



# GLOBAL CITIZENSHIP AND THE INTERNATIONALISED CLASSROOM: WHAT STUDENTS THINK

Kevin Laws, Fran Waugh, Donna O'Connor,  
Lindsey Napier & Damaris Wikramanayake  
Faculty of Education and Social Work, The University of Sydney



## THE BROADER PROJECT

Transformation towards internationalisation:  
the individual in the classroom project

Funded by a University of Sydney Teaching  
Improvement Grant

Involved:

- Focus groups of staff and students
- Classroom observations
- Written responses from students
- Faculty workshop
- Online survey



## GLOBAL CITIZENSHIP

The University of Sydney acknowledges global citizenship as one of three overarching graduate attributes.

Global citizenship is *'an attitude or stance toward the world'*.  
Graduates possessing this attribute will *'aspire to contribute to society ... through their roles as members of local, national and global communities'*.

(University of Sydney, Statement of Graduate Attributes)



## GLOBAL CITIZENSHIP

- A contested concept
- 'Post-national' citizenship
- Concerned with
  - global issues and
  - the global dimension to local issues



## **GLOBAL CITIZENSHIP**

‘Each of us dwells ... in two communities – the local community and the broader community of human argument and aspiration. ... It is the values of these two communities coming together within an individual that I believe constitutes global citizenship.’

(Martha Piper, 2005)



## **ONLINE SURVEY QUESTIONS**

- What does being a global citizen mean to you?
- How could your classes assist you in developing this attribute?
- What does an internationalised classroom look and sound like to you?
- Would you support internationalisation in the classroom? Why or why not?
- What are the main ways in which students and teachers together can create an effective learning environment that caters for all learners?



## **GLOBAL CITIZENSHIP**

- Understanding diversity
- Interest in things global
- Global thinking and Global mindset
- Employment and travel
- Global social awareness
- International awareness
- Global change



## **WHY GRADUATES AS GLOBAL CITIZENS?**

Two main views:

- Developing knowledge and skills to inform society and strive for positive changes at local, national and international levels.
- Part of neo-liberal market-driven ideology aimed at boosting finances



## **THE INTERNATIONALISED CLASSROOM**

- Salad
- Safe and open
- Tolerance and acceptance
- Unbiased learning environment
- Less emphasis on the local
- Understand and accept diversity
- Feel comfortable working with others



## **SUPPORT FOR AN INTERNATIONALISED CLASSROOM**

Benefits:

- Broader perspectives on issues
- Understanding of cultural diversity
- Awareness of different views, beliefs and values

Issues:

- Language
- Misconceptions



## **HOW TO CREATE AN INTERNATIONALISED CLASSROOM**

- Students and teachers create learning environments and goals together
- Awareness and acceptance of language and cultural differences
- Individuals expressing opinions openly
- Emphasis on learning not grades
- Activities to cater for different learning styles
- Student-centred classroom



## **THE IDEAL INTERNATIONALISED CLASSROOM**

Produces graduates who are global citizen who

- Are internationally aware
- Can understand and cope with diversity
- Are comfortable working with others from different cultures
- Are prepared to make a conscious effort to change things for the better