Preparing Students to be Global Citizens

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Abstract
Graduate attributes are university defined aspirations for students as they emerge into the professional world. They represent the desired transferable skills, understanding and qualities that a student may expect to achieve at the end of their learning journey; consequently, they also define the values and principles underpinning academic practices. Many HEIs seek to engender Global Citizenship(GC) in graduates to prepare them for life, employment and employability within the context of a complex and uncertain landscape and an increasingly interconnected world. The competences associated with GC include learning dimensions such as perspectives, attitudes and behaviours that cannot be directly imparted; rather students have to construct their own learning through reflection, self-challenge and self-appraisal. The role of educators is to create suitable environments and learning opportunities to support students to achieve this learning across both the formal and informal curriculum. Furthermore, in order for students to fully benefit, this learning requires to be explicit and measurable, to enable them to articulate their attributes to a potential employer or sponsor (Oliver and Jorre de St Jorre, 2018). We propose a phased approach for embedding the learning dimensions of GC throughout the curriculum using an adaptation of a 'Exposure, Immersion, Mastery' model (Charles et al. 2010). This approach facilitates the pre-defining of levels of competences required at each stage of the programme and for these to be recognised within learning outcomes, teaching and assessment methods. The authors' direct experience of two highly successful Erasmus+ Strategic Partnerships (EQUIIP, PEETS) informs this model.

Keywords: Graduate Attributes, Intercultural Competence, Learning Outcomes

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Introduction

Higher Education Institutions play an essential role in enhancing and advancing our society by aspiring to equip graduates with the knowledge, skills, qualities and values to succeed not just as expert professionals, but as leaders, innovators and influencers of positive change. The student journey seeks to transform them into holistic, versatile, life-long learners in order to realise their full potential, as well as engender in them a strong awareness of their civic responsibility to the communities they serve, both locally and worldwide. These aspirations contribute to a University's generic graduate attributes that go beyond the traditional scope of the core subject expertise and proficiencies (Bowden et al. 2000) and are intended to permeate throughout the formal and informal curriculum and institutional culture. University defined attributes are intended to encompass the holistic vision for the graduate. They seek to prepare students for life, employment and employability in the 21st century, within the context of a complex and uncertain landscape and an increasingly interconnected and cosmopolitan world (Rizvi 2009). The United Nations Sustainable Development Goal 4 (SDG4) and the 2030 Agenda for Sustainable Development (2015), commit educators to ensuring by 2030 that all learners are able to acquire the knowledge and skills needed to promote sustainable development, including "global citizenship and appreciation of cultural diversity". But how can we achieve this and how can we be confident that our graduates are emerging as the 'Global Citizens' we envision for them?

What is Global Citizenship?
A global citizen is someone who identifies with humanity as a whole, understands the challenges and opportunities of our wider global communities: societal, environmental, political or economic and is committed to improving lives, addressing inequalities and creating a tolerant, inclusive and sustainable planet. The Global Citizenship Foundation defines Global Citizenship Education as "a transformative, lifelong pursuit that involves both curricular learning and practical experience to shape a mindset to care for humanity and the planet, and to equip individuals with global competence to undertake responsible actions aimed at forging more just, peaceful, secure, sustainable, tolerant and inclusive societies." (Global Citizenship Foundation 2017). Educational Institutions have a responsibility to promote global citizenship by engendering in their students an understanding of their role and potential contribution to the wider global community, emerging as graduates with the attributes of a Global Citizen (Leask & Carroll, 2013).

What does this mean for educators?
The concept of graduate attributes, first established in Australia, is centred on a competency-based model of higher education which bases each part of an educational system around pre-determined goals or competencies. Intended learning outcomes, teaching methods, learning opportunities, and assessments should all contribute to the students' achievement of the specified goals by the end of their programme of study (Leask, 2013). Internationalised graduate attributes provide the overarching institutional context for the internationalised curriculum and determine the international, intercultural and global learning dimensions that require to be embedded throughout all aspects of the formal and informal curriculum. These need not explicitly state international, intercultural or global per se, but these dimensions

may be implicit e.g. 'Have ethical and social awareness' or 'Be able to communicate effectively to diverse audiences'.

