Improving Student’s Intercultural Effectiveness and Global Citizenship Development through Action Research - Teachers’ Experiences

Stephen Chan, OSL & Grace Ngai, OSL & COMP
Anna Ho, ELC
Lu Yu, APSS

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Action Research Paradigm

• A cyclical process of problem identification, action planning, implementation, evaluation and reflection, with the insights gained from the initial cycle fed into the planning of the second cycle (Riding et al., 1995)
The Collaborative Action Research Project

Project aims:

a. To evaluate, using a combination of quantitative and qualitative methods, the impacts of the existing ISL subjects and initiatives on students’ learning outcomes at PolyU – particularly their global competence and citizenship development, to establish the baseline measure of students’ learning;

b. To identify the programme and subject elements as well as teachers’ pedagogical practices that are linked to effective achievement of different desired outcomes of ISL;

c. To design and implement evidence-based improvements to enhance PolyU students’ learning from ISL based on (a) and (b); and

d. To evaluate the impact on students’ learning as a result of the curricular and/or pedagogical changes identified in (c)
From the Literature...

• Globalization calls for global citizenship because many global issues have to be solved through collective actions (UNESCO, 2014)

• Developing students’ **global citizenship** and **intercultural effectiveness** has become important goals in higher education. These are the broader sets of capacities and skills that a person needs in order to function effectively in the global community (Banks, 2004)

• ISL could possibly increases students’ global awareness and understanding, intercultural competence and interpersonal development, sense of global citizenship and leadership (Tyran, 2017; Crabtree, 2008; Hartman and Kiely, 2014)
Intercultural Effectiveness

• Intercultural competences is a critical component of global citizenship, both of which include an understanding of the globalized world (Deardorff & Edwards, 2013)

• Intercultural effectiveness focuses on cultural differences

• Intercultural effectiveness can be defined as a set of abilities for an individual to behave appropriately and effectively in situations with culturally diverse others (Sinecrope, Norris, & Watanabe, 2007)
Global Citizenship

• No universal definition for the multi-dimensional concept of global citizenship (Larsen, 2014)

• Global citizenship generally perceived as covering responsibility, awareness and engagement (Schattle, 2009)

• The attributes of global citizens include (Harlap, 2008):

<table>
<thead>
<tr>
<th>Affective (values and attitudes)</th>
<th>Cognitive (knowledge and skills)</th>
<th>Behavioral (actions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for diversity</td>
<td>Social justice and equity</td>
<td>Community participation</td>
</tr>
<tr>
<td>Cultural understanding</td>
<td>Diversity</td>
<td>Individual action (e.g. donation, water conservation)</td>
</tr>
<tr>
<td>Empathy and compassion</td>
<td>Sustainable development</td>
<td></td>
</tr>
</tbody>
</table>
Methodology

• Conducted in PolyU

• A mixed method approach

• Target participants = students enrolled in 6 SL subjects (9 SL projects) with offshore services completed in the 2016/17 and 2017/18 academic years

• All of the subjects carried three credits, and had a 40-hour service component

• The offshore service sites included Cambodia, Vietnam, Rwanda, as well as Mainland China and Taiwan
<table>
<thead>
<tr>
<th>Subject</th>
<th>Service location</th>
<th>No. of students (1st cycle, 2016/17 cohort)</th>
<th>No. of students (2nd cycle, 2017/18 cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC2S02</td>
<td>1. Guangdong, China</td>
<td>24</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>2. Cambodia</td>
<td>30</td>
<td>32</td>
</tr>
<tr>
<td>SN2S03/SN2S03S</td>
<td>3. Vietnam</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>4. Cambodia</td>
<td>31</td>
<td>47</td>
</tr>
<tr>
<td>HTM3S02/HTM3S02S</td>
<td>5. Vietnam</td>
<td>28</td>
<td>23</td>
</tr>
<tr>
<td>COMP2S01/COMP2S01S</td>
<td>6. Rwanda</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>7. Cambodia</td>
<td>40</td>
<td>14</td>
</tr>
<tr>
<td>APSS3S10</td>
<td>8. Sichuan, China</td>
<td>46</td>
<td>42</td>
</tr>
<tr>
<td>APSS2S05</td>
<td>9. Hangzhou, China</td>
<td>92</td>
<td>97</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>319</td>
<td>312</td>
</tr>
</tbody>
</table>
Quantitative

• Pretest-posttest design

• Global citizenship: Short version of the Global Citizenship Scale (GCS) (Lo et al., 2019)
  • Three subscales: social responsibility, global competence, and global civic engagement

• Intercultural competence: Intercultural Effectiveness Scale (IES) (Portalla and Chen, 2010)
Qualitative

• Two to four students selected from each project for individual interviews

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st cycle sample</td>
<td>44</td>
</tr>
<tr>
<td>2nd cycle sample</td>
<td>40</td>
</tr>
</tbody>
</table>

• In the second round, students were asked to reflect on how, if at all, the improvement actions might have contributed to their learning.

• Interviews conducted in the language preferred by the students (Cantonese, Mandarin or English)

• Each interview lasted for about 1.5 hours
1st Cycle Results – Intercultural Effectiveness (Quantitative)

- Statistically significant increase in students’ intercultural effectiveness score after ISL experience

<table>
<thead>
<tr>
<th>Estimated difference between pre- and post- (95% CI)</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.83 (-3.76 to -1.90)</td>
<td>-5.97</td>
<td>&lt;0.001**</td>
</tr>
</tbody>
</table>

***Significant at 0.001
1st Cycle Results – Intercultural Effectiveness (Qualitative)

• Many students reported a substantial improvement in their intercultural effectiveness because of ample opportunities to interact with the local collaborators and service recipients.

