

# **GLOBETROTTING OR GLOBAL CITIZENSHIP?**

**PERILS AND POTENTIAL OF  
INTERNATIONAL EXPERIENTIAL LEARNING**

**Edited by  
REBECCA TIESSEN  
and ROBERT HUI SH**



# Globetrotting Or Global Citizenship Perils And Potential Of International Experiential Learning

**Ardavan Eizadirad, Andrew  
Campbell, Steve Sider**



## **Globetrotting Or Global Citizenship Perils And Potential Of International Experiential Learning:**

**Globetrotting or Global Citizenship?** Rebecca Tiessen, Robert Huish, 2014-04-30 Globetrotting or Global Citizenship explores the broad range of international experiential learning options available to Canadian students as well as the opportunities and the ethical dilemmas that come with them Combining practical advice with critical examinations of international experiential learning this essay collection is designed to help the reader to move beyond photo ops and travel opportunities and towards striving for a deeper global citizenship Globetrotting or Global Citizenship is a valuable guide for students considering going abroad for experiential learning and a useful resource for those returning from such programs as well as instructors and administrators facilitating pre departure and return orientation sessions Anyone taking part in international volunteering will find the reflections and analysis provided here an excellent starting point for understanding the potential impact of their time abroad Mind the Gap Nina Namaste, Amanda Sturgill, 2023-07-03 There is growing awareness that global learning is not confined to university credit bearing off campus international programs and that institutions of higher learning have up until now conceived of global education too narrowly Global learning through study abroad and off campus domestic study fits into a larger context of students educational experiences You can find global learning as part of other high impact practices domestic off campus programs undergraduate research and service or community based learning all can be global learning opportunities On campus global learning can occur in the disciplines and in the core curriculum as well Language and culture anthropology sociology and other departments multicultural centers and diversity and inclusivity offices to name a few also teach students to be global learners Global learning pertains to the many staff and faculty educators who intentionally encourage students to engage with and successfully navigate difference Thus there is a growing need for bridging across disciplinary and administrative silos silos that are culturally bound within academia The gaps between these silos matter as students seek to integrate off and on campus learning Higher education needs a new holistic assessment of global learning This book investigates not just student learning but also faculty experiences program structures and pathways that impact global learning and expands the context of global learning to show its antecedents and impacts as a part of the larger higher education experience Chapters look at recent developments such as short term off campus international study and certificate medallion programs as well as blended learning environments and undergraduate research all in the context of multi institutional comparisons Global learning is also situated in a larger university context A Series on Engaged Learning and Teaching Book Visit the books companion website hosted by the Center for Engaged Learning for book resources International Service Learning Marianne Larsen, 2015-12-14 International service learning ISL programs are growing more popular with students looking to advance their skills and knowledge to become global citizens While the benefits of these programs among students are well documented little is known about the implications they have on host communities themselves This volume explores the impact of ISL programs on members of host

communities e.g. host families and local partner NGOs who are increasingly influenced by the presence of international students in their lives Drawing upon post colonial feminist and other critical and decolonizing theories it examines the complicated power relations between North American ISL students and host communities in East and West Africa the Caribbean and Central America It stresses the importance of developing trusting relations between ISL students faculty and individuals in the host communities to create mutually engaging learning experiences Effective Social Learning Nathan Loewen, Christopher Duncanson-Hales, G. Brooke Lester, 2014 Shows how professors have an indisputable pedagogical edge that gives them a crucial role to play in higher education This book helps professors to create effective social learning experiences that connect students to peers and professional colleagues in real time by adopting the collaborative pedagogical process *Disruptive Learning Narrative Framework* Manu Sharma, Andrew Allen, Awad Ibrahim, 2021-11-04 Written by scholars and educators based in Canada and the USA this book articulates and implements a new cutting edge theoretical framework entitled the disruptive learning narrative DLN The contributing authors analyze their experiences with international service learning students using DLN to uncover important lessons about race relations power and privilege They offer fresh insight on how DLN is useful in understanding and unpacking controversial teaching moments abroad and provide further reflections on how others can adapt the DLN framework to meet the contextual needs of their international educational experience The chapters offer case studies and learning from international service learning and study abroad programs in Canada China Columbia Cuba Kenya Tanzania and the USA The book provides essential knowledge and insights for educators who wish to address the inherent messiness and complexity of international experiences It will help educators and researchers to better understand the controversial and sensitive issues of race relations power and privilege dynamics

