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### Strand 1 Abstracts

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<b>Position &amp; Organisation</b>	Independent Consultant (formerly Head of Primary at Amsterdam International School)
<b>Title of Paper</b>	<b>What is a global citizen?</b>
<b>Strand</b>	1   Defining Global Citizenship
<b>Strand Convenor</b>	Monique Conn

#### Abstract:

Stating a philosophical ideal of 'developing global citizens' is not enough. To ensure practical implementation of such an ideal, it is first necessary to be clear what is meant by it - is there consensus on this amongst teachers, schools, countries? During a recent visit to a school in Lima Peru, in a meeting to plan an integrated middle school unit on Global Citizenship, a vigorous discussion was sparked by one teacher's question - is it even possible to be a global citizen when we consider the literal meaning of the word citizen *i.e. a legally recognised subject of a state or an inhabitant of a town or city*. The discussion continued, focusing on the Peruvian concept of citizenship, which is central to being Peruvian, and which carries several quite specific responsibilities. The group's conclusion was that a pre-requisite for global citizenship is national citizenship. An interesting thought when the two are often regarded as mutually exclusive. So, is there consensus on what is meant by developing global citizens? It would seem not - but this will be the central discussion point of the session.



<b>Authors</b>	Lodewijk van Oord (vanoord@atlanticcollege.org) & Ken Corn (ken.corn@atlanticcollege.org)
<b>Position &amp; Organisation</b>	United World College of the Atlantic, Wales
<b>Title of Paper</b>	<b>“The mere perception of difference...”: Improving Intergroup Encounters in International Schools</b>
<b>Strand</b>	1
<b>Strand Convenor</b>	Monique Conn

**Abstract:**

Despite the many different approaches to, and definitions of ‘Global Citizenship,’ there is little disagreement that educating for Global Citizenship goes beyond the teaching of mere tolerance and acceptance of human difference. Many would argue that global citizens should be able to ‘embrace’ and ‘celebrate’ human differences. Genuine International Understanding is not simply about experiencing and gaining limited knowledge of different countries and societies; it can more appropriately be understood as a state of mind, and a way of being. Yet, experienced educators know that the achieving of these desirable outcomes is not an easy enterprise, and many studies exist which elaborate upon the difficulties of so-called ‘cross-cultural’ interaction.

This paper will present a perspective on human difference drawing from social-psychological conflict theory, in order to argue that *perceptions of intergroup differences* within international school students and staff members play a more important role in the existence of troubled intergroup relationships than *actual human differences*. Several practical models will be presented which international school environments can adopt to create optimal contact situations in order to become practice grounds for optimal intergroup encounters, both inside and outside the formal classroom setting. Furthermore, this paper will hope to challenge certain received wisdoms and bromides concerning the nature of ‘Global Citizenship,’ in order to ensure that this crucial construct is not diminished by blithely utilised anodyne clichés, or overly simplified and reductive practices.

**Biographical notes:**

**LODEWIJK VAN OORD** joined the United World College of the Atlantic in 2004 where he teaches IB Peace & Conflict Studies and West Asian History. He conducts research in the area of teaching and learning in international school environments. He holds an MA in History from Leiden University and a Post Graduate Certificate in Bilingual and International Education from Utrecht University, both in The Netherlands. Born in Madrid, he grew up in Spain, Switzerland, Mexico, Singapore and to his native country The Netherlands.

**KEN CORN** teaches International Baccalaureate English A1 and Theory of Knowledge at the United World College of the Atlantic where he also currently serves as Academic Studies Coordinator. From August, 2006 he becomes Academic Staff Coordinator at the College. He is an examiner for the European Baccalaureate system, as well as for the IB. He holds a BA in English and Political Science (Dual Major) from the State University of New York (Buffalo), A Post Graduate Certificate of Education (PGCE) from the University of Wales (Cardiff), and an MA in English from the University of Wales (Swansea). He was born in Chicago, grew up in NY and is currently a dual citizen of the USA and Great Britain.



Author Position & Organisation	Karen Hendershot, Ed.D. Candidate, International Educational Leadership. (kah204@LeHigh.edu) Lehigh University
Title of Paper	<b>Global Citizenship: What's in a Name?</b>
Strand	1
Strand Convenor	Monique Conn

Abstract:

Twenty-first Century students must prepare to live and work in a complex world by developing the knowledge base, skills and attitudes to contribute to a global society.

