

Educating Occupational Therapists TO BE global citizens AND occupationally-just practitioners: An evidence informed conversation



La Trobe University, Australia

Ms. Shinead Borkovic

A/Prof. Tracy Fortune

Ms. Anoo Bhohti



Twitter: @ShineadBorkovic

Email: s.borkovic@latrobe.edu.au

Overview

1. Global Citizenship Education
2. Transformative learning through international partnerships: Project based learning in the global south (*submitted**)
3. Members Forum and Questions

* *Journal of Studies in International Education*
Special Issue: Engaging Students in Internationalisation



Global Citizenship Education: Relationship to Internationalisation of the Curriculum (IoC)

Leask (2015) defined **IoC** as:

‘the incorporation of *international, intercultural and global dimensions into the content of the curriculum* (p. 9).

Universities’ have a responsibility in preparing students to ‘*live and work in a complex, [and increasingly] globalised world*’ (Leask, 2017, p. 2)

Universities are increasingly pursuing an **IoC** agenda, **at organisation, program and pedagogic levels** (Clifford & Montgomery, 2017).

One way of achieving **IoC** is through global citizenship education.

Global Citizenship Education

It is the responsibility of educators to provide the opportunities to travel a journey in **self-discovery** and **changed self-identity** through **out of comfort zone** experiences (Lilley, Barker & Harris 2015; Killick, 2012) that lead to **transformations** in knowledge, attitudes, values and beliefs.

We may prepare a new generation of occupational therapists who are equipped with:

- the agency to initiate change (Harrison, 2003)
- decision-making skills, willingness to engage and innovation to address social [and occupational] injustice (Haigh & Clifford, 2011).
- internationally employable and committed to ethical action and social responsibility on a global scale' (Leask, 2017, p. 4)

open to engaging positively with other identities and cultures

Can empathise and put themselves in other people's shoes

Participates in the community at a range of levels

Is aware of the wider world and has a sense of their role as a world citizen

Confident in their own identity

A global citizen...
(Oxfam, 2015)

Respects and values diversity

Critical of beliefs and traditions

Able to recognise and challenge stereotypes

Takes responsibility for their actions

Is outraged by social injustice

Is willing to act to make the world a more equitable and sustainable place

Pre-requisites for being and becoming a globally competent graduate/global citizen



THE KEY ELEMENTS FOR DEVELOPING ACTIVE AND RESPONSIBLE GLOBAL CITIZENSHIP¹⁵

Knowledge and understanding	Skills	Values and attitudes
<ul style="list-style-type: none">• Social justice and equity• Identity and diversity• Globalisation and interdependence• Sustainable development• Peace and conflict• Human rights• Power and governance	<ul style="list-style-type: none">• Critical and creative thinking• Empathy• Self-awareness and reflection• Communication• Co-operation and conflict resolution• Ability to manage complexity and uncertainty• Informed and reflective action.	<ul style="list-style-type: none">• Sense of identity and self-esteem• Commitment to social justice and equity.• Respect for people and human rights• Value diversity• Concern for the environment and commitment to sustainable development• Commitment to participation and inclusion• Belief that people can bring about change

Is there an ideal global graduate?

The 'ideal global graduate' is capable of moving

*'beyond basic intercultural competence to develop a **global perspective**, guided by liberal **values** [with the] capacity for **critical thinking and ethical action**'*



(Salter & Halbert, 2017, p. 3).



Global Citizenship Education: Approaches

Traditional Approach

- **Case scenarios** – taught in classrooms

Contemporary Approach

- **Student mobility and study abroad** – focus is among exposure to cultures, cuisine, learning and development opportunities, employability skills, initiative, adaptability, increased cultural awareness, changed self-identity and global connections.

Future Approach

- ***Internationalisation-at-home (IAH)*** focus is among the majority of students who will not have an international mobility experience.

Transformative learning through international partnerships: Project based learning (PrBL) in the global south

- Australian OT students in 2016 and 2017 undertook a 10 week PrBL placement with partners in Vietnam and India to address health and service development needs – e.g. *create resources; establish volunteer programs.*
- Students enrolled in a ‘capstone’ subject *Macro Strategies for Practice* - La Trobe University, Australia.
- Our evaluation focused on **transformative learning** and ***students as partners.***

Data Collection

- A pre & post departure survey used to gather students' perspectives.
- Single 90 minute focus group with 13 students
- Semi-structured interviews with agency sponsors from Vietnam and India



Analysis

- Qualitative content analysis of dialogue and survey data

Email: s.borkovic@latrobe.edu.au

Student Findings

- Experiencing and navigating challenges to one's 'comfort zone'
- Enablers – Shifting mindset and skill set
- Transformations – expectations and changes