The beneficial relationship between global citizenship graduate attributes and employability is transparent across all sectors. Increasing global interconnectedness through communications and mobility affords opportunities for greater, more effective international partnership working and collaboration. This has intensified the demand for interculturally competent employees capable of operating in diverse and multinational contexts. Another important question is therefore 'do our graduates completely recognise these attributes in themselves?'. For our graduates to fully benefit from development as Global Citizens, they need to be able to articulate this as competencies and demonstrate how these were realised or acquired to potential employers, sponsors or business partners (Oliver and Jorre de St Jorre, 2018). Thus graduate attributes need to be operationalised and explicitly mapped throughout the formal curriculum. This is an area for which many academics struggle. Some subjects, such as pure sciences, lend themselves less easily to identifying the dimensions of global citizenship than other subjects and for many regulated programme developers there are often tensions between the core needs of the professional regulator and the ability to retrospectively fit in 'added value' as this is often considered, to the core programme curriculum. Leask (2013) argues that the inclusion of international and intercultural dimensions should be a planned, developmental and cyclical process that requires review of all existing learning, teaching and curricula and a 'reimagining of new possibilities'. For this to be achieved across the curricula of a University requires a shared institutional understanding of the aspirational values and competencies and a structured approach for embedding these within the philosophical underpinnings of a programme and the strategies for learning, teaching and assessment. Some HEIs, for example Leeds Metropolitan, have taken a whole institution approach to internationalising the curriculum recognising the inadequacy of education that "does not seek to prepare students to meet the global challenges" (Jones & Killick, 2007).

The attributes for being a Global Citizen often represent a set of aspirational perspectives, attitudes and behaviours. For the formal curriculum to prepare the students to realise these aspirations and become interculturally competent, the teaching and learning activities have to be designed to promote higher order learning that enables students to explore diverse cultures and challenge perspectives, values and norms. Intercultural competence goes beyond knowledge of other cultures; it is the ability to think interculturally, see from others perspectives (Deardorff 2006) and be able to apply these skills in diverse contexts. The role of the teacher is to provide the appropriate tools and environment to enable students to construct their own learning by confronting their innate biases, analysing their interactions with others and challenging the limits of their global perspectives. However, behavioural and attitudinal changes cannot be taught or imposed, they take time to mature and are difficult to measure. It is not sufficient to capture intercultural competence learning in one module or study unit. This learning needs to be embedded throughout the student journey to facilitate a transformative and meaningful learning experience.

How can this be achieved?
Very few HEI programmes, new or existing, these days are afforded the luxury of a complete blank canvas as a starting point for designing and delivering the curriculum; for the most part there is an expectation to integrate elements of existing programmes

and embrace multidisciplinarity. Thus infusing learning dimensions to engender the attributes for global citizenship into existing curricula requires time, creativity, and a shared understanding of the aims, purpose and underpinning philosophy. Leask (2015) proposes a structured and iterative process to support the embedding of international, intercultural and global dimensions into the existing curriculum based on a five stage action research cycle. The cycle challenges educators to be both creative in introducing new and multiple possibilities for learning teaching and assessment to engage students and go beyond the core, discipline-specific, requirements of the curriculum; but it also recognizes that there may be elements of learning and teaching practice that already promote internationalised learning e.g. student exchange, engaging in culturally diverse group work and accessing international literature. However, these may not be explicit within the curriculum and specifically the learning outcomes which will require to be reframed. Many educators are resistant toward or feel ill-prepared for such radical change. They may be unable to conceptualise how this additional learning can be included into an already content rich curriculum, often dictated by professional or regulatory bodies. As a consequence, we risk failure to provide a meaningful, transformative student experience and a profound misalignment of the learning with the institutional goals and aspirations for its graduates.

A number of projects have sought to address this by providing support and guidance for educators to design and deliver internationalised and intercultural programmes. One such project is the Educational Quality at Universities for Inclusive International Programmes (EQUiiP) (https://equiip.eu/)(see box 1).