For educational leaders this means developing students equipped to become tomorrow's global citizens. But what is a global citizen? There is no common definition guiding educational leaders to help produce internationally minded students in schools, colleges and universities.

Further, the myriad definitions of the construct "global citizen" appear to fall along a continuum of attributes defined within two broad categories, "Global Humanist" and "Global Entrepreneur." Global Humanists embrace global citizenship with the goal of becoming stewards of the earth, committed to changing the world through common humanity. Global Entrepreneurs develop the instrumental tools to further their careers and upward mobility in a "world without borders."

These dichotomous definitions pose problems for educators charged with the task of developing and implementing global citizenship programs that fit within their institutional missions.

The purpose of this paper is to do a literature-based analysis of the many definitions of global citizenship. This research will result in a practical typology of functional categories, which can be utilized by educational institutions to inform the creation of global citizenship programs.



<b>Name</b>	Tristan Bunnell (tbunnelluk@yahoo.co.uk)
<b>Position &amp; Organisation</b>	Head of Economics, Copenhagen International School
<b>Title of Paper</b>	<b>The vocabulary of global citizenship in the East and the West: is there a shared language?</b>
<b>Strand</b>	1   Defining Global Citizenship
<b>Strand Convenor</b>	Monique Conn

**Abstract:**

It has been stated (George Walker, 2002) that the alliance of bodies involved in international education should work together to develop and share a language of international education. Yet it has also been stated that no-one ought to impose a template of international education. This presentation will examine the vocabulary used by Internationally Minded Schools in public relations material, especially the web-site, to promote the concept of global citizenship. Schools in the 'West' often refer to global citizenship in terms of promoting key values such as 'tolerance', 'human rights', and 'peace'.

The vocabulary of schools in the 'East' and the 'West' will be examined. To what extent does there appear to be a shared vocabulary? How is the concept of global citizenship apparently defined by schools in the 'East' and the 'West'? To what extent does there appear to be a common language in terms of our definition of global citizenship? A further question that might arise is 'to what extent do we want a shared language, and in what form?'



Author Position & Organisation	By Kaibin Zhong, PH.D. Candidate School of Public Policy & Management, Tsinghua University
Title of Paper	<b>Patriotism, National Identity and the Emergence of Global Citizenship in China: Looking into the Self and beyond the Nation</b>
Strand	1
Strand Convenor	Monique Conn

**Abstract:**

As globalization of the international community continues to shape significant impact on the contemporary conception of citizenship and national identity, people are often affected by self definition and global perception when they define citizenship and national identity for themselves. Through the development of an international network of contacts, associations and relationships, China is becoming a part of the global community. Emergent in a wide variety of concepts of citizenship in today's society, people in transitional or divided societies identify a paradoxical orientation of looking into the self and beyond the nation, and authorities require consensus about national identity and forms of citizenship education that goes beyond simple, patriotic models.

This presentation focuses on the paradox of citizenship identity and the challenge of global citizenship to the Chinese leadership, e.g. individual perspective on the one hand and universal perspective on the other, think globally and act locally, with the transformation of national identity and the emergence of global citizenship in transitional China.



<b>Authors</b>	Suzanne Mellor and Julian Fraillon (Mellor@acer.edu.au)
<b>Position &amp; Organisation</b>	Senior Research Fellows, Australian Council for Educational Research
<b>Title of Paper</b>	<b>The Concepts of Identity and Connectedness in Global Citizenship Education</b>
<b>Strand</b>	1   Defining global citizenship
<b>Strand Convenor</b>	Monique Conn

**Abstract:**

The interdependent concepts of identity and connectedness are central to all notions of citizenship. The individual's sense of their own belonging to and capacity to influence their local, regional, national and global communities impacts on their actual and perceived connectedness (as citizens) to each community. By examining a theoretical model and the evaluative research literature, this paper will seek to unpack the relationship between the identity and connectedness of young people to the global community, which by definition is the most distant of all from student's day-to-day experiences.

