

Honing global citizenship competences during student's exchange abroad

Project Team:

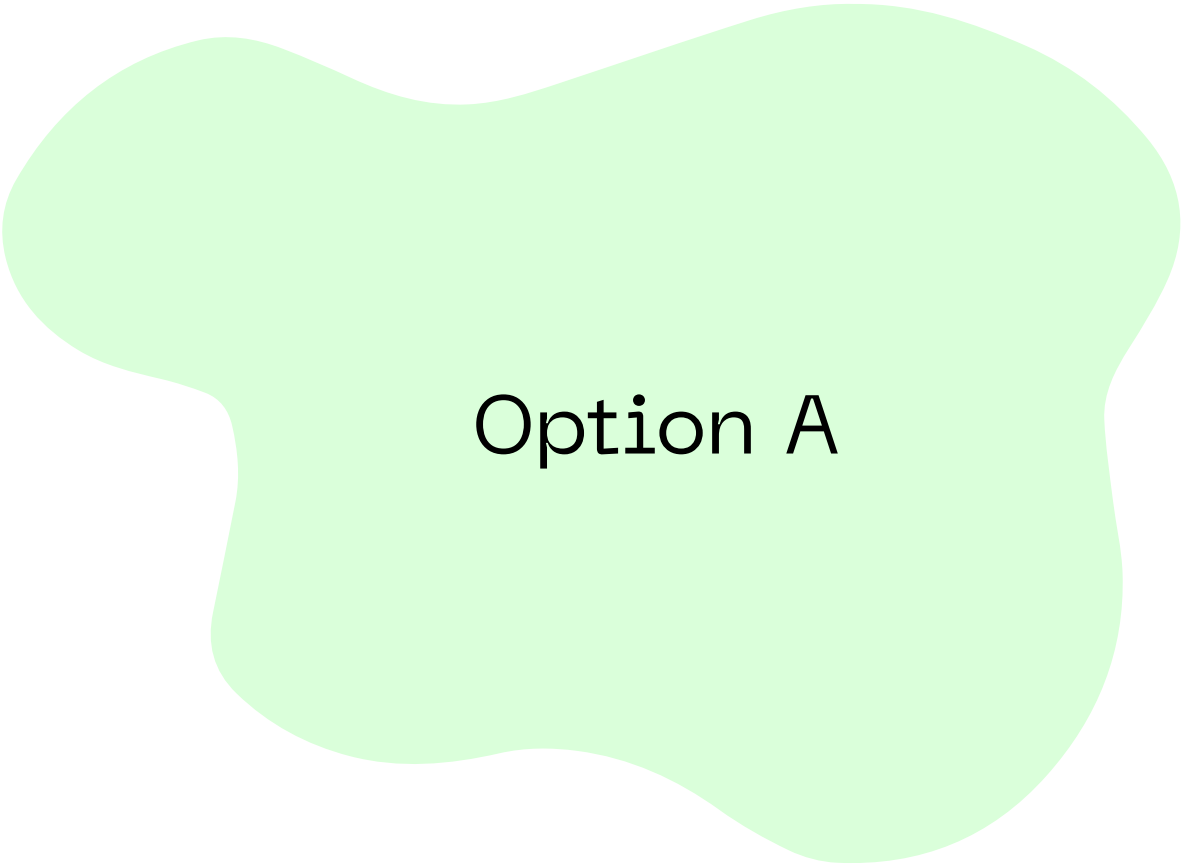
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Educational Research & Development
School of Business & Economics

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6th UM GCeD Symposium



'Would you Rather?'

A light green, irregular blob shape representing Option A.

Option A

stand up

A light green, irregular blob shape representing Option B.

Option B

stay seated

'Would you Rather?'