Box 1. EQUiiP.
Educational Quality at Universities for Inclusive International Programmes (EQUiiP) project has produced an integrated, flexible programme of continuing professional development drawing extensively on the international and intercultural evidence base, to support HEI's and educators with the internationalisation of the curricula, and an International Competence Profile for Educational Developers. The programme consists of 5 integrated modules which combine theory, practical activities and resources to support HEI educators through the process of internationalising the curriculum. The modules are: Introduction to the International Classroom; Internationalising Course Design; Intercultural Group Dynamics; The Role of Language; Feedback and Reflective Processes. Each module is accompanied by a thematic text explaining the conceptual and practical foundations of the module. The Figure below, taken from EQUiiP Platform (https://equiip.eu/) highlights the integration and interaction between the modules and the competence profile and how the programme content is contextualized in relation to local, national and international higher educational policies and practices.
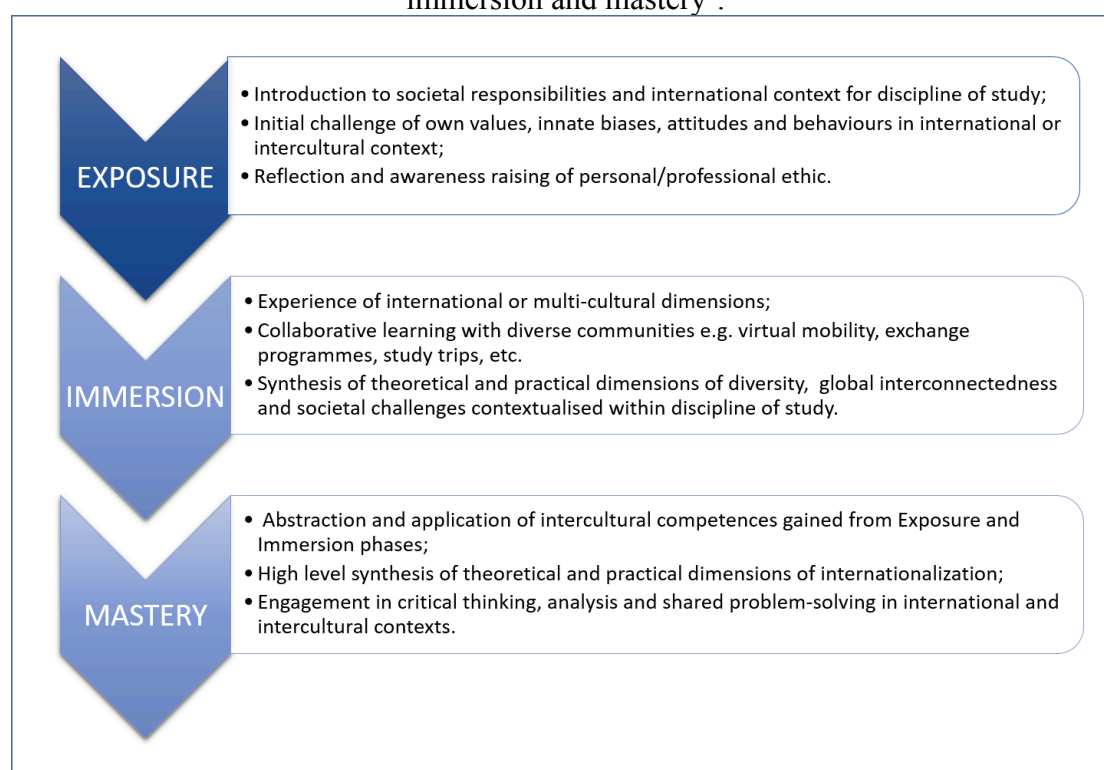

The EQUiiP programme facilitates participants to develop an individual portfolio to demonstrate their own skills against the competence profile, to enable assessment and EQUiiP Certification. The programme and modules are available through an open source platform to enable them to be incorporated into the existing support for university teaching staff. The EQUiiP programme is formally recognized as an Erasmus+ 'Good Practice'.