*Global Citizenship, Common Wealth and Uncommon Citizenships*, 2018-08-16 This set of essays critically analyze global citizenship by bringing together leading ideas about citizenship and the commons in this time that both needs and resists a global perspective on issues and relations Education plays a significant role in how we come to address these issues and this volume will contribute to ensuring that equity global citizenship and the common wealth provide platforms from which we might engage in transformational collective work The authors address the global significance of debates and struggles about belonging and abjection solidarity and rejection identification and othering as well as love and hate Global citizenship as a concept and a practice is now being met with a dangerous call for insularism and a protracted ethno nationalism based on global economic imperialism movements for white supremacy and miscegenation various forms of religious extremism and identity politics but which antithetically also comes from the anti globalization movement focused on building strong sustainable communities We see a taming of citizens that contributes to the taming of what we understand as the public sphere and the commons the places of cultural natural and intellectual resources that are shared and not privately owned The work of global citizenship education is distinguishable from the processes of a deadly globalization or destruction of the

world that responds to the interlocking issues that make life on the planet precarious for human and non humans everywhere albeit an unequal precarity This book is an invitation into a conversation that explores and makes visible some of the hidden chasms of oppression and inequity in the world It is meant to provoke both argument and activism as we work to secure common spaces that are broadly life sustaining Contributors are Ali A Abdi Sung Kyung Ahn Chouaib El Bouhali Xochilt Hernandez Carrie Karsgaard Marlene McKay Michael O Sullivan Christina Palech Karen Pashby Karen J Pheasant Neganigwane Thashika Pillay Ashley Rerrie Grace J Rwiza Toni Samek Lynette Shultz Harry Smaller Crain Soudien Derek Tannis and Irene Friesen Wolfstone

**Counternarratives of Pain and Suffering as Critical Pedagogy** Ardavan Eizadirad, Andrew Campbell, Steve Sider, 2022-07-04

Foregrounding diverse lived experiences and non dominant forms of knowledge this edited volume showcases ways in which narrating and sharing stories of pain and suffering can be engaged as critical pedagogy to challenge oppression and inequity in educational contexts The volume illustrates the need to consider both the act of narrating and the experience of bearing witness to narration to harness the full transformative potentials of counternarratives in disrupting oppressive practices Chapters are divided into three parts Telling and Reliving Trauma as Pedagogy Pedagogies of Overcoming Silence and Forgetting as Pedagogy illustrating a range of relational pedagogical and methodological approaches including journaling poetry and arts based narrative inquiry The authors make the argument that the language of pain and suffering is universal hence its potential as critical pedagogy for transformative and therapeutic teaching and learning Readers are encouraged to reflect on their own lived experiences to constructively engage with their pain suffering and trauma Focusing on trauma informed non hegemonic storytelling and transformative pedagogies this volume will be of interest to students faculty scholars and community members with an interest in advancing anti oppressive and social justice education

Decolonizing International Service Learning Michael O'Sullivan, Harry Smaller, 2023-04-24