Beach vacation

stand up

City vacation

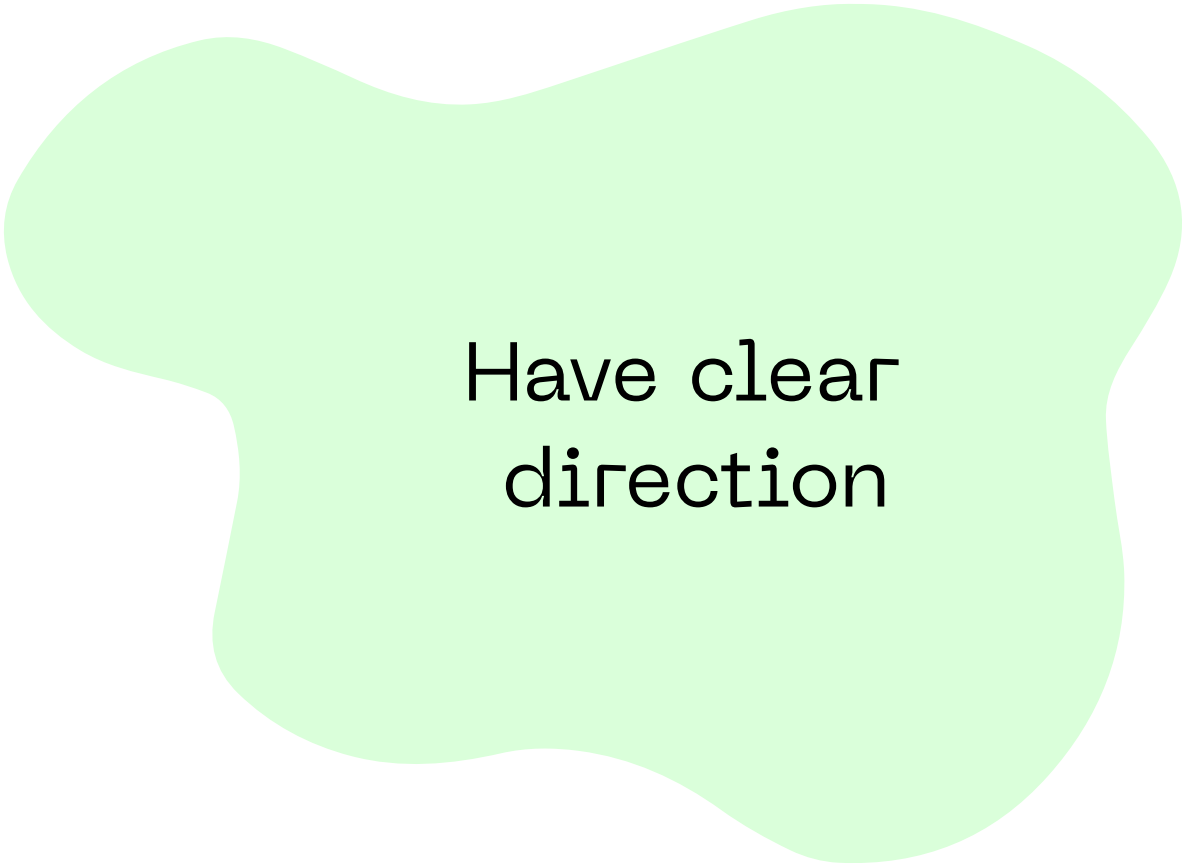
stay seated

'Would you Rather?'

A light green, irregular blob shape with a wavy, organic border. It is centered on the left side of the image.

Have freedom
to explore

stand up

A light green, irregular blob shape with a wavy, organic border. It is centered on the right side of the image.

Have clear
direction

stay seated

'Would you Rather?'