In 2013, Jones (2013) described a Curriculum Pyramid to support the internationalisation of the curriculum. An institution's Graduate Attributes sit at the pinnacle of this Pyramid which provides a framework for interpreting and translating these throughout the various levels of the programme from broader discipline levels such as Sciences, Arts, Humanities, down to module or unit level specific to an individual course or programme. This facilitates a cascade of vertical and horizontal alignment throughout all stages of the formal curriculum and student learning journey.

The 'phase level' of Jones' pyramid model (Jones, 2013) allows programme developers to structure the students' learning experiences as a continuum throughout the programme of study. One approach to implementing this is by adopting and adapting a model of 'exposure, immersion and mastery' from the 'Interprofessional Education Pedagogy' (Charles et al. 2010). This enables the level of knowledge and skills required at each stage of the programme to be pre-determined and then be recognised at a modular or unit level within learning outcomes, teaching and assessment methods. This also facilitates students to explicitly map their specific learning activities and achievements against the graduate attribute goals.

An example of this phased approach to intercultural competence graduate attribute development through Exposure, Immersion and Mastery is shown in Figure 1.

Figure 1; Continuum of learning experiences adopting a model of 'exposure, immersion and mastery'.

EXPOSURE
- Introduction to societal responsibilities and international context for discipline of study;
- Initial challenge of own values, innate biases, attitudes and behaviours in international or intercultural context;
- Reflection and awareness raising of personal/professional ethic.

IMMERSION
- Experience of international or multi-cultural dimensions;
- Collaborative learning with diverse communities e.g. virtual mobility, exchange programmes, study trips, etc.
- Synthesis of theoretical and practical dimensions of diversity, global interconnectedness and societal challenges contextualised within discipline of study.

MASTERY
- Abstraction and application of intercultural competences gained from Exposure and Immersion phases;
- High level synthesis of theoretical and practical dimensions of internationalization;
- Engagement in critical thinking, analysis and shared problem-solving in international and intercultural contexts.

Exposure

The exposure stage should occur during the early stages of a programme. It aims to introduce the student to the concept of global citizenship through the development of their understanding of professionalism, societal responsibilities at a local and global level and where appropriate, professional ethics, conduct and standards relative to their subject discipline. To many students undertaking their first year of a 3 or 4year undergraduate degree, thinking about their professional identity or employment and the next steps after graduation, may seem a bit premature; particularly for those students on professional/vocational programmes i.e. Nursing, Accountancy, Quantity Surveying who are confident of their career pathway. However, the development of intercultural competencies and professional behaviours is a continuous and transformational process, and therefore it is important for learners to be given time

and opportunity to reflect on and critically evaluate their own competencies (Deardoff, 2006). It could be argued that the seeds should be sowed at the pre-application phase of higher education when students are still making their choices of course and University; to signal expectations of their learning journey and personal transformation.

The exposure stage introduces them to the international context of their discipline; why global interconnectedness is important and how it impacts them, and stimulates them into considering the possibilities this affords. It should provide opportunities for students to challenge their individual values, innate biases, stereotypes, attitudes and behaviours within an international and intercultural context, whilst developing essential transferable learning skills in reflection and self-evaluation.

Whilst it is the ideal for students to be learning in diverse multinational classrooms, this may not always be achievable; but it is also not essential for this exposure stage. Educators should be able to create environments which expose students to diverse perspectives and international practices, for example through case studies, visiting international lecturers, accessing multinational research and literature on policies, customs, regulations and authorities and facilitating group projects, debate and critical discourse. Reflection that encourages critical self-evaluation from these activities, plays an essential role in the assessment of outcomes throughout all phases and this can be supported by self-perspective inventory tools such as 'The Intercultural Development Inventory' (Hammer, 2009) or the 360degree self- reflection questionnaire (Gilmour, 2019). Such tools can be adapted and contextualized to suit a programme or an institution and can be revisited at the different stages of the students' learning journey. They represent a measurable means of assessing progress but also act as preparation for more immersive intercultural experiences.

