

## **Global Citizenship as a Learning Outcome of Educational Travel**

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*Consistent with the Tourism Education Futures Initiative (TEFI) values, universities need to adequately prepare their graduates with the skills and knowledge needed in a global society. Correspondingly, U.S. universities have prioritized the development of study abroad to foster a global mindset. We offer that short-term, experiential educational travel programs provide a critical platform to foster global citizenship when coupled with sound pedagogy. Underpinned by a modified Value-Belief-Norm (VBN) framework, empirical evidence showcases global citizenship as a “value-added” learning outcome of educational travel. Moving forward, an updated model is needed to understand the juncture where students’ perspectives shift and new meanings are made.*

**KEYWORDS** *global citizenship, educational travel in higher education, experiential education, critical reflection, value-belief-norm framework*

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## INTRODUCTION

In the United States, global citizenship and competency development have become integral parts of the political (Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005), economic (AACU, 2007), and education (Perry, Stoner, & Tarrant, 2012; Tarrant, 2010) discourses. Indeed, the charge of fostering a global awareness is incorporated into the mission statement and included in university-wide learning outcomes of an increasing number of U.S. institutions (Stearns, 2009). U.S. higher education institutions are heeding and supporting this call by promoting international education programs (see, for example, the Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005), but without an understanding of how or why such opportunities promote global citizenship.

In recent years, a number of initiatives have emerged that seek to translate the broader aspirational goals of building a global citizenry through higher education into more focused and grounded approaches. One such approach outlined in this article is the development of the Tourism Education Futures Initiative (TEFI). TEFI was developed by a small group of tourism educators to address the challenges that students of tourism and related fields are likely to face in their future careers and aid students in developing the skills, aptitudes, and knowledge they will need to succeed (Sheldon, Fesenmaier, Wöeber, Cooper, & Antonioli, 2008). A central achievement of TEFI was the development of a set of values-based principles that tourism students need to embrace to become responsible future leaders in the tourism industry and in their communities. The five value sets are ethics, stewardship, knowledge, mutuality, and professionalism (Sheldon, Fesenmaier, & Tribe, 2011). While global citizenship is not an explicit goal of TEFI, many of the TEFI values and the tenets of being a global citizen discussed in this article are closely aligned.

While TEFI has been an important development in tourism education that projects beyond the near future, its focus has been contained to the needs of students of tourism studies, continuing the trend of the inward looking tendencies of tourism scholarship (Hall, 2010). In this article, we extend this focus to consider how global citizenship can embrace the principles of TEFI and engage students who participate in educational travel, regardless of whether the focus of their studies is tourism or not.

Study abroad has provided academic institutions with a platform to potentially foster global citizenship, such that students are presented with the opportunities to nurture the skills required to operate in an increasingly interconnected global society. Within study abroad, an array of programs, compositions, and formats exist, ranging from year-long university exchanges to short-term, experientially based educational travel programs. We focus here on the latter format (educational travel), suggesting that it provides students

the opportunity to foster a worldview that is consistent with the tenants of global citizenship. For this to be achieved, it is imperative that education travel programs are grounded by a sound pedagogical framework which (a) ensures academic rigor, (b) establishes and measures resultant learning outcomes, and (c) ascertains whether proposed goals are achieved.

The objective of this conceptual article is to (1) contextualize educational travel within the larger framework of study abroad in higher education, (2) address the constructs of global citizenship and the importance of fostering a global citizenry, (3) highlight how educational travel can nurture global perspectives, (4) review an example of a conceptual model that has been cultivated to measure global citizenship, and (5) discuss future directions for assessing and measuring global citizenship as a learning outcome of educational travel.