Despite the existence of a robust literature reviewed throughout this text which critiques salvationist models of international Service Learning ISL including literature that advocates deeply reciprocal relationships between global northern sending organizations and global southern host organizations neocolonial models of ISL remain the dominant practice The authors pose an ISL model that puts north south reciprocity at the centre of ISL planning and implementation based on their research and engagement in multiple ISL experiences and importantly from the input of representatives of global southern host organizations at a south south gathering encuentro This constitutes a rupture with the current model that views the host village as an extension of a group leader's classroom rather it makes the host community a space for difficult learning based on what hosts want their visitors to take home The interruptions of ISL travel represented by COVID constituted an opportunity to consider alternative models despite the awareness of environmental impacts of travel it is likely that ISL trips will resume It is therefore increasingly important that the ISL experience becomes a means of generating solidarity rather than the reinforcement of neocolonial helping imperatives associated with the traditional model

*Out There Learning*

Deborah Louise Curran, Cameron Owens, Helga Mae Thorson, Elizabeth Vibert, 2019-01-02 Universities across North America and beyond are experiencing growing demand for off campus experiential learning Exploring the foundations of what it means to learn out there Out There Learning is an informed critical investigation of the pedagogical philosophies and practices involved in short term off campus programs or field courses Bringing together contributors individual research and experience teaching or administering off campus study programs Out There Learning examines and challenges common assumptions about pedagogy place and personal transformation while also providing experience based insights and advice for getting the most out of faculty led field courses Divided into three sections that investigate aspects of pedagogy ethics of place and course and program assessment this collection offers voices from the field highlighting the experiences of faculty members students teaching assistants and community members engaged in every aspect of an off campus study programs Several chapters examine study programs in the traditional territories of Indigenous communities and in the Global South Containing an appendix highlighting some examples of off campus study programs Out There Learning offers new pathways for faculty staff and college and university administrators interested in enriching the experience of non traditional avenues of study The Palgrave Handbook of Global Citizenship and Education Ian Davies, Li-Ching Ho, Dina Kiwan, Carla L.

Peck, Andrew Peterson, Edda Sant, Yusef Waghid, 2018-01-11 This Handbook is a much needed international reference work written by leading writers in the field of global citizenship and education It is based on the most recent research and practice from across the world with the Geographically Based Overviews section providing summaries of global citizenship and education provided for Southern Africa Australasia Europe the Middle East North America Latin America and East and South East Asia The Handbook discusses in the Key Ideologies section the philosophies that influence the meaning of global citizenship and education including neo liberalism and global capitalism nationalism and internationalism and issues of post colonialism indigeneity and transnationalism Next the Key Concepts section explores the ideas that underpin debates about global citizenship and education with particular attention paid to issues of justice equity diversity identity and sustainable development With these key concepts in place the Principal Perspectives and Contexts section turns to exploring global citizenship and education from a wide variety of viewpoints including economic political cultural moral environmental spiritual and religious as well as taking into consideration issues of ethnicity gender and sexuality and social class Finally the Key Issues in the Teaching of Global Citizenship section discusses how education can be provided through school subjects and study abroad programmes as well as through other means including social media and online assessment and political activism This Handbook will be vital reading for academics postgraduates and advanced undergraduates in the fields of sociology and education particularly those with an interest in comparative studies **Global Citizenship Education** Eva Aboagye, S. Nombuso Dlamini, 2021-03-05 Drawing on contemporary global events this book highlights how global citizenship education can be used to critically educate about the complexity and repressive nature of global events and our collective

role in creating a just world

**Global Trends, Dynamics, and Imperatives for Strategic Development in Business Education in an Age of Disruption** Zhuplev, Anatoly, Koepp, Robert, 2021-10-22

Over the past two centuries the world's socio-economic progression has gone through profound paradigm changes unfolding along four major development stages. Higher education has been an important part of this process. The accelerated pace of technological socio-economic and business innovations as well as ongoing fundamental changes in the real world call for progress in pedagogy. While modern universities have adapted in various degrees through information platforms such as Blackboard or Brightspace video conferencing and other technological innovations, they still commonly rely on pedagogical ideas and concepts rooted in a thoroughly pre-modern era rooted in medieval times. *Global Trends, Dynamics and Imperatives for Strategic Development in Business Education in an Age of Disruption* explores the genesis of higher education and its contemporary structure and profile in major global regions and discusses key trends, dynamics, drivers and developmental imperatives currently shaping business education. Covering topics such as business education, online education and strategic development, this book is essential for teachers, managers, trainers, faculty, administrators, policymakers, researchers, academicians and students involved in studies that include industrial, economic, social, urban, innovation, legal and policy development.

