Fostering Social Contributive, Civic Engaged and Global Disposed Learners:
Towards a Curriculum for Transformative Value-creating Global Citizenship Education

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ABSTRACT: Although the imperative for colleges and universities is to provide students with the intellectual instruments to function as "global citizens", there is no scholarly consensus on the implementation of such a skill-set into universities curricula. Building on a "transformative" and "value-creating" approach of global citizenship education this article examines definitions of the term social contribution, civic commitment and global disposition, and the set of principles that guide their implementation into higher education institutions' curricula.

1. INTRODUCTION

The development of graduates as global citizens is now claimed in many universities' corporate statements, policies and curricula but detailed attention to the understanding and development of curricula for global citizenship has been limited as higher education institutions struggle with the clash of their corporate identities and their civic duties (Torres, 2017).

Building on a 'transformative value-creating' dimension of global citizenship education (GCE) this paper examines the different ways of conceptualizing the notion of global citizenship and its curricula implementation into universities curricula, and discusses propositions for (1) *social contribution*, (2) *civic commitment* and (3) *global disposition* at both the theoretical and practical levels.

These three dimensions are the emerging themes from the responses given to a transcontinental exploratory survey, conducted as a part of my doctoral project with faculties (22) involved with the teachings of GCE on the three continents of Japan, the US and Europe and can be summarized with the following equation: *Social contribution + civic commitment + global disposition (the development of knowledge, skills and values) = students' "personal transformation" towards value-creation in the society.*

To explain, the three dimensions of social responsibility, civic engagement and global competence (knowledge, skills and values), if holistically implemented in the curriculum or syllabus and wisely taught by faculties in their daily lessons can in the short, medium and long term facilitate students' "personal transformation" and enable them in developing a value-creating attitude within the local, national and, eventually, global community (Bosio, 2017a).

I argue that the above equation represents not only a dynamic way of engaging the students in the classroom, but also a solid first step toward fostering global citizenship, as well as implementing value-creating education in a well-rounded curriculum.

By illustrating the above dynamics, the author of this paper hopes to encourage a renewed emphasis on "universal" and moral values such as peace, human rights, social justice and respect for diversity, as well as a focus on an holistic education and a type of instruction dedicated to developing learners' full human potential (Bosio, 2015), and ultimately to encourage young academics to advance their research and scholarship on global citizenship education.

Two themes are central to my analysis, namely: a) how 'transformative-value-creating' GCE – a multifaceted and highly debated notion – has been defined in the field of international comparative studies, and b) what are the set of principles that guide the development of learners' social contribution, civic commitment and 'global disposition'. A key question undergirding the analysis is: What dimensions should be implemented into a 'transformative value-creating' and globally focused university curriculum?

2. DEFINING TRANSFORMATIVE VALUE-CREATING

The transformative value-creating approach to GCE understands globalization as "cultural, social, environmental, and political as well as economic, resulting in new patterns of inclusion and exclusion, as well as the erosion of North-South hierarchies" (Shultz, 2011, p. 247). It acknowledges that there is a necessity to transform not only educational institutions and systems but also personal and cultural mind-sets (Andreotti, 2006). From this angle, "a global citizen recognizes herself or himself as intricately connected to people and issues that cross national boundaries" (Shultz, 2009, p. 248). In other words, transformative GCE has a clear focus on value-creation, self-reflection, awareness, and action, which are all necessary for challenging global power structures (Tarozzi & Torres, 2016). It is both a skill-set and a mind-set (Reimers, 2009a).

For instance, Shultz (2007) emphasizes the importance of building

relationships at the local and global levels as well as creating spaces for dialogue and change, to engage participants in action based on an understanding of their common humanity and shared concerns, while Boni and Rizvi (2009) argue that it is necessary to provide opportunities for reflexive learning process, which allows students to become active and contributive through exposure to situations with people different from themselves.

In particular, the transformative value-creating approach to GCE can provide the conditioning context that supports learners to reframe events, wherever they may occur, through a shared human angle, and to foster action and cohesion. Through education for global citizenship, learners have the chance to gain the experience of seeing the world through the eyes of others, discovering and clarifying what is necessary in order to build a society where we can all live together; and cooperate to give birth to spaces of security in their immediate surroundings.

