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 Bhopti

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

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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)
A global citizen... (Oxfam, 2015)

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

**THE KEY ELEMENTS FOR DEVELOPING ACTIVE AND RESPONSIBLE GLOBAL CITIZENSHIP**

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Skills</th>
<th>Values and attitudes</th>
</tr>
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<tbody>
<tr>
<td>• Social justice and equity</td>
<td>• Critical and creative thinking</td>
<td>• Sense of identity and self-esteem</td>
</tr>
<tr>
<td>• Identity and diversity</td>
<td>• Empathy</td>
<td>• Commitment to social justice and equity</td>
</tr>
<tr>
<td>• Globalisation and interdependence</td>
<td>• Self-awareness and reflection</td>
<td>• Respect for people and human rights</td>
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<tr>
<td>• Sustainable development</td>
<td>• Communication</td>
<td>• Value diversity</td>
</tr>
<tr>
<td>• Peace and conflict</td>
<td>• Co-operation and conflict resolution</td>
<td>• Concern for the environment and commitment to sustainable development</td>
</tr>
<tr>
<td>• Human rights</td>
<td>• Ability to manage complexity and uncertainty</td>
<td>• Commitment to participation and inclusion</td>
</tr>
<tr>
<td>• Power and governance</td>
<td>• Informed and reflective action.</td>
<td>• Belief that people can bring about change</td>
</tr>
</tbody>
</table>

*(Oxfam, 2015, p. 8)*
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
“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

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