The introduction of an e-portfolio during the exposure phase cannot be stressed enough in order to collate and consolidate evidence and artefacts, not just to measure outcomes but to act as a reflective journal and an aide memoire to support students to articulate their achievements upon graduation. The portfolio acts as an important learning tool in promoting reflective inquiry and supporting lasting transformative learning (Lyons et al, 2013); required to engender intercultural thinking and competence to prepare students as global citizens.

Immersion

In the immersion phase, students should be given opportunities to engage in collaborative learning with diverse and international groups and communities. By this point they should have an understanding, acquired during the exposure phase, of the international context relative to their subject discipline and some of the potential opportunities and challenges this presents for their future professional practice and employability in a globally connected society. They should also have an awareness of their own innate values, biases and attitudes that influence their sense of professionalism within international and intercultural contexts. The immersion phase seeks to provide opportunities for students to develop through experience the knowledge, skills and attitudes needed to interact successfully with others from different backgrounds. We cannot expect our students to develop a knowledge of all countries and cultures across the globe. But we can prepare them to think and

communicate interculturally. By this we mean: recognising and appreciating others perspectives; being sensitive to others customs, cultures, ethics and beliefs; embracing new and diverse ideas and ways of thinking and the opportunities this affords; demonstrating flexibility and adaptability; experiencing other languages.

The learning in this phase requires students to not only mix with diverse communities but collaborate on projects with a shared set of goals. The purpose is to create an environment that promotes the synthesis of the theoretical and practical dimensions of diversity, global interconnectedness and societal challenges contextualised for the discipline of study. Students will construct their own intercultural learning through reflection on their experiences of working, problem solving and learning with and from their peers and colleagues.

At the planning stage of programme design or review, educators should seek opportunities for embedding an immersive transnational or intercultural learning experience. These may involve study abroad opportunities such as an International Exchange for a full trimester or even academic year; International elective placements, work experience or volunteering projects which enable students to work alongside other students, professionals and volunteers from diverse backgrounds; or focussed International study trips. However, not all programmes can accommodate study abroad and not all students on a programme are able to engage in these. Therefore, innovative opportunities for Internationalisation at Home (IaH) are growing more traction. For instance, virtual exchange (COIL, SUNY REF); internationalised summer schools (virtual or on campus), where students can act as facilitators as well as participants; or local intercultural community projects.

Virtual Exchange facilitates authentic opportunities for students to work and collaborate with transnational peers in partner institutions, from their own classrooms as an alternative to a study abroad experience. Students are taught together and work collaboratively on discovery based projects in transnational groups, which enables them to share knowledge of their subject discipline and compare and contrast international practices, policies and the social, political, economic or environmental drivers and influencers of these. Communication is through videoconferencing, social media and virtual learning environments which facilitates the development of other transferable and 21st century skills.

The co-development and teaching of an International Virtual Exchange is not without its challenges and opportunities for educators too. These include development of their own intercultural competencies through navigating: different institutional contexts or pedagogic approaches to teaching and assessment; different levels of familiarity with online tools and media; different levels of student commitment and/or experience of for student led team working; as well as logistical factors such as time-zones and language (McKinnon et al. 2015).

Assessment of immersive collaborative learning experiences can take a variety of forms. Outputs of a group project, e.g. a report, a proposal or even a material product, demonstrate learning against the subject specific learning outcomes and go some way to evidencing the journey the group has taken together to achieve consensus. Direct observation of participants' performance with feedback from supervisors, host families, faculty etc. or self-evaluation pre and post facilitate a conscious awareness

of their intercultural learning progress. Students should be encouraged to collate artefacts such as photographs, wikis or blogs, correspondence to populate their e-portfolio, evidence their learning and support their critical reflection. Through critical reflection, students should be encouraged to demonstrate their learning around not only the intended learning outcomes of the module/study unit but also emergent learning from their own self-evaluation and broader intercultural interactions; these may be unique to their own experiences but play an essential role in their transformative learning journey (Bennett, 2009).