Sponsor Findings

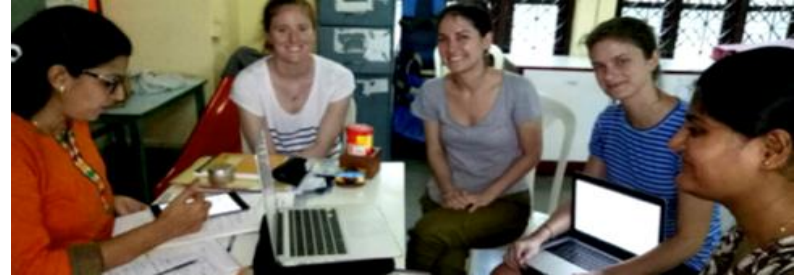
- Transformative learning experiences
- Collaborative international student partnerships
- Future international partnerships.



Email: s.borkovic@latrobe.edu.au

Quotes

“It was a mind blowing challenge... I love to eat beef, I couldn't do that . . . because of risk of assault. It just blew my mind, I had no idea about these things”.



“. . . when (we) went to visit the orphanage. . . (it) was a big shock to my system. . . just seeing the children and the babies... in their little cribs the whole day. I left that day really deflated. I was just completely worn out by just that whole experience and I think we were only there for 30/45 minutes”

Learning Transformations – Navigating and reflecting on **discomfort**

Trouble and discomfort

Students challenged in their '***creature comforts***'; discomfort associated with *food, noise, privacy, overcrowding, poverty, health inequity, and different socio-cultural expectations.*

Other discomforts related to students' tendency to slip into their ***familiar role as a student (while being a student abroad)*** rather than in their less familiar role as a ***partner in a collaborative project.***

Summary



- Global citizenship education and occupationally-just practice are **mutually compatible**.
- Important for GCE be included in occupational therapy education and practice development, with potential to contribute to the public good, impact global communities and contribute to the OT profession in a future where diversity and global connectivity is both the way forward.
- It is not enough to simply teach about culture; active and critical reflection by both academic staff and students and internationally communicating these reflections is necessary to ensure internationalised curricula are successful, capabilities are achieved and partnerships are maintained.

References

- Clifford, V. & Montgomery, C. (2017). Designing an internationalized curriculum for higher education: embracing the local and the global citizen. *Higher Education Research and Development*, DOI: 10.1080/07294360.2017.1296413.
- Haigh, M., & Clifford, V. A. (2011). Integral vision: A multi-perspective approach to the recognition of graduate attributes. *Higher Education Research and Development*, 30, 573-584.
- Harrison, N. (2003). Practice, problems and power in 'internationalisation at home': Critical reflections on recent research evidence, *Teaching in Higher Education*, 20(4), 412-430. DOI: 10.1080/13562517.2015.1022147.
- Kinebanian, A. & Stomph, M. (2009). Guiding Principles in Diversity and Culture, World Federation of Occupational Therapy.
- Retrieved from www.wfot.org
- Killick, D. (2012). Seeing ourselves-in-the-world: Developing global citizenship through international mobility. *Journal of Studies in International Education*, 16, 372-389.
- Land, R., Cousin, G., Meyer, J.H.F. and Davies, P. (2005). Threshold concepts and troublesome knowledge (3): Implications for course design and evaluation, in C. Rust (ed.), *Improving Student Learning – equality and diversity*, Oxford: OCSLD.
- Lilley, K., Barker, M., & Harris, N. (2015a). Exploring the process of global citizen learning and the student mind-set. *Journal of Studies in International Education*, 19, 225-245. doi:10.1177/1028315314547822
- Leask, B. (2013). Internationalization of the Curriculum and the Disciplines: Current Perspectives and Directions for the Future. *Journal of Studies in International Education*, 17(2), 99-102. DOI: 10.1177/1028315313486228
- Leask, B. (2017). Internationalization of the curriculum, teaching and learning, *Springer Encyclopaedia of International Higher Education*.
- Leask, B. (2015). *Internationalising the Curriculum*. Abingdon: Routledge.
- Oxfam. (2015). Education in Global Citizenship: A guide for Schools.
- Retrieved from <https://www.oxfam.org.uk/education/resources/education-for-global-citizenship-a-guide-for-schools>
- Salter, P., & Halbert, K. (2017). Constructing the [parochial] global citizen. *Globalisation, Societies and Education*. DOI: 10.1080/14767724.2016.1264290.
- World Federation of Occupational Therapy. (2009). *Code of Ethics*
Retrieved from www.wfot.org

Thank you



Ms. Shinead Borkovic

Occupational Therapy Academic

PhD Candidate – Global Citizenship Education

*in Allied Health : a framework to help guide the implementation
of GCE in occupational therapy curriculum*

La Trobe University

Australia

Twitter: @ShineadBorkovic Email: s.borkovic@latrobe.edu.au