## LITERATURE REVIEW

### Educational Travel within the Larger Framework of Study Abroad

Educational travel, as a type of study abroad, comprises travel-based, experiential programs that provide students with the opportunity for active involvement and immersion within a host country. When coupled with a sound pedagogical framework, educational travel programs can serve to create a transformative educative experience where students reconsider and reshape fundamental issues from a global perspective (Tarrant et al., 2011). This type of active learning, in an international context, engages students with the “bigger questions” and can lead to shifts in students’ “values, beliefs, behaviors, skills, insights, and particularly one’s overall disposition to critical and self-reflection” (Hanson, 2010, p. 81).

Within the study abroad literature, it is now generally accepted that pedagogically sound educational travel programs can promote learning outcomes that go beyond the impact of traditional campus-based instruction (e.g., Chieffo & Griffiths, 2004; McKeown, 2009; McLaughlin & Johnson, 2006; National Survey of Student Engagement, 2007; Tarrant et al., 2011). These learning outcomes include personal development (Harrison, 2006), functional knowledge and/or learning (McKeown, 2009), and the development of intercultural competencies (Hovland, 2009). In addition, it has been shown that educational travel programs can promote an awareness of global issues (e.g., Chieffo & Griffiths, 2004; Dolby, 2007) and serve to nurture global citizenship (Tarrant et al., 2011).

According to the most recent Open Doors report, over 270,000 U.S. students studied abroad for academic credit in 2010–2011 (Institute of International Education, 2012). Of these, 58% embarked on a short-term (8 weeks or less) course, compared to 41% in 2001–2002. This is in sharp contrast to mid-length study abroad programs (a duration of one quarter to

one semester), which comprised 38% of study abroad programs in 2010–2011, a decrease from 43% of total study abroad programs in the preceding decade.

Short-term study abroad programs may provide a springboard for future, more in-depth travel (Engle & Engle, 2003), a pathway for those studying abroad for the first time (McKowen, 2009), and perhaps the only realistic option under the constraints of students' economic resources and academic degree structures (IIE Passport, 2007). Furthermore, since short-term study abroad programs are the fastest growing and most popular form of study abroad, it is imperative that a rigorous framework be able to measure the learning outcomes of these programs to ensure their academic rigor and that they are achieving the goals they claim to meet.

### Global Citizenship and the Importance of Fostering a Global Citizenry

Global citizenship has been defined as a “meritorious viewpoint that suggests that global forms of belonging, responsibility, and political action counter the intolerance and ignorance that more provincial and parochial forms of citizenship encourage” (Lyons, Hanley, Wearing, & Neil, 2012, p. 361). Further, global citizens or “globally minded citizens” (Backhouse, 2005) understand the interdependency of the world and its inhabitants, and the connective links that exist between all living things. It is generally accepted that within these notions of global citizenship exist three key dimensions (Morais & Ogden, 2011; Schattle, 2009; Tarrant et al., 2011): social responsibility (a concern for humanity and the environment), global awareness (alertness and responsiveness to issues that are global in nature), and civic engagement (active, informed participation in local, national, and global affairs). The education of global citizenship has grown out of this focus on international awareness (Davies, 2006) and themes of citizenship, including concern with entitlements, access, exclusion, and equity (Shultz, 2007). Following this, education for global citizenship is deeply rooted in themes of social justice and the notion that “any project of global citizenship education must include a commitment to creating engaged civic and institutional platforms that are widely inclusive and include both structural and historical-cultural analysis” (Shultz & Jorgenson, 2009).

In an effort to adequately prepare their graduates for real-world challenges, universities and colleges have accepted a responsibility to develop international curricula and programs that foster a student citizenry with stronger global awareness. This sentiment is echoed in directives from both the political and academic syndicates (e.g., Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005; Durbin, 2006; Government Accountability Office, 2007; Lewin, 2009; Stearns, 2009). Ironically, one rationale for this stems from the need for improved national security and

domestic prosperity, which “depend upon a citizenry that understands America’s place in the world, the security challenges it faces, and the opportunities and perils confronting Americans around the world” (Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005, p. ix). The bi-partisan Lincoln Commission Report to Congress (2005) argues that, in order to achieve this, a massive increase in the global literacy and awareness of the typical college graduate is required. Actions associated with ensuring national security are by definition “excluding” policy instruments. The historical pedigree of global citizenship, at its core, is an inclusive position that challenges the notion of national boundaries (Dower, 2000). Essentially, a safer community and world is one of globally aware citizens who recognize that the most innovative solutions to our world’s most complex problems reside in a paradigm of relationships that are interconnected and collaborative.