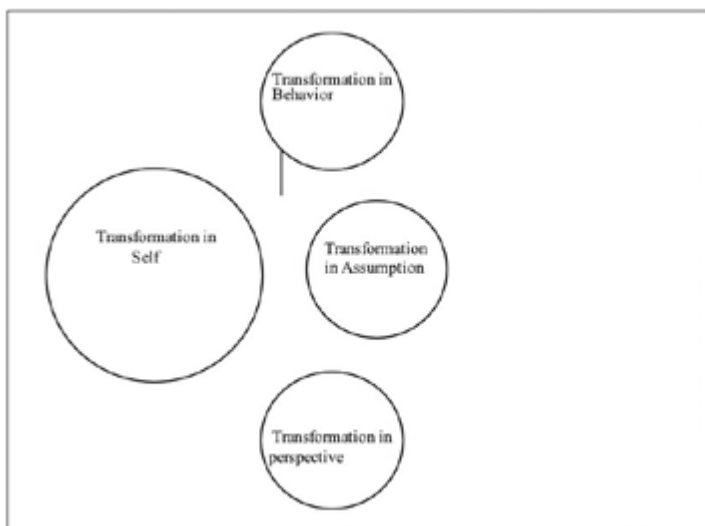In my recent paper (Bosio, 2017a), I propose four moments of the

Figure 1. Transformative Learning Process Model.

transformative learning process *Transformative Learning Process Model* (Figure 1), namely a transformation in self, a transformation in behavior, a transformation in assumption and a transformation in perspective.

To illustrate, a *transformation in self* suggests that learners understand that each individual is responsible for everything they experience, and therefore each individual has the capacity to transform their environment through a change in their thoughts, words and actions.

The *transformation in behavior* involves students learning to identify cultural identities, which cause conflict within themselves and, as an effect, to others. An environment is nurtured where students learn to experiment in social situations with new identities they create from their ongoing self-reflection.

Transformation in assumptions entails that based on the results of their experiments with a change in behavior and using their ongoing self-reflection, students learn to identify the cultural assumptions they have inherited up until the moment. The class environment then enables them to transform those assumptions that they understand restrict them. A question I shall ask here is: Do we also develop and hone assumptions that are value creating or are all assumptions value negating?

Transformation in perspective implies that based on their development, students realize new perspectives of self, community, society and global. Self-experimentation enables students to test new perspectives in the safe practical environment of the classroom. Eventually, students learn what harmony of diversity is and develop their perspectives and practices to enhance and deepen their understanding.

As we define it then, transformative GCE involves a deep, structural shift in the basic premises of thoughts, feelings and actions. This implies an authentic change in perspective towards interconnectedness and a real sense of the possibilities

of social justice and peace (Schattle, 2008). In this view, GCE interprets global disposition as knowledge, skills and values for contributive citizenship at local, state, national, and global levels (Morais & Ogden, 2010), and it focuses on fostering *social contributive*, *civic engaged* and *global disposed* learners.

3. SOCIAL CONTRIBUTIVE LEARNERS

Socially contributive students assess social issues and recognize instances and examples of global injustice and disparity (Chernotsky & Hobbs, 2006). They examine and respect diverse perspectives and construct an ethic of social service to address global and local issues (Noddings, 2005). They understand the interconnectedness between local behaviors and their global consequences. Morais & Ogden (2010) lists three characteristics for the socially contributive learner (Table 1).

Table 1. Socially Contributive Learners Features

Global justice and disparities	Altruism and empathy	Global interconnectedness and personal contribution
Students assess social issues	Students observe and respect diverse viewpoints	Students comprehend the interconnectedness between local behaviors and their global consequences
Students recognize instances of global injustice and disparity	Students construct an ethic of social service to address global and local issues	

3.1 CIVIC COMMITTED LEARNERS

Civic committed learners demonstrate a predisposition toward recognizing local, state, national, and global community issues and responding through actions such as volunteerism, political activism and community participation (Pashby, 2011). Students who are civically committed contribute to volunteer work or assist in global

civic organizations (Howard & Gilbert, 2008). They construct their political voice by synthesizing their global knowledge and experiences in the public domain and they engage in purposeful local behaviors that advance a global agenda (Appiah, 1998; 2008).

