Global Discovery in College: How do students view global citizenship?

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Introduction

The Global Citizen’s Project (GCP) program allows the university to connect with students by furthering their knowledge of what it means to be a global citizen in order engage with diverse people, places, events, challenges, and opportunities. This exploratory research is done by measuring how reflections relating to community service and study abroad align with Schattle’s view for what defines well-rounded global citizens. The hypothesis was that students’ selected GCP outcomes were consistent with outcomes explicitly identified in their narrative responses. This was disproved in the sense that students did not always notice some of the outcomes that they were gaining from the experience. In both categories, the most common theme evident in the student responses based upon the coding system was awareness. Students are less inclined to view their global experiences as something that makes them more aware.

Methods

Coding Example

*These results were gathered on the basis of the reflective outcome not the original outcome that the student had identified for themselves.

**This table demonstrates how in both activities the students’ gained awareness as their main learning outcome based on the coding system interpreting their reflections.

Results

COMMUNITY SERVICE
- Global citizenship was the lowest outcome.
- Action and perspective were largely behind awareness (landing in second and third).
- This data set was much more evenly spread between each theme after the largest gap between the first and second/third place outcomes.

STUDY ABROAD
- The lowest outcome was analysis.
- Application was largely behind awareness in second place.
- The rest of the themes were clustered very closely together. BOTH: 
  - The highest outcome in both the community service and study abroad reflections was awareness.
  - Both application and action (second in both categories) have similar definitions in the sense that the student is taking something from the experience and using it in the future in some capacity.

Student Reflection

Community Service
- Self-awareness
- Global Awareness
- Knowledge
- Reflection
- Experience
- Global Citizenship
- Action
- Perspective

Study Abroad
- Self-awareness
- Global Awareness
- Knowledge
- Reflection
- Experience
- Global Citizenship
- Action
- Perspective

Visual Representation

Community Service

Study Abroad

This is a visual representation about how close or spread out the interpretative themes are.

Coding Data

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Community Service</th>
<th>Study Abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness</td>
<td>56</td>
<td>48</td>
</tr>
<tr>
<td>Perspective</td>
<td>38</td>
<td>48</td>
</tr>
<tr>
<td>Impact</td>
<td>35</td>
<td>48</td>
</tr>
<tr>
<td>Experience</td>
<td>32</td>
<td>48</td>
</tr>
<tr>
<td>Global Citizenship</td>
<td>35</td>
<td>48</td>
</tr>
<tr>
<td>Action</td>
<td>35</td>
<td>48</td>
</tr>
<tr>
<td>Perspective</td>
<td>38</td>
<td>48</td>
</tr>
<tr>
<td>TOTAL</td>
<td>264</td>
<td>361</td>
</tr>
</tbody>
</table>

This table demonstrates how in both activities the students’ gained awareness as their main learning outcome based on the coding system interpreting their reflections.

Conclusion

From the results, conclusions can be made about why each theme was reflected in the spread the way that it was. Because the lowest theme for study abroad was analysis, the students can be assumed to have done a good job of becoming aware of a new issue (as awareness was the number one theme identified), but may not so easily be able to analyze the new information that they are now aware of. There is the element of consumption, but not digestion. Likewise, because the students identified global citizenship as the lowest outcome for community service, they may be seeing what Sustainable Development Goal relates to the issue at hand, but not what that means or implies for themselves and how to analyze that.

Implications

In comparison to these results, many other students examined reflections and developed a way to code the data that they were given. In future circumstances, all of this research could be combined to modify what questions are asked of the students when reflecting upon their experiences and how that affects how they reflect upon it. From this study in particular, the conclusions demonstrate that students are able to see themselves as responsible and participatory in global societies (two of the three primary concepts of Shattle’s argument), but are less inclined to view their global experiences as something that makes them more aware.

Next Steps

Analyze all of the different globally focused events that students have the option of completing:
- Which ones generate specific themes or learning outcomes and are those similar or different depending on the type of event chosen?
- Students seek out and complete certain events because they are more likely to have specific learning outcomes when reflecting back on what was done and learned.

Specific USF Student Options
- Global Perspective Inventory
- Global Citizen’s Project (SYA Workshop)
- Global Citizen’s Project Student Association
- Study Abroad
- Global Citizen’s Project Student Leader

Cited Literature