Global Citizenship – Competence in culturally diverse and international settings

In 2009 Griffith University introduced ‘Competence in Culturally Diverse and International Environments’ as a key Graduate Attribute. Graduates of Griffith University will possess:

- Awareness of and respect for the values and knowledges of Australian Aboriginal and Torres Strait Islander First Peoples;
- Respect, awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts; and
- A global and an international perspective on their discipline.

Developing graduates who are globally aware and interculturally competent relies on systematic and supported approaches to design and delivery of internationalised curricula. Griffith’s integrated framework for internationalisation of the curriculum outlines graduate attributes for students focusing on global awareness and intercultural competence, capacity building for staff in embedding international perspectives into their curricula and pedagogical practices and a commitment to engagement with local, national and international multicultural communities.

A Framework for Promoting Competence in Culturally Diverse and International Environments

<table>
<thead>
<tr>
<th>Graduate Attribute: Competence in Culturally Diverse and International Environments</th>
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<tbody>
<tr>
<td>Awareness of and respect for the values and knowledges of Australian Aboriginal and Torres Strait Islander First Peoples</td>
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| Professional Standards |

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<tr>
<th>Curriculum Initiatives</th>
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<tr>
<td>Learning Outcomes</td>
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<tr>
<td>Curriculum Content &amp; Course Design</td>
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<tr>
<td>Teaching Materials, Tools and Resources</td>
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<td>Teaching practices and activities</td>
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<td>Assessment procedures</td>
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<tr>
<td>Extra-Curricular Activities (Informal Curriculum)</td>
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<td>International accreditation</td>
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<tr>
<th>Academic &amp; Professional Staff Initiatives</th>
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<tr>
<td>Staff appointments recruited from abroad (culturally &amp; linguistically diverse backgrounds of staff)</td>
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<tr>
<td>Experience living or working overseas</td>
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<tr>
<td>Research links with strategically aligned overseas partner universities</td>
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<tr>
<td>Transnational teaching &amp; scholarship</td>
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<tr>
<td>Staff secondments to overseas industry or academic institutions</td>
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<tr>
<td>Research projects examining multicultural, multilingual and international issues</td>
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<td>Research outputs, publications and/or grant applications co-authored with an international collaborator</td>
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Characteristics of Intercultural Competence

Students who are inter-culturally competent demonstrate the knowledge, skills and attitudes needed to thrive in a world characterised by global mobility and social, cultural, economic, political and environmental interconnectivity. Global citizenship reflects an awareness and appreciation of diverse people, cultures and environments throughout the world (global awareness) and the ability to manage this interconnectedness harmoniously and productively (intercultural competence).

Global citizenship is achieved through an interactive process whereby students and staff from culturally and linguistically diverse backgrounds exchange knowledge, skills, attitudes, values and experiences so as to enhance their understanding and appreciation of, and capacity to operate successfully within, a range of local, national and international communities.

Griffith’s Conceptualisation of the Key Characteristics of Intercultural Competence

<table>
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<tr>
<th>Knowledge &amp; Understanding</th>
<th>Skills &amp; Abilities</th>
<th>Attitudes &amp; Values</th>
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<tbody>
<tr>
<td>- Knowledge of equity, social justice, human rights and related social, economic and political issues</td>
<td>- Ability to think “globally” to consider issues from a variety of different perspectives (e.g., social, cultural, economic, political, religious, etc.)</td>
<td>- Appreciation of, and value and respect for, global multicultural, multilingual diversity</td>
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<td>- Knowledge of globalisation and interdependence, and the short- and long-term implications for sustainable development</td>
<td>- Critical analysis of (and the ability to challenge) conventional thinking, injustice and inequality.</td>
<td>- Commitment to engage in informed debate about issues of equity, social justice, human rights, and related social, economic and political issues</td>
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<td>- Understanding of how the world operates (socially, culturally, economically, technologically, politically and environmentally)</td>
<td>- Ability to interact and empathise with people from different social, cultural, religious, and linguistic backgrounds, both locally and globally</td>
<td>- Committed to justice, equity, environmental sustainability and civic obligations</td>
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<td>- Recognition of the impact of local, national and international actions and decisions for local, national and international communities and environments</td>
<td>- Effective leadership, cooperation and teamwork skills</td>
<td>- Commitment to participate in, and contribute toward, creating an equitable and sustainable community at a range of levels (from the local to the global)</td>
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<td>- Understands how knowledge may be constructed differently across cultures in different disciplines</td>
<td>- Ability to engage in problem-solving, shared perspective-taking and negotiation to resolve conflicts</td>
<td>- Appreciation of the complex, interacting factors that contribute to diversity of language, culture and multicultural relationships</td>
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<tr>
<td>- Recognition of intercultural and transnational issues relevant to professional practice</td>
<td>- Appreciation of the complex, interacting factors that contribute to diversity of language, culture and multicultural relationships</td>
<td>- Sensitivity to, and awareness of, complex human-environment interactions; and a willingness to act in a manner consistent with the changing needs and demands facing society.</td>
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<td>- Awareness of own culture and its perspectives, and other cultures and their perspectives</td>
<td>- Sense of identity, self-esteem and belief that people can make a difference to the world</td>
<td>- Sensitivity to, and awareness of, complex human-environment interactions; and a willingness to act in a manner consistent with the changing needs and demands facing society.</td>
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<td>- Recognition of ones membership of, and responsibilities within, both a local and global society</td>
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1 This table draws on the framework outlined in the Oxfam GB (2006) ‘Education for Global Citizenship: A guide for schools.’ The guide is available online at: http://www.oxfam.org.uk/education/gc/