Table 2. Civic Committed Learners Features

Involvement in civic organizations	Political voice	Glocal civic activism
Students engage in or contribute to volunteer work or assistance in global civic organizations	Students construct their political voice by synthesizing their global knowledge and experiences in the public domain	Students engage in purposeful local behaviors that advance a global agenda
	Students construct an ethic of social service to address global and local issues	

3.2 GLOBAL DISPOSITION AND GLOBALLY DISPOSED LEARNERS

Global disposition (Table 3) is understood as having an open mind while actively seeking to understand others' cultural norms and expectations and leveraging this knowledge to interact, communicate, and work effectively outside one's environment (Association of American Colleges and Universities, 2009; Hunter et al., 2006),

In other words, globally disposed learners identify their own limitations in and abilities for engaging in intercultural encounters. They demonstrate an array of intercultural communication skills and have the abilities to engage successfully in intercultural encounters (Bosio, 2015). Globally disposed students display interest and knowledge about world issues and events (Reimers, 2009b).

Table 3. Global Competency Checklist

Knowledge	Skills	Attitudes
An understanding of one's own and others' cultural norms and expectations	Successful participation on academic projects with people from other cultures	Recognition that one's own worldview is not universal
An understanding of the concept of 'globalization'	Ability to assess intercultural performance in social or business settings	Willingness to step outside of one's own culture
Knowledge of current world events and history	Ability to live outside one's own culture, identify cultural differences and collaborate across	Willingness to take risks in pursuit of personal development
An understanding of one's own and others' cultural norms and expectations	Successful participation on academic projects with people from other cultures	Openness to new experiences–including those that could be emotionally challenging

Adapted from Hunter (2004, p. 244)

Figure 2. The Global Disposition Model. Reprinted from Hunter (2004, p. 276)

Attitudes are an area of great interest. In a recent paper I describe the "Values Plus-5 Global Competency Checklist" (Bosio, 2017b). The list includes (Table 4) areas of being considered when grading my students on their global competencies within the *attitude* area:

Table 4. Attitude Plus-5 Global Competency Checklist

Humility/ Sensitivity	Intellectual curiosity/Agility	Communication adaptability
To understand cultural differences	To Show interest about the dynamics of the changing world	The ability to find new ways to adapt the communication
To scan the differences/ similarities and transform 'us-versus-them' thinking	To be flexible and learn on the fly transferable skills	Willingness to step outside of one's own culture

Furthermore, Reimers (2009a/b) suggests that a learner is "globally disposed" when he or she possesses all of the following characteristics:

- positively inclined towards cultural difference
- has understanding of diverse civilizational streams
- has an ability to see differences as opportunities for constructive transactions
- develops an awareness of world history, climate, health, and economics
- improves their capacity to speak, understand/think in languages other than their first

To conclude, the features of global disposed learners can be summarized as below (Table 5).

Table 5. Global Disposed Learners Features

Self-awareness	Intercultural communication	Global knowledge
Students recognize their own limitations and ability to engage successfully in an intercultural encounter	Students demonstrate an array of intercultural communication skills and have the ability to engage successfully in intercultural encounters	Students display interest and knowledge about world issues and events

4. EIGHT CURRICULAR THEMES FOR A GLOBALLY DISPOSED TRANSFORMATIVE CURRICULUM

Many institutions try to implement GCE by simply repackaging traditional programs with a new program name of 'global citizenship' and creating lists of existing courses that students can or must take in order to become a global citizen (Appiah, 2006). Although many colleges and universities are recognizing the deficiencies of national educational systems, they lack a "commitment to an expansive goal that goes beyond simply enhancing our students' ability to speak languages" (Deardorff & Hunter, 2006, p. 72).