**Tourism, Cosmopolitanism and Global Citizenship** Jim Butcher, 2019-12-18. Certain types of tourism such as volunteer tourism and student travel have long been associated with global citizenship. To travel and to experience other societies and other cultures is linked with a cosmopolitan outlook and also with the capacity to empathise and act ethically in relation to people in distant countries. In turn, global citizenship, being a citizen of the world, has become increasingly important both as a moral and political identity. Encouraged by employers, validated by universities, travel has become a marker of moral and intent for altruistic and ambitious youth with a mind to travel and the bank balance to facilitate it. The chapters in this volume explore the relationship between tourism, global citizenship and cosmopolitanism. The chapters were originally published in a special issue of *Tourism Recreation Research*.

**Improving Classroom Engagement and International Development Programs** Patrick Blessinger, Enakshi Sengupta, Mandla Makhanya, 2020-08-28

Educational pedagogy refers to student-centered learning that provides meaningful engagement to directly enhance critical thinking and creativity. This edited collection equips readers to understand and implement impactful creative teaching and learning methods designed to act as a catalyst to improve the learning experiences of students. *European Journal of Tourism Research*, 2022-07-01. The *European Journal of Tourism Research* is an open access academic journal in the field of tourism published by Varna University of Management Bulgaria. Its aim is to provide a platform for discussion of theoretical and empirical problems in tourism. Publications from all fields connected with tourism such as tourism management, tourism marketing, tourism sociology, psychology in tourism, tourism geography, political sciences in tourism, mathematics, tourism statistics, tourism anthropology, culture and tourism heritage and tourism national identity and tourism information technologies in tourism and

others are invited Empirical studies need to have either a European context or clearly stated implications for the European tourism industry The journal is open to all researchers Young researchers and authors from Central and Eastern Europe are encouraged to submit their contributions The journal is indexed in Scopus and Clarivate Analytics Emerging Sources Citation Index There are no charges for publication The editorial team welcomes your submissions to the European Journal of Tourism Research

**Creative Universities** Anke Schwittay, 2021-10-01 How can higher education contribute to tackling today's complex challenges In this wide ranging book Anke Schwittay argues that in order to inspire and equip students to generate better responses to global challenges we need a pedagogy that develops their imagination creativity emotional sensibilities and practical capabilities Schwittay proposes a critical creative pedagogy that incorporates design based activities experiential teaching serious play and future oriented practices Crucially she demonstrates the importance of moving beyond analysing limitations to working towards alternatives for more equitable just and sustainable futures Presenting concrete ideas for the reimagination of higher education this book is an essential read for both educators and students in any field studying global challenges

*Perspectives on Lifelong Learning and Global Citizenship* Sarah Stanlick, Whitney Szmodis, 2022-09-06 This book lays the groundwork for the future of global citizenship and it discusses where we are now where to go from here and how all of this fits into a lifelong learning context It incorporates case studies meta narratives and empirical studies to support cosmopolitanism through a lifelong learning lens and is a must read for educators activists non governmental organizations civil society and community organizations The framing for this book is with the United Nations Sustainable Development Goal 4 in mind ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all with the intent that all learners will acquire the knowledge skills and attitudes necessary to promote sustainable lifestyles human rights gender equality promotion of a culture of peace and non violence global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development UN Sustainable Development Goal target 4.7 It is through this lens that this book showcases the work of researchers practitioners civil society and thought leaders in global citizenship for lifelong learning While this tension between nationalism and cosmopolitanism exists the wheels of globalization still turn and shape our local national and global connections Through this exploration this book lifts up examples of global citizenship education done well across the age spectrum and in a variety of contexts The binding factor is the core values ethics and moral structure of a world in collaboration toward its larger human and ecological thriving It unpacks complex topics such as ethical and cultural relativism accountability and responsibility in a global world decolonial education and unmaking ideas of development and ethical models for community based global learning and engagement What voices are missing in the discussion of global learning and global citizenship education