‘所以係去完之後，我覺得，我唔介意同多啲唔同 culture 嘅人去相處嘅，即係我會更好 comfortable，即係自己都有 confidence ’

Being more comfortable with people from different cultures.
1st Cycle Results – Global Citizenship Development (Quantitative)

- Statistically significant increases in students’ **global competence and overall GCS scores** after their ISL experience.

- **No significant increases** found in social responsibility and global civic engagement scores.

<table>
<thead>
<tr>
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<th>Estimated difference between pre- and post- (95% CI)</th>
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</thead>
<tbody>
<tr>
<td>Social responsibility</td>
<td>0.01 (-0.11 to 0.10)</td>
<td>-0.13</td>
<td>0.90</td>
</tr>
<tr>
<td>Global competence</td>
<td>0.25 (-0.32 to -0.19)</td>
<td>-7.24</td>
<td>&lt;0.001***</td>
</tr>
<tr>
<td>Global civic engagement</td>
<td>0.03 (-0.12 to 0.06)</td>
<td>-0.61</td>
<td>0.54</td>
</tr>
<tr>
<td>Overall GCS</td>
<td>0.09 (-0.15 to -0.04)</td>
<td>-3.70</td>
<td>&lt;0.001***</td>
</tr>
</tbody>
</table>

***Significant at 0.001
1st Cycle Results – Global Citizenship Development (Qualitative)

• Very few students mentioned gains in global citizenship development. Most did not understand what global citizenship entails, and could not link any of their ISL experience with global citizenship.

‘global citizenship’嘅意思係？’
‘我未聽過definition嘅’
‘世界公民嘅發展？啫係... ？’

“What’s global citizenship?”
Lessons Drawn from the 1st Cycle

• Intercultural effectiveness and global citizenship were not explicitly stated in the intended learning outcomes nor included in the syllabus of the ISL subjects

• Little attempts were made to design or incorporate effective learning and reflective activities to foster the development of these attributes
Improvement Actions

These actions included but not limited to...

- More cultural visits followed by discussion
- More collaboration and communication opportunities with local university students and local service recipients
- Explicit introduction of the concept of global citizenship during lectures and debriefing
- Sharing from the local principals to inspire students
- More activities for students to know more about the local culture
2\textsuperscript{nd} Cycle Results – Intercultural Effectiveness (Quantitative)

- Statistically significant increase in students’ intercultural effectiveness score after ISL experience

<table>
<thead>
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<tr>
<td>3.16 (-4.10 to -2.23)</td>
<td>-6.67</td>
<td>&lt;0.001***</td>
</tr>
</tbody>
</table>

***Significant at 0.001
**2nd Cycle Results – Global Citizenship Development (Quantitative)**

- **Statistically significant increases** in students’ social responsibility, global competence and overall GCS scores after their ISL experience.

- **No significant increase** found in global civic engagement scores.

<table>
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<tbody>
<tr>
<td>Social responsibility</td>
<td>0.22 (-0.31 to -0.13)</td>
<td>-4.70</td>
<td>&lt;0.001***</td>
</tr>
<tr>
<td>Global competence</td>
<td>0.28 (-0.34 to -0.22)</td>
<td>-9.08</td>
<td>&lt;0.001***</td>
</tr>
<tr>
<td>Global civic engagement</td>
<td>0.00 (-0.07 to 0.08)</td>
<td>0.14</td>
<td>0.89</td>
</tr>
<tr>
<td>Overall GCS</td>
<td>0.15 (-0.20 to -0.11)</td>
<td>-6.71</td>
<td>&lt;0.001***</td>
</tr>
</tbody>
</table>

***Significant at 0.001
Comparison between 1\textsuperscript{st} and 2\textsuperscript{nd} cycles – Intercultural Effectiveness
Comparison between 1st and 2nd cycles – Global Citizenship Development

Significant cohort effect on SR (Social Responsibility)
From Qualitative Interviews...

• Students reported gains in their intercultural effectiveness, global competence, and social responsibility

• Students attributed the changes to the improvement actions enacted by the teachers
Quotes from Students

‘我记得写reflective journal都要讲下呢样野嘅，咱就類似係啫係我地係世界公民啦，咱我地大家都係住喺同一個地球，咱我地應該要有公平嘅待遇，係囉因為我地比較發達嘅國家，生活又比較富足，咱我地有責任，係囉我覺得係有個責任去幫下噺度嘅人。

Stephen说的一句話我覺得特別的好。就他說我們做這個service learning不是為了讓你們在畢業之後放棄你們的生活或是讓你去做一個full time的social worker，或是讓你們去做volunteer，然後到聯合國去怎麼樣，專門把一生精力都服務，奉獻給其他人。而是說讓你們繼續去按照自己的人生軌跡走，你們該成為律師成為律師，該成為銀行家的成為銀行家，該成為工程師的成為工程師，但是在你們追求自己的事業時，你們要記住世界上於很多需要幫助的人們。然後每天你可以做出奉獻自己的一點能力，改善他們的一點生活的時候，就是希望你們可以記住他們的存在，希望你們可以這樣做，希望你們能夠給他們make some difference。然後我覺得這個就是global citizenship。

Think about global citizenship when working on the reflective journal

Inspired by the teacher’s sharing
Sharing on Action Research Experience

Sharing from Grace Ngai (COMP), Anna Ho (ELC), Lu Yu (APSS)...

• Problems or issues identified from the 1st cycle evaluation
• Improvement actions planned and implemented
• Observations and reflections on impact – what worked and what didn’t, and why
• Action research experience
Conclusion

• Impacts of ISL on students’ intercultural effectiveness and global citizenship development are not automatic

• Intentional efforts in designing the learning and reflective activities are needed to help students to develop these attributes

• Action research could be an effective strategy for teachers to monitor and improve the impacts of their ISL project on students’ learning
References