AI-polished
reflection

stand up

Messy but honest
reflection

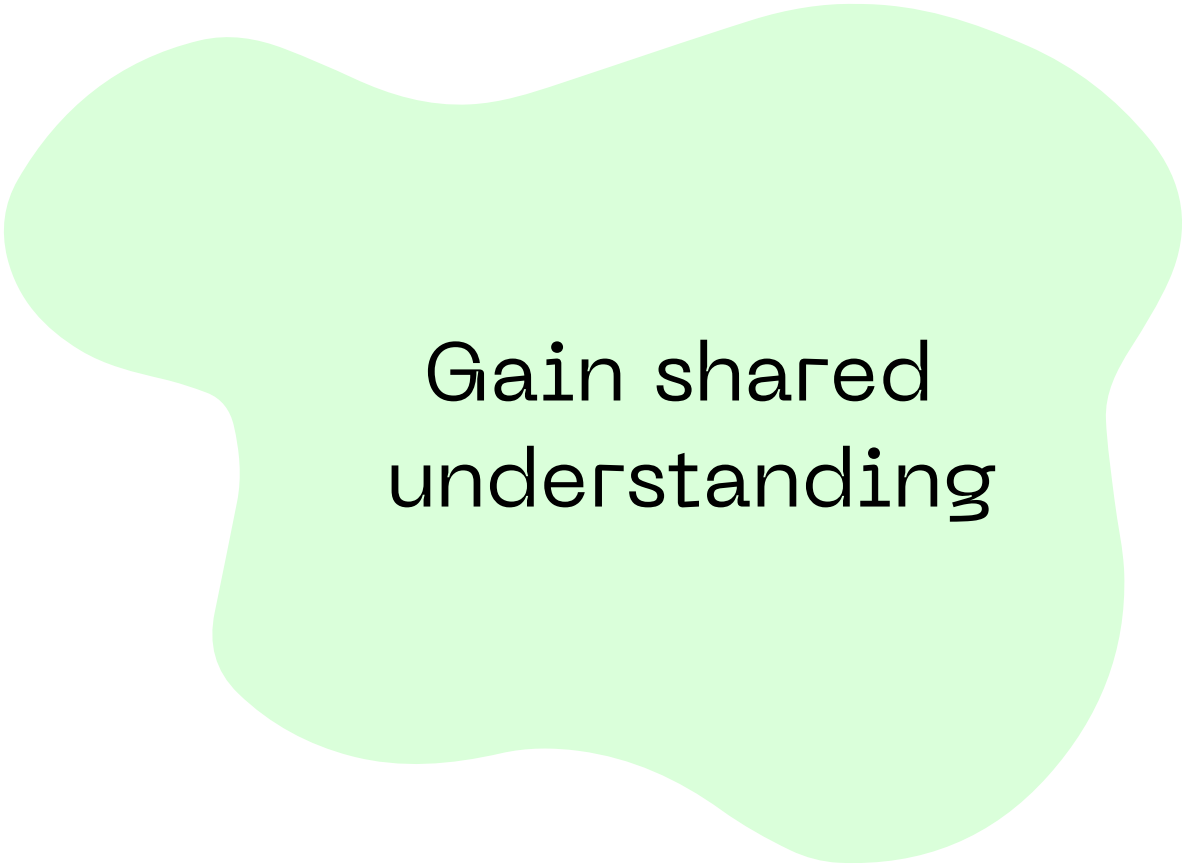
stay seated

'Would you Rather?'

A light green, irregular blob shape with a wavy, organic border. It is centered on the left side of the image.

Gain personal
insight

stand up

A light green, irregular blob shape with a wavy, organic border. It is centered on the right side of the image.

Gain shared
understanding

stay seated

'Would you Rather?'

Depth and
personal
attention

stand up

Access and
inclusion for many

stay seated

Session at a Glance

CONTEXT & PURPOSE

An online Canvas module supporting Global Citizenship learning during exchange

STUDENT JOURNEY

What students experience during the course and key design elements

DESIGN TENSIONS

What this module raises about reflection, interaction, citizenship, and scale

CONTEXT & PURPOSE

An online Canvas module supporting Global Citizenship learning during exchange

Experience ≠ automatic learning

Aims to complement (abroad) experiences with structured reflection and guidance

Semester-long course, fully online and asynchronous

Focuses on GC knowledge, skills, and attitudes (UM's GCEd Framework)