An academically centric rationale is offered in *The Heart of the Matter: Humanities and Social Sciences for a Vibrant, Competitive, and Secure Nation* authored by the American Academy of Arts and Sciences (AAA&S, 2013). This rationale is founded on developing scholars, researchers, practitioners, and ultimately a democracy that is prepared to “address major global challenges” and that is “equip[ped] for leadership in an interconnected world” (pp. 11–12). From preparing graduates to participate in a global economy and understand diverse cultures to developing a sensitivity to different perspectives and being capable of working with people from around the world, fostering global citizenship among students is arguably at the heart of higher education’s twenty-first-century purpose. For example, AAA&S (2013) focuses specifically on promoting language learning, expanding education in international affairs and transnational studies, and supporting study abroad and international exchange programs, by developing a global “Culture Corp.” Particularly salient is the call for “every undergraduate [to be] encouraged to have a significant international experience” (AAA&S, 2013, p. 12). Short-term educational travel, as a source for educative experiences, can be the source for significant international experiences when these experiences are coupled with robust pedagogy that provides critically reflective scaffolding. With this, meaning making, perspective transformation, and the power of significant international experiences may be realized. Similarly, the National Leadership Council for Liberal Education and American’s Promise (LEAP) published *College Learning for the New Global Century*, a report that identified the tenants of global citizenship (including global and local civic knowledge and engagement and intercultural knowledge and competence) as an essential learning outcome for university students. The report mandated the need for a university education to adequately provide students with the skills to manage the real-world demands of work and civic responsibility in the broader context of life in a complex and globally connected society. This has meant that, in order for college graduates to

be competitive for employment opportunities, the ability to operate within an ever increasing and expanding global economy is essential.

Following this, universities arguably have an obligation to prioritize the creation of robust programs, curricula, and initiatives that foster global citizenship as a learning outcome and to adequately prepare graduates to compete in the global marketplace (Hovland, 2009; Lewin, 2009). Indeed, the call to nurture global citizenship has moved from a “should-do” to a “must-do” endeavor for the benefit of individual students, the U.S. economy, and our interconnected global society. The global economy, combined with increased access to technology and resources, is here to stay and will only lead to a greater demand for interconnectivity.

### HOW CAN EDUCATIONAL TRAVEL NURTURE GLOBAL PERSPECTIVES?

In order to nurture global citizenship, there is a requirement for a delivery mechanism that provokes a shift in worldview and perspective and engages students with beliefs and values different to their own. This shift can occur as a result of a transformative educative experience, where students not only reframe their own identity but also begin to negotiate a sense of belonging that reimagines the global community, encounters and engages diversity, and constructs citizenship as a site of struggle (Pashby, 2008).