Mastery

The final phase of this model involves mastery and application of the intercultural learning concepts acquired during the exposure and immersion phases. The purpose is to encourage engagement in critical thinking, analysis and shared solution finding and demonstrate the flexibility and sensitivity to think, communicate and respond interculturally in novel and diverse contexts. These can be facilitated through higher level projects embedded in immersive collaborative learning experiences that seek to address real world societal challenges. An example of good practice is the award winning (Collaborative Award for Teaching Excellence - CATE, 2019) 'Promoting Excellence in Employability and Transversal Skills' (PEETS) programme (see Box 2.).

Box 2. Promoting Excellence in Employability and Transversal Skills' (PEETS).
PEETS is a collaboration of Glasgow Caledonian University, Lahti University of Applied Science, The Hague University of Applied Science and Constructionarium (Scotland) Ltd. (Gilmour, 2019). Initially part funded by Erasmus+ this Strategic Partnership includes a variety of multidisciplinary and intercultural learning opportunities and activities. It is a six-month learning experience for mostly third-year students interested in environmental / renewable energy issues with either technical (engineering), business or marketing backgrounds.

Up to 50 students and staff from different disciplines and backgrounds (including up to 14 nationalities) would participate in the initiative on an annual basis. This would include

Completion of a self-assessment questionnaire at the start and end of the initiative
360degree "App" on intercultural competencies
Induction activities including creation of self-introduction videos
Individual and group research and preparation of presentations to share with the students from different countries.

Participants would then attend a 10-day Intensive Study Period (ISP) in either Scotland, Finland or the Netherlands. Students are split into multidisciplinary and intercultural groups and provided with a range of tasks including the planning and construction of 3 X 5M mini wind turbines. They also share cultural activities (eg ceilidh) and foods from "home". This exposes students to new experiences and approaches to communicating with different disciplines and cultures. Occasionally, "intercultural incidents" arise, resulting in potentially significant challenges for individuals and/or the team.   Students are encouraged to "talk-through" such

challenges which is facilitated by "time for evening reflection" as well as the support of student mentors.

In order to increase the intensity of the learning experience for the students and to expose them to work situations outwith their control, further challenges would be introduced. This included bringing forward deadlines by 12 hours for group presentations and "tender submissions". The final challenge introduced was when the students were informed they had to revise their 3 group tenders into one combined tender. This really tested their critical thinking, flexibility and creativity.

The 10-day intensive study periods provided an excellent, albeit time limited, opportunity for testing out Kolbs (Kolb, 1984) experiential learning cycle of having an experience, reflecting on it, making meaning from it and then trying out what you have learned.

Analysis of student feedback questionnaires revealed enhancement of a range of key employability attributes including self-confidence, intercultural awareness, communication and resilience. One student even claimed "it was the best experience of my life".

To attain a level of mastery, students need to be appropriately equipped for intercultural learning before, during, and after an immersive collaborative experience (Deardorrf, 2011). She exhorts the need to prepare students with an "understanding of intercultural competence frameworks, vocabulary, and concepts so that they can apply them to the learning that occurs" (Deardorff 2011). This will enable them to better articulate their individual learning through critical reflection as well as communicate concrete examples of their competency achievement to future employers, sponsors or potential business partners.

Conclusions

The development of global and inclusive perspectives, attitudes and behaviours is a continuous process that requires time and reflection to achieve. This higher order learning lends itself to a constructivist and transformative learning model whereby students construct their own learning from experiences and interactions with others. Educators require to facilitate suitable learning environments, tools and opportunities appropriate to the stage of the student's learning. Learning opportunities need to be embedded throughout the formal curriculum and made explicit within the learning outcomes and assessments to enable learners to recognise and articulate their achievements. The exposure, immersion, mastery model provides a simple means of scaffolding the learning throughout the programme and aligns with Jones (2013) Curriculum Pyramid to support the internationalisation of the curriculum. Critical reflection is an essential component of the learning and assessment process and students should be encouraged to reflect upon their wider intercultural experiences in order to augment and contextualise their learning within the formal curriculum. This approach promotes an ethos of lifelong learning as learning through life and this mindset should be fostered throughout the student's university experience.

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