Third year bachelor students (SBE) on their international exchange

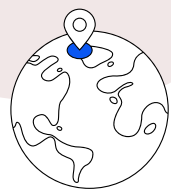
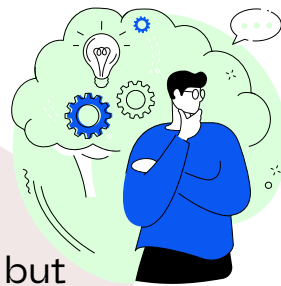


STUDENT JOURNEY

What students experience during the course and key design elements

Meet 'Jack'

- Bachelor student
- Going on exchange
- Curious, motivated – but unsure what 'Global Citizenship' really means



- Starts the online module
- First gets familiar – 'Global Citizen', 'GCEd', UM framework (KSAs)

Getting familiar with Global Citizenship	
What is Global Citizenship (GC)?	Mark completed
GC Skills @ UM	Mark completed
Give your input on the rubric!	Mark completed

Please indicate how much you agree or disagree with the following statements:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I look for opportunities to learn from diverse communities and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I adjust my attitudes and beliefs as a result of working with and learning from diverse communities and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I help others find opportunities to interact with diverse communities and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Decides to focus on these two skills
- Completes the specific self-assessment for each

Welcome!

This self-assessment is designed to give you an initial snapshot of how you see yourself in relation to a range of Global Citizenship skills. You'll answer questions about different skills, and your results will highlight:

- Areas where you demonstrate strong skills (**Exemplary**)
- Areas where you are growing and building confidence (**Developing**)
- Areas where you are beginning to engage or may need more experience (**Exploring**)

- Completes general skill self-assessment
- Notices intercultural communication and participatory action feel challenging to him

(Glocal) Participatory Action

Exploring (< 2.5): You may not yet feel connected to local or global issues – or unsure how to engage. This is an area to focus on, helping you strengthen your connection to local and global issues and begin taking intentional steps toward meaningful action.

In the early days of my exchange, I was having a conversation with some international friends and the conversation started to shift toward a political debate. Surprisingly, most of us had very different points of view and positions for fundamental world topics. That's when I realised the extend of how much an environment shapes us, even though we may be exposed to similar informations through social channels and medias. From that, I started debating in a much more understanding approach, questioning each of our beliefs, including my owns, instead of trying to convince the others. Taking into account their backgrounds, I was able to understand where they were actually coming from. This conversation showed me how my perspective is one among many, and how open I need to stay when hearing ideas that are opposites of mine.

Intercultural Communication

- WATCH - How to disagree productively and find common ground ☑: Three techniques to reshape the way we talk to each other so we can start disagreeing productively and finding common ground.
- WATCH - HUMAN (many movies/clips available) ☑: By hearing people's personal stories, often without context about their nationality or identity, the videos challenge you to find common ground with individuals whose lives may be vastly different from your own.
- READ - What is (the wrong of) cultural appropriation ☑: Learning to recognize the difference between genuine exchange and harmful appropriation.
- EXPLORE - Cultural Reads ☑: By engaging with authentic cultural content - created by writers and artists from a country, not tourists - you gain insight into different perspectives, values, and ways of life.
- LISTEN - Author of the 'The Culture Map' on Armchair Expert ☑: Erin Meyer discusses how cultural differences shape the way feedback, disagreement, and authority are perceived, and offers strategies for building empathy and effective cross-cultural communication.
- WATCH - Getting to Yes Across Cultures ☑: A brief video on tips for communicating and negotiating across different cultures, highlighting varying forms of trust building.
- WATCH - Low Context versus High Context Societies ☑: Explains the distinction between low-context and high-context cultures, highlighting how communication styles vary across societies.

- Engages with resources related to these skills
- He uses these insights to inform two (SMART/WOOP) goals

To find common ground in at least one intercultural communication by asking about shared interests or experiences



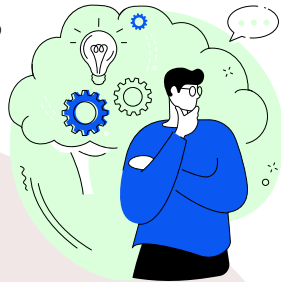
- Jack now approaches his exchange experiences with these insights and goals in mind



- He shares ongoing reflections on discussion board with other students abroad

- Continues to self-assess these skills throughout to check-in on his development

What did I learn about myself and GC?



