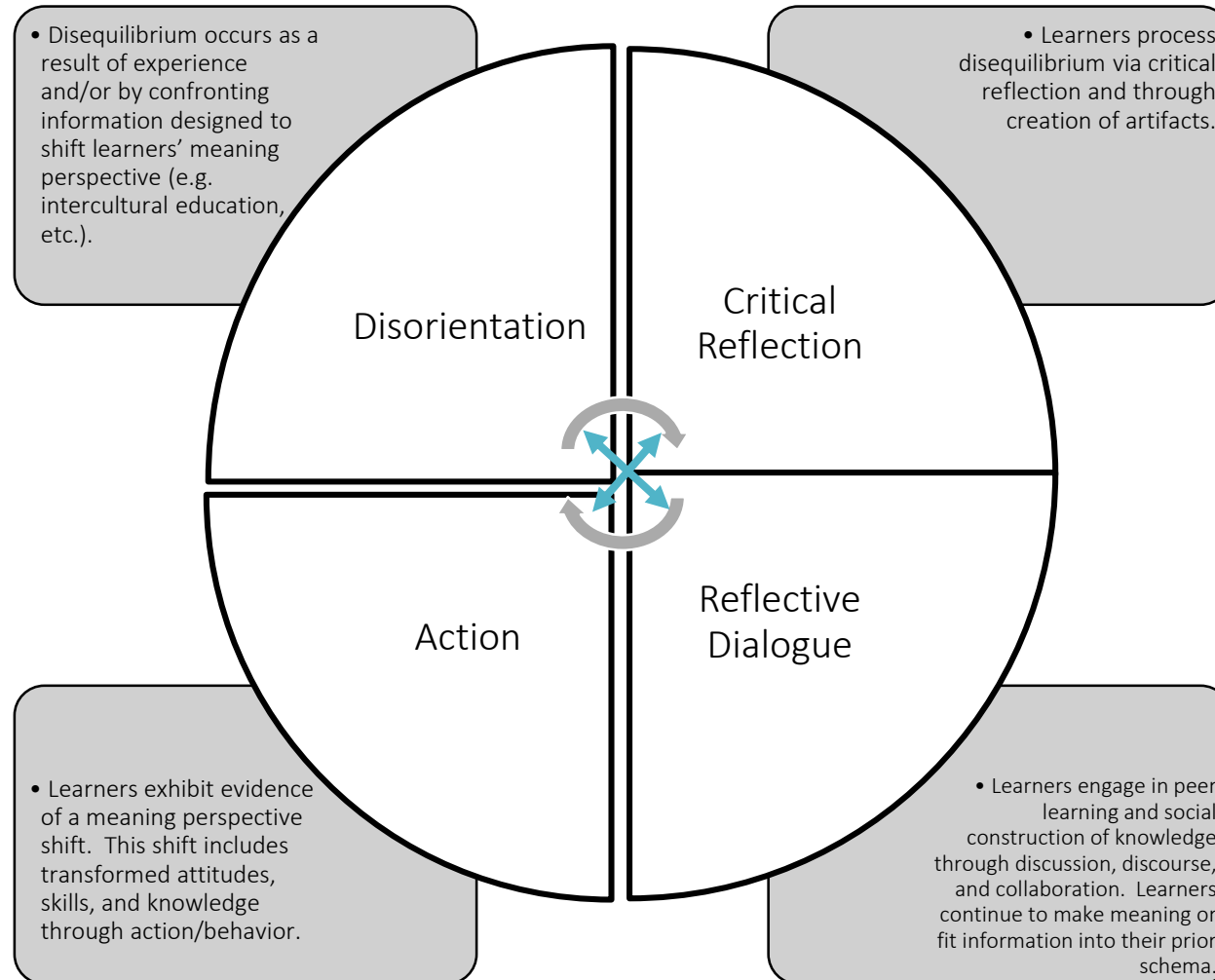
> Oxfam

> King and Kitchener

Observing "transformation" in critical reflections: The benefit to short, frequent reflections

Observations on reflection: Guided reflections and evidence of learner growth

Four main types of disorientation exhibited in online, informal writing and illustrative examples

Disorientation Type	Example
Intercultural	"This was a worthwhile experience because it demonstrated the challenges in connecting across cultures and language barriers, it offered cohort 9 a realistic view into the challenges that immigrants face in communication and how we need to make sure that we make immigrants feel as comfortable and welcomed as possible. Our interview with Hebib was good practice for our future immersion trips and learning to how to communication across language barriers." [787, INF14, CO2]
New Information	"The biggest shock for me was that such extreme poverty and adversity could exist in our own country. The multitude of Navajos on the reservation had little food and water, malnutrition, poor education, ramshackle homes and a dangerous environment to live in. We were told by many that drug lords control much of the reservation, as violence and crime are prevalent amongst the community: for this reason, we ended our work at 5pm everyday, because when the sun starts to go down, that is when the area becomes unsafe. Even though I have travelled to the same place twice now, I still feel as if I have gone abroad: I never would have thought that such living conditions still existed in the United States." [268, INF2, CO2]
Emotional Discomfort	"A disdainful, 'Oh, you're American' was a phrase I often heard as I traveled throughout the country [Israel]. Growing up in America I was taught America the Beautiful, America the Brave, and almost force fed the idea that everyone venerated us. This new idea was a hard one to swallow." [857, INF1, CO2]
Taking for Granted/Reevaluation of Prior Knowledge	Regarding selecting a quote that resonates with the student: "I think that this quote encompasses a lot of areas that need improvement in this world. Here in America, we are fortunate enough to have many things that we take for granted, that other people around the world work their whole lives form (voting rights, education, etc.). This is a strongly worded, straight to the point quote which emphasizes that we must help those who need our help." [955, INF11, CO2]

Critical reflection: Privileging reflective discussion over individual reflection

- Disequilibrium occurs as a result of experience and/or by confronting information designed to shift learners' meaning perspective (e.g. intercultural education, etc.).

- Learners process disequilibrium via critical reflection and through creation of artifacts.

Disorientation

Critical Reflection

Action

Reflective Dialogue

- Learners exhibit evidence of a meaning perspective shift. This shift includes transformed attitudes, skills, and knowledge through action/behavior.

- Learners engage in peer learning and social construction of knowledge through discussion, discourse, and collaboration. Learners continue to make meaning or fit information into their prior schema.

Technology as a space for transformative processing

- Use of Moodle / online forum feature to connect learners

- Ability to connect asynchronously

- Ability of students of different levels of engagement and expression (e.g. shy students, students who are internal processors, etc.)

- Frequency of the posts/forums to connect at times that are more immediate to the experiences, disorientations that the students are experiencing

Future Directions

- Rubrics to assess/identify disorientation in critical reflection

- Civic Identity of GC Alumni and Critical Reflection

- Focusing on Social Constructivist Aspects

Concluding Thoughts

Informal, online reflection as a means to both **process development** and **capturing evidence of development**.

Critical reflection can take place in **online, informal settings** and was shown to be a processor of disorientation, agency, and identity development.

A pattern of **disorientation** emerged in the data, and was more pronounced in the informal, online space.

Civic Agency/Identity (Oxfam) exhibited strong tendencies toward agency in informal, online reflection.

Oxfam was a strong measure to capture undergraduate GC development as exhibited in their writing. King and Kitchener was a good indicator of quality.

A QUAL-quan design with constant comparative technique in addition to rubric analysis was necessary in capturing disorientation.

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