It will seek to answer the question 'How does, or might, a common sense of global identity and connectedness beyond the recognition of our own humanity, develop through education'?

The paper will explore contextual vehicles for understanding commonality and common experience that can form the core of a definition of global citizenship. It will seek to unpack differences between 'knowing about' global citizenship and 'practising or experiencing' it. The paper will also reflect on findings from evaluative national and international studies of civics and citizenship education that have grappled with student understandings of the concept of global identity.

Notes from the authors:

*Mellor has worked in the field of Civics and Citizenship for over a decade and both have been active in the field of assessment in Civics and Citizenship in recent years. Mellor managed Australia's national component in the IEA's CivEd99 and directed the Australian National Assessment Project in Civics and Citizenship from 2002-6.*

*Fraillon also was also actively involved in the National Assessment Project and has recently directed a calibration project for an Australian state education jurisdiction on a component of the state curriculum, called Acting Democratically.*

*Both are engaged as managers in the Conceptual and Assessment Frameworks and Test Developments components of the IEA's ICCES 2008, for which ACER is the International Co-ordinating Centre (ICC).*



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<b>Position &amp; Organisation</b>	Dept. of Theory and Research in Education, Vrije Universiteit , Amsterdam
<b>Title of Paper</b>	<b>Beyond Idealism: Constructing a global identity</b>
<b>Strand</b>	1   Defining global citizenship
<b>Strand Convenor</b>	Monique Conn

**Abstract:**

Many factors contribute to the popularity of the concept of global citizenship: globalisation and a concomitant decrease of the importance of nation states, international mobility both of workers and of refugees, the fear of terrorism. Often we see a highly idealistic interpretation of the concept, claiming that it will be possible to establish a world of peace, justice and equality for all. In order to come to a more realistic view without abandoning the idea, we need to address questions like: what could we mean by a global community (or even a global village)? Is that an idea that includes even those who are now being suppressed and persecuted? Should global citizenship be built on supposedly universal values, or is there an alternative that does not break down into cultural relativism? Can a person have multiple loyalties and commitments, e.g. to ones own culture and to a world community, even if national governments strive for exclusive commitment to ones nation-state? These are questions that require some kind of answer if we are to devise forms of education that help students establish an identity as global citizens. I will explore these questions mainly with the help of theories of identity development that are being constructed in the socio-cultural (neo-Vygotskian) tradition. Here, the emphasis is on learning as the personal re-construction of cultural tools for thinking based on participation in the activities of a cultural community. The question of what community means in a global perspective thus becomes a central one.



Author	Chris Mannix (chris.mannix@ibo.org)
Position & Organisation	Subject Area Manager, IBCA
Title of Paper	<b>Globalization, nationalism and the global citizen</b>
Strand	1
Strand Convenor	Monique Conn

Abstract:

With the emergence of the nation-state from the 16th century onwards, the need to trade became an economic imperative. And so began the uneasy relationship between economics and politics. Whatever the prevailing school of economic thought, from mercantilism of the 16th century through to globalisation of the late 20th century and early 21st century, the need to trade has meant someone's gain is someone else's pain. Political activism is inevitable.

The presentation will explore the relationships that exist between the mercantilist policies of 400 years ago with the globalisation policies of today, and examine why the the unique nature of globalisation has seen the erosion of cultural identity and a predictable backlash in the form of nationalism, which has, in turn, fostered extremist behaviour. The nature and role of the global citizen today is very different from that of just 10 years ago.





<b>Name</b>	Jim Cambridge ( jim.cambridge@ibo.org)
<b>Position &amp; Organisation</b>	Head of Research Projects, IBRU
<b>Title of Paper</b>	<b>Contexts for global citizenship education</b>
<b>Strand</b>	1   Defining Global Citizenship
<b>Strand Convenor</b>	Monique Conn

**Abstract:**

This contribution to Conference Strand 1 will discuss the context for global citizenship education in terms of Bernstein's expressive and instrumental orders, the internationalist and globalist contexts of education, and supplier- and demand-led market approaches.