How did things go?

- As his exchange concludes, he collects his reflections into the final assignment (KSAs)

Your (Glocal) Participatory Action Results

Your result is: 70 / 100

Competent (66 to 80)

You see yourself as able to participate actively in efforts that improve your community's quality of life. You contribute in ways that are personally fulfilling and can explain how your efforts make a difference. You balance personal satisfaction with the needs of others, though you may not always connect your actions to larger systems or longer-term impact. Focusing on building consistency, engaging with diverse groups, and linking your contributions to both local and global contexts will help you move toward advanced skill.

DESIGN TENSIONS

What this module raises about reflection, interaction, citizenship, and scale

Reflection & AI

Are we inviting honest reflection or polished performance?

Teaching without contact

What in the design 'teaches' when teachers are absent?

Individual vs. Collective

Is GC framed as personal growth or as something shared?

Gl. Citizenship at scale

What gets lost with large numbers and limited contact?

DESIGN TENSIONS

What this module raises about reflection, interaction, citizenship, and scale

Tension 1

Reflection & AI

Context

Students post discussions and submit a final reflection (narrated presentation) on their skill development and exchange experiences. Many may experience reflection fatigue and treat reflections as performative tasks. With AI, it is also easy to generate polished reflections that appear “deep” but may not represent genuine learning.

Design challenge

How might we design reflective activities that support honest sense-making and learning value, even when students may be tired of reflection (or lack reflective skills) and have access to AI tools?

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Tension 2

Teaching without contact

Context

During the exchange/course, students learn independently while being spread across different countries and time zones. Teachers are fully absent, and learning is limited to asynchronous engagement with others' reflections and Global Citizenship resources. Learning is therefore entirely self-directed, with no live interaction or real-time guidance.

Design challenge

How might we design interaction and learning activities that still provide educational direction and guidance, even when there is no active teaching presence or live contact?

DESIGN TENSIONS

What this module raises about reflection, interaction, citizenship, and scale

Tension 3

Individual versus Collective

Context

The online module is largely organised around individual reflection, self-assessment, and personal goals. While it includes elements that encourage students to share reflect on interactions/feedback and connect their experiences to broader global issues, learning and assessment remain primarily individual. This risks making the collective and democratic dimensions of GC less visible.

Design challenge

How might we build on existing interaction-based elements to make the collective and democratic dimensions of Global Citizenship more visible and meaningful, without abandoning individual learning or overloading the course?

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Tension 4

Global Citizenship at Scale

Context

The module is delivered fully online to large number of students (approx. 850/year), with limited staff capacity and no possibility for individual feedback or intensive interaction. This supports scalability and transferability, but risks diluting the depth and democratic focus of Global Citizenship learning.

Design challenge

How might we design Global Citizenship learning that remains meaningful at large scale, without increasing staff workload or relying on high-touch interaction?

Round 1

Explore the Design Tension

DESIGN TENSIONS

What this module raises about reflection, interaction, citizenship, and scale

Round 1: Explore

- Where do you recognise this tension in your own context?
- What design choice could (partly) address it?
- What would this design choice cost or risk (trade-off)?

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Round 2

Switch Perspectives

DESIGN TENSIONS

What this module raises about reflection, interaction, citizenship, and scale

Round 2: Switch

- What would you keep, change, or question?
- What new trade-off becomes visible?
- What might not transfer easily to your context?

Reflection & AI

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Round 3

Fine-Tune the Insight

DESIGN TENSIONS

What this module raises about reflection, interaction, citizenship, and scale

Round 3: Fine-Tune

- What changed after the switch?
- What insight is worth sharing?
- What tension feels unavoidable?