According to Deardorff and Hunter (2006), the goals of today's academic institutions should focus on preparing students to become global-ready, with a central focus on developing in students a nonjudgmental and open attitude toward 'the other'. Bamber and Hankin (2011) elaborate that today's youth have to not only to learn, but also must be comfortable with sifting, analyzing, and arriving at informed judgments, and through the development of knowledge, dispositions and skills, they will be able to identify reliable evidence and think for themselves within a model that emphasizes sound and ethical values (Bringle and Hatcher, 2011).

In 2009 the Association of American Colleges & Universities recommended infusing four goals for undergraduate study throughout the curriculum and all stages of co-curricular planning, experiential learning, and residential life:

● An understanding of diverse cultures and understanding cultures as

diverse;

- The development of intercultural skills;

- An understanding of global processes;

- Preparation for citizenship, both local and global.

Avila (2005) expands on the above model to include six objectives that should serve as a basic framework in a globalized general education curriculum:

- Understanding multiple historical perspectives;

- Developing cultural consciousness;

- Developing intercultural competencies;

- Combating racism, sexism, prejudice, and all forms of discrimination;

- Raising awareness of the state of the planet and global dynamics;

- Developing social action skills.

In other words, educational practice should move beyond singular focus often manifested through activities such as student mobility experience. Although clearly beneficial and directly relevant, we must also consider the entire range of competencies underpinned by a cosmopolitan outlook. I propose that they be summarized and operationalized through the following eight dimensions for a globally disposed transformative university curriculum:

1. Responsibilities:

- Students must understand and accept their obligations to all humanity (Dower, 2003)

- They must also believe in the possibility of making a difference in the world (Dower, 2003)

2. Emotional connection:

- Students must first look inward and assert a compassion that begins with their local communities and communities they will interact with (Nussbaum, 2007; Shultz, 2007)

3. (Written) Reflection:

- Students must first become comfortable with, and then later, habituated to the practice of personal (written) reflection (Dower, 2003)
- With my students I put forth three questions: How should humans act? What is happening in the world? What about the future?

4. Respect:

- Multicultural respect is a necessity in today's world, and it should become a topic for discussion in students' education (Tarozzi, 2014)
- Students should become socialized into living successfully in a global society (Tarozzi, 2014)

5. Civic commitment:

- It includes participation in community development, involvement in work that has public meaning and lasting public impact, participation in the political process (Latham, 2006; Gaudelli, 2016)

6. Global consciousness:

- Students "must come to realize that their own choices can make a difference" (Chernotsky and Hobbs, 2006, p. 9)

7. Active commitment:

- Colby et al. (2003, p. 7) believe that "education is not complete until students not only have acquired knowledge but can act on that knowledge in the world"
- Chernotsky and Hobbs (2006) refer to "Bridging the gap between learning and participation"

8. Study abroad:

- Yale University's Report (2013, p. 45) states "experience abroad is an invaluable complement to academic training"
- Connell (2005, p. 35) calls it an "incredible affirming experience for one's identity".

5. CONCLUSION

To conclude, the transformative learning space has been seen as vital to the development of critical thinking and critical reflection among graduates (Shultz, Abdi, & Richardson, 2011) along with the development of the role of teachers as 'transformative intellectuals' (Giroux, 1988). Such an approach requires moving beyond the creative initiatives of individual teachers in their modules to a more holistic redesign of the university curricula. The equation 'social contribution + civic commitment + global disposition (knowledge, skills and values)' examined in this article suggests a solid and value-creating response when faculties implement principles of global citizenship into their university curricula.

It appears evident that now more than ever there is a necessity for a pedagogical approach which gives students opportunities to transcend their local boundaries and helps them developing a sense of belonging to the global community (Gacel-Ávila, 2005). A well-rounded transformative-value creating curriculum not only opens students' eyes, but also sets the stage for them to act in ways that are inspired by their course of study and driven by a desire to make a difference locally, regionally, and globally (Reimers, 2009 a/b).

Such a curriculum challenges traditional views and assumptions, allows students to introduce and access non-dominant perspectives, and encourages new ways of thinking, and eventually leads students to become more inclusive, non-discriminating, open, reflective and emotionally able to change.

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