Two distinct but interrelated complexes of behaviours may be identified in education: the expressive order, addressing conduct, character and manner, and the instrumental order, concerned with the acquisition of specific skills and knowledge (Bernstein, 1977). The 'internationalist' current of international education may be identified with a progressive view of education that is concerned with expressive order values and the moral development of the individual by attempting to influence the formation of positive attitudes towards peace, international understanding and responsible world citizenship.

The pragmatic 'globalist' current of international education may be identified with instrumental order values and the processes of economic and cultural globalization, operationalised in terms of satisfying the increasing demands for educational qualifications that are portable between schools and transferable between education systems, and the spread of global quality standards through quality assurance processes such as accreditation. The history of international education may be interpreted in terms of a move away from supplier-led paternalism towards demand-led marketisation of education services.



<b>Author</b>	Juliette Mendelovits (Mendelovits@acer.edu.au)
<b>Position &amp; Organisation</b>	Principal Research Fellow, Assessment and Reporting, Australian Council for Educational Research
<b>Title of Paper</b>	<b>What would an assessment of International Mindedness look like?</b>
<b>Strand</b>	1   Defining Global Citizenship
<b>Strand Convenor</b>	Monique Conn

**Abstract:**

This short discussion paper will focus on a very pragmatic dimension of the Strand theme: how one might go about designing and developing an assessment of International Mindedness. Drawing on an established methodology for constructing a learning continuum using the principles of developmental assessment, the paper will outline a process that includes defining the variable; hypothesising what development looks like along a continuum of learning (possibly along a number of dimensions); identifying key aspects that can be measured; designing assessment tasks to address those aspects; administering the tasks to representative samples of students; analysing and calibrating the resulting assessment data; and then using the empirical evidence to refine both the hypothesised developmental continuum, and the tasks. Participants will be invited to think about the constituents of a framework for International Mindedness that would underpin the assessment, and about possible synergies with the International Association for the Evaluation of Educational Achievement (IEA) studies of Civics and Citizenship conducted in 1971 and 1999.



<b>Author</b>	Veronica Boix-Mansilla (veronica_boix-mansilla@pz.harvard.edu)
<b>Position &amp; Organisation</b>	Principal Investigator, Interdisciplinary Studies Project, Harvard Graduate School of Education
<b>Title of Paper</b>	<b>From Teaching Globalization to Nurturing Global Consciousness</b>
<b>Strand</b>	1   Defining global citizenship
<b>Strand Convenor</b>	Monique Conn

**Strand Proposal:**

Over the last decade, scholarship on globalization and international education has shed light on multiple ways to prepare youth to become effective citizens and meet the challenge of today's rapidly changing societies. Approaches have ranged from outlining the cognitive and socio-emotional competencies at a premium in global market economies to understanding how the experience of poverty or migration affects children's development, capacity for learning and agency. In this paper, I propose that preparing the young for our fast-changing times demands that we help them understand very forces of globalization shaping lives on the planet. Qualitative data from a study of exemplary practices in the interdisciplinary teaching of globalization in Massachusetts, USA illustrate some of the demands and opportunities that the topic presents for student learning (e.g. deepening their sensitivity toward things global, integrating expertise from multiple disciplines, and finding new channels for civic and social participation). Analysis of students (and teachers) interviews, journals, and work sheds preliminary light on the emerging concept of *global consciousness* - as a desirable educational aim where children become able not only of "knowing about" the world but "being in it."



<b>Name</b>	Harriet Marshall (hm224@bath.ac.uk)
<b>Position &amp; Organisation</b>	Lecturer in International Education, Dept of Education, University of Bath
<b>Title of Paper</b>	<b>Defining global citizenship education in relation to all those other global education traditions</b>
<b>Strand</b>	1   Defining global citizenship
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**Abstract:**

There are many different educational traditions related to global citizenship education each with their own distinct history, emphasis and meaning. This paper considers how global citizenship education can be defined in relation to other traditions such as international education, peace education, global education, development education, human rights education and sustainable development education to name but a few.

Working within a European context, the paper raises many questions about the possibilities and dilemmas associated with global citizenship education. In the UK in particular, not all educators are entirely comfortable with the notion of educating for global citizenship despite the fact that research has shown us to be increasingly identifying ourselves in such terms. This paper therefore ends by recognising the difference between education *for* and *about* global citizenship, and the pedagogic and curricula implications of both.