Reflection & AI

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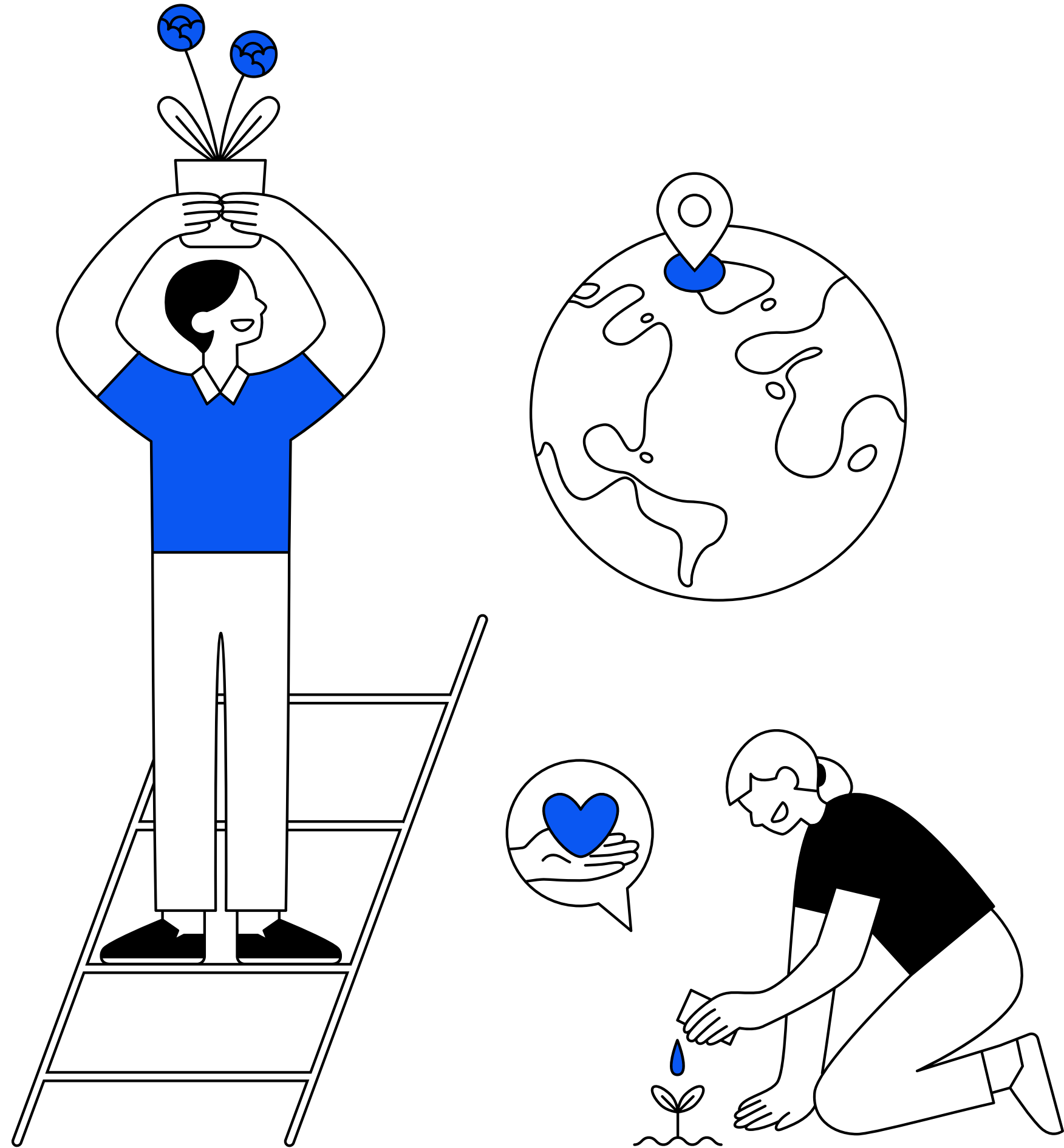
Plenary: What Became Clearer?

One design insight
worth considering

One tension that
feels hard to resolve

Experience takes
students abroad.

Design shapes what
they bring back.



Thank You!

Input or further questions? Contact me at:
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Feel free to check out the 'teaser'
skill self-assessment yourself!