*Other Diplomacies, Other Ties* Luis René Fernández Tabío, Cynthia Wright, Lana Wylie, 2018-01-01 Other Diplomacies Other Ties explores Cuba Canada relations following the revolution of 1959 and the major geopolitical and economic transformations that have occurred in

recent years Through the conceptual lens of other diplomacies which emphasizes interactions among non state actors the contributors challenge the conventional wisdom regarding the actions of diplomats politicians journalists spies and migr s Featuring both Cuban and Canadian contributors the volume offers a diverse range of research methodologies including ethnography archival work and policy analysis to encourage critical examination about the problems possibilities and promise of the longstanding relationship between Canada and Cuba All decades of the post 1959 relationship from the dramatic early years during which the diplomatic and political relationship was negotiated through to contemporary education exchanges and the gradual formation of Cuban Canadian diasporas are critically reappraised Other Diplomacies Other Ties is a nuanced and unique volume that crucially gives voice to Cuban scholars perspectives on the Canada Cuba relationship

The Global Citizenship Nexus Debra Chapman,Tania Ruiz-Chapman,Peter Eglin,2020-04-08 In the spirit of Ivan Illich s 1968 speech To hell with good intentions the book takes aim at a ubiquitous form of contemporary ideology namely the concept of global citizenship Its characteristic discourse can be found inhabiting a nexus of four complexes of ruling institutions namely universities with their international service learning the United Nations and allied international institutions bent on global citizenship education international non governmental organizations and foundations promoting social entrepreneurship and global corporations and their mouthpieces pitching corporate social responsibility and sustainable development The question is in the context of Northern or Western imperialism and US led neoliberal global corporate capitalism and the planetary Armageddon they are wringing what is the concept of global citizenship doing for these institutions The studies in the book put this question to each of these four institutional complexes from broadly political economic and post colonial premises focusing on the concept s discursive use against the background of the mounting production of the global non citizen as the global citizen s other Addressed to all users of the concept of global citizen ship from university students and faculty in global studies to social entrepreneurs and United Nations bureaucrats the book s studies ultimately ask whether the idea helps or hinders the global quest for social and economic justice

*Civil Society Engagement* Patricia M. Daenzer,2017-09-14 Civil Society Engagement Achieving Better in Canada examines the process and outcomes of a particular series of civil society activism and establishes a conceptual framework through an examination of Canadian politics and societal change Relying on qualitative and ethnographic research document analysis and reviews of policies the contributions focus on social possibilities legal limits and societal roles to illuminate the national asset of human solidarity evident in civil society activism in Canada Patricia Daenzer and her expert contributors challenge the romanticism of the perfected welfare democracy and contend that civil society activism leads to the authentication of democracy The premise is that Canadian political and policy inconsistencies fail to protect some and civil society intervention is essential for the realignment and redefinition of articulated national principles and redistributive outcomes Although Canada is shown ultimately to be guarded in its welfare commitment this guarded progress in welfare democracy would not be possible

without the activism of segments of civil society Civil Society Engagement Achieving Better in Canada demystifies civil society activism and urges greater awareness of current social dynamics and involvement in the lives of the most disadvantaged Not only are new immigrants and refugees voicing for inclusion but the very definition of persons with rights has evolved through civil society activism This book will lead to deliberations about state legal frameworks which impact civil society reach the purpose and scope of Canadian politics and the potential of civil society in perfecting our democracy

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