

## Global Perspectives on higher Education

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### Introduction

This document presents an executive summary of the DFID-funded Global Perspectives in Higher Education project undertaken at the Royal Geographical Society (with IBG) from 2004 to 2006. The project aimed to assess the current status of 'global perspectives' in UK Higher Education and to make recommendations as to how to strengthen the global dimension. The research found evidence of the global dimension in undergraduate learning and teaching across UK Higher Education institutions. Although there seems to be growing interest in this agenda, a number of barriers persist and activities remain dispersed. Recommendations have been made for possible interventions to strengthen and embed global perspectives. A variety of actors should be involved in this, including the Department for International Development.

The project focused on developing global perspectives amongst the student body. 'Global perspectives' was used as an umbrella term to refer to a broad range of abilities and attributes which equip students for their future beyond university. It means: knowing about countries and cultures beyond the UK; understanding global processes and major issues facing humankind; being aware of the diversity in the world, learning to recognise interconnectedness and respect differences; and developing the skills to communicate and work effectively across language and cultural divides.

This is important because the Higher Education sector produces many of the people who will drive Britain's economy, politics and society in the future, and as much of this will

take place in an international setting, it is vital that learning and teaching incorporates a global dimension to prepare students to be workers, leaders and citizens in a globalised world. Global perspectives ought to be an integral part of Higher Education – in learning and teaching, in research, and in the other activities of institutions. Although the research concentrated on integrating the global dimension at undergraduate level, taught curricula cannot be considered in isolation from the processes of globalisation and other factors of an international nature affecting Higher Education, which are causing the sector to become increasingly outward-looking. These include overseas recruitment, delivery, exchange, volunteering, partnerships and collaboration.

The Global Perspectives in Higher Education project had three main aims:

1. To understand the current status of the global dimension in UK Higher Education through a range of data collection activities, including desk-based research, surveys and interviews.
2. To collect and disseminate current good practice through the development of a website featuring exemplars from different disciplines which illustrate how to integrate global perspectives into learning and teaching.
3. To build support for global perspectives in Higher Education amongst discipline, institutional and departmental representatives through the dissemination of project findings via the website, presentations and written papers.

**Global education** is a complex idea that is taught to enhance ones meaning of the world.

Global Education is typically taught within the curriculum. Teachers of Global Education will integrate multiple dimensions, perspectives, and citizenships into the everyday lessons.<sup>[1]</sup>

Students learning to be global citizens through global education will be able to learn more about international communities, social justice issues, global events, and international ideas in their typical classroom setting. Global Education will shape the way people view the world to help better shape the world. It will foster service learning initiatives and activism within the community and around the world.

Global perspectives are important and relevant to Higher Education, but integrating them across disciplines, departments and institutions is a huge challenge. The Global Perspectives in Higher Education project found that the global dimension in UK Higher Education is currently growing but still rather ambiguous. A wide range of recent policies, strategies, initiatives, events and networks relating to global perspectives provide a supportive environment for the agenda to gather momentum. The diversity within the sector means that there can be no uniform solutions or quick fixes for embedding global perspectives in Higher Education: whilst the different actors do need to recognise some shared agendas, they should also be free to interpret global perspectives in a way that is meaningful to them. However, to move forwards from the piecemeal activity, some kind of coordination and strategy is required. The project has taken a step in the direction of breaching this gap by identifying what interventions are needed at discipline, department and institution levels, making a range of practical recommendations, and by disseminating information and sharing good practice.

People with a degree in International Education design, implement, manage, and evaluate multiple education programs within public and private primary and secondary schools, public and private higher education

programs, national corporations, and cultural agencies. People in the job field can work at agencies across the world, within elite universities, and a variety of global education organizations.

Evidence based practices have shown that literature can help children learn about global issues. By exploring diversity in text, connecting the literature to service learning and activism, promote critical thinking about themselves in the global community, and develop their global awareness with literacy elements. Literature introduced in the classroom can teach multiple skills that prepare for further learning within the global community.

Technology is a key provider in learning about globalization and participating in the global community. Technology can be used in the classroom to communicate around the world, establish global relationships, learn more about global current events, and developing global research. The advancements of technology will have a positive impact of global education in primary schools and higher education schools

A key role of global education is participating in service learning within the community or abroad. Service learning provides people with hands on learning with direct engagement and awareness with real word systematic issues. These issues can range between varieties of topics that can affect a community. Participating in service learning can strengthen the community as well as create deeper knowledge about how to create a better world. Service learning is considered a key factor in becoming a global citizen. Many schools around the world are starting to incorporate service-learning activities within the curriculum to promote the importance of community involvement

The authors of The Global Market for Higher Education discuss this industry from a strategic and services marketing perspective and suggest a model to explain how to obtain

and maintain a competitive advantage. The book draws on more than ten years of research with students and educational institutions in a number of countries, using both secondary and primary data to develop the model. The results presented suggest that an institution's internal resources are key determinants of its appropriate strategy. The authors also suggest that decision makers and education marketers take account of the appropriate market literature when developing international plans and considering new international markets.

In January 2016, the Institute of International Education (IIE) announced the winners at the annual IIE Andrew Heiskell Awards for Innovation on International Education. The Heiskell awards were created to promote and honor outstanding commitments conducted in international higher education. Categories of the awards include: Internationalizing the Campus, Study Abroad, International Partnerships, and Internationalizing the HBCU. These awards hope to bring public awareness to the benefits of international education.

The International Education Association of Australia (IEAA) awards professionals in the global education field for their outstanding contributions to international education in Australia by providing excellence and best practice. The International Education Association of Australia (IEAA) also supports the international education communities' research, projects, journalism, publications, and more areas that contribute to the global perspectives in education.

Universities in the United States have recently been expanding on the degree programs relating to global education. Many universities offer Bachelor Degree programs and certifications in Global Education, M.S. degrees in Global and International Education, M.A. degrees in International Education, and doctorate degrees in International Education. Teachers work with students to teach them how to be Global Citizens. Global Citizens will

bring international perspectives to their ideas creating a mindset that they are deeply connected to everyone in the world. Global citizens will embrace cultural and human diversity. Many schools are leaning towards adding global education to the curricula in order to build global citizens for a hope for a better society.

Global Education deals with Social Justice issues across the world. Social Justice is taught to advocate for a better society in which people have equal accessibility to resources and equal treatment regardless of race, gender, sexual orientation, religion, class, or able-bloodedness. By creating a comfortable community, teachers can spark conversations with students that explore social justice issues locally and around the world to help understand the complexities of societies. Many teachers of Global Education expect students to be active in their community and challenge social justice issues outside of school. This can be done through community service engagement.

Diversity is complex and can relate to many different topics. Teaching diversity through Global Education promotes a healthy and equal classroom that will reflect in the community. Understanding diversity allows students to have an open mind about others and life. They are able to address differences appropriately and have a deep understanding about themselves. This will allow for the world to become an inclusive place where issues among race, gender, sexual orientation, religion, class, or able-bloodedness are addressed correctly and with respect.

Universities in the United States are also expanding their study abroad programs to enhance greater interconnectedness and global economic interdependence. The Institute of International Education (IIE) is researching effective ways that higher education in the United States can grow and create quality study abroad programs within the curriculum.