‘Exploring Global Learning’
Students as Partners Roundtable
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Key questions for this session

1. What are the key characteristics of global learning?

2. How might we partner with students to develop more these more effectively?
Why is this important?

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, facial or religious groups.

Universal Declaration of Human Rights, 1948
House of Salad

Woodfired Pizza Restaurant

Fully Licensed

Pizza - Pasta - Steak
‘The global economy has tied us all to distant lives’ (Nussbaum, 2010)

• ‘it is irresponsible to bury our heads in the sand, ignoring the many ways in which we influence, every day, the lives of distant people’ (Nussbaum, 2010)

• Educational institutions have a major responsibility for creating spaces ... where students are encouraged to explore the contours of global interconnectivity and interdependence... and where they can develop skills that enable them to link locally grounded practices of cultural exchange to the broader processes of globalisation’ (Rizvi, 2012)
NOT FOR
WHY DEMOCRACY
Needs
THE HUMANITIES
PROFIT
What does Nussbaum say about education?

Education is not the passive assimilation of facts and cultural traditions

Education challenges the mind

Education involves active and thoughtful critical reflection in a complex world

Education requires participation – the sort of participation that activates and refines the capacity to see the world through another’s eyes
We need global learners and global learning

• The creation of a decent world culture capable of constructively addressing the world’s most pressing problems is urgently needed.

• All who are lucky enough to live in a democratic state and who vote need to inform themselves about the crucial issues they will address as voters.

• All voters make choices that have a major impact on the lives of people who differ from themselves.

• It’s easy to be blind to the impact on others of our actions; to listen but not to hear.

• Education needs to focus on the development of students as global learners
Discussion

1. What do you see as the key characteristics of global learners/learning? Brainstorm a list on your table
Global learning as cosmopolitan learning

• How do we ensure that in pursuing ‘global citizenship’ we do not simply increase the negative impacts of globalisation by further increasing the privilege and power of some groups compared with others and the privileges some enjoy are even more unattainable than ever for others?

• Cosmopolitan learning:
  • understands local issues within the broader context of the national and the global
  • is an instrument of critical understanding and moral improvement (Rizvi, 2009).

• Global citizenship should be underpinned by moral and transformative cosmopolitanism (Lilley et al., 2014)
Global learning as skills

• Ability to understand other positions from within
• Ability to see the world through the eyes of others and to identify with common human predicaments
• Compassionate concern for the needs of others
• Ability to think and argue for oneself, to resist peer pressure and authority; to raise a critical voice; to think critically
• Ability to see one’s own nation as part of complicated world order in which issues of many kinds require intelligent transnational deliberation for their resolution
• Ability to transcend local loyalties
• Ability to question, criticise and imagine
Global learning as knowledge and understanding

• Understanding of interdependency
• Understanding of complexity of the world we live in
• An understanding of a wide range of human stories
Ethical and value dimensions of global learning

• a set of internalized civic ethics or values
• a commitment to the common good as part of our individual and social responsibility
• a personal ethic which is both local and global in scope and focused on accountability
• a commitment to action locally and globally in the interests of others and across social, environmental and political dimensions.
• willingness to take responsibility for one’s actions across social, environmental and political dimensions
Discussion 2

What is the relative importance today of the dimensions of knowledge, skills, attitudes and values in global learning?

- Assign each one points – 100 points available across all dimensions.
- Can your table agree?
The importance of the imagination

Nussbaum talks about:

• the ability to imagine the situations of others, to be in their shoes

• the narrative imagination

• empathetic imagining

• imaginative and critical self-development

• sympathetically imagining the predicament of another person

• the imagination needed to see the world in new ways

• ability to ‘imagine well a variety of complex issues affecting the story of a human life as it unfolds’

• ability to feel the sufferings of others through the imagination
Activating our narrative imagination
The Importance of active learning

- Active learning – activities as points of departure for learning (Dewey)
- Humanity will only progress through capacity for inclusive sympathy – which can only be cultivated when an education emphasizes global learning, the arts and Socratic self-criticism (Nussbaum/Tagore)
- Experiences open out the soul* and connect the person to the world in rich, subtle and complicated ways (Nussbaum)

*faculties of thought and imagination that make us human and make our relationships rich human relationships rather than relationships of mere use and manipulation
Discussion 3

How might Students as Partners facilitate global learning?

• How do particular case studies from the pack demonstrate the use of students as partners for global learning?

• How might they be tweaked to facilitate the deeper/further development of particular abilities, understandings, values associated with global learning?
References


Lilley, K., Barker, M., & Harris, N. 2015 Exploring the process of global citizen learning and the student mindset”, *Journal of Studies in International Education* 19(3), 225–245