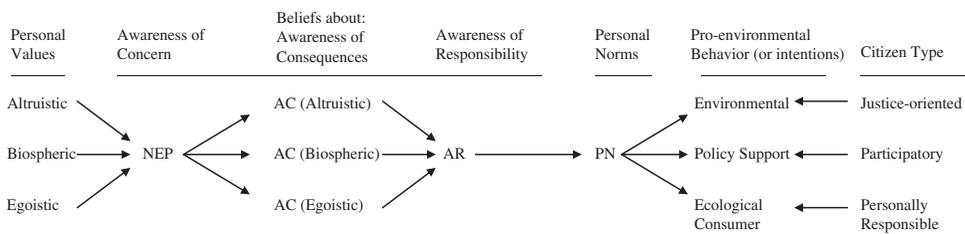
We contend that experientially based, short-term educational travel programs provide a learning site for students to experience, grapple with, reframe, and reflect on issues global in nature—ultimately fostering a transformative experience that can lead to a shift in perspective, awareness, and worldview. These programs provide an experience of cultural immersion and exposure to values and beliefs different to students’ own, and they also highlight the planetary challenges all societies face. This can be achieved by exposing students to new cultures, places, and learning environments (Perry et al., 2012), and can serve as the disorientating dilemma necessary to trigger perspective transformation (Mezirow, 1978). It is important to note that, while the *experience* is indeed a key component to the transformative learning that challenges a student’s views and perspectives, the experience must be coupled with “integrating circumstances” whereby students begin to search consciously and unconsciously for the “missing piece” (Clark & Wilson, 1991). The catalyst for this perspective, transformation is this juncture between experiences and a sound pedagogy influenced by the theoretical underpinnings of critical reflection that provides a salient avenue for nurturing global citizenship. Critical reflection is the mechanism by which students begin to make meaning out of their experiences and adjust their frames of reference (Moore, 2005). By engaging students in critical reflection and discussion, it

becomes possible to foster a shift in perspective where students become “critically aware of how and why their assumptions have come to constrain the way they perceive, understand, and feel about their world” (Mezirow, 1991, p. 167). Essentially, if student perspective shifts and meaning making are to occur, they will occur by way of a balanced suspension between educative experiences, critical reflection, and dialogue—experientially based pedagogy.

### REVIEW OF A CONCEPTUAL MODEL CULTIVATED TO MEASURE GLOBAL CITIZENSHIP

Study abroad trips are described as “life-transforming experiences” that increase cross-cultural understanding by immersing students in different cultures (Crabtree, 2008). A range of proposed models exists for measuring the learning outcomes of study abroad (McKeown, 2009; McLeod & Wainwright, 2009; Sobania & Braskamp, 2009; Streitwiser & Light, 2010; Sutton & Rubin, 2004; Tarrant, 2010). Of these, the modified Value-Belief-Norm (VBN) model (Figure 1) offers one of only very few conceptual frameworks presented in the literature to date for understanding *why* study abroad may be associated with prescribed learning outcomes.

While the relationship between educational travel and fostering global citizenship can be explored within a multitude of domains, the modified VBN model conceptualizes the definition of global citizenship within the context of environmental citizenship. In accord with others, Tarrant (2010) maintains that the natural and built environments are the contexts in which global citizenship can be best understood (Bryant, 2006; Dobson, 2003; Dower & Williams, 2002; Noddings, 2005; Shallcross & Robinson, 2006; Winn, 2006). Issues such as climate change, distribution of renewable and nonrenewable resources, and ozone depletion are indeed global in nature and transcend national boundaries. Following this line of thought, Tarrant (2010) offers a conceptual framework to assess global citizenship and the “added value” of educational travel. Adapted from Stern’s (2000) Value-Belief-Norm theory, Tarrant identifies two components based on (1) an awareness/belief that specific environmental conditions threaten or have adverse consequences



**FIGURE 1** A modified value-belief-norm theory of global citizenship.

for the things the learner values, and (2) an awareness/belief that the individual learner can act to reduce the specific threat(s) (Stern, 2000, in Tarrant, 2010). These components and the extent to which an individual learner aligns with these two beliefs are critical to the conceptual framework, and thus are the constructs through which global citizenship (as a learning outcome) is assessed.

Figure 1 provides a schematic of the adapted VBN theory used to examine the effect of study abroad programs on global citizenship. The identification of a global citizen is underpinned by three measures of pro-environmental behaviors (adapted from Stern, Dietz, Abel, Guagnano, & Kalof, 1999): (1) environmental citizenship, (2) willingness to support environmental policies, and (3) ecologically conscious consumer behavior. Further, Tarrant suggests that a student's "citizen-type" (Westheimer & Kahne, 2004) influences the type of pro-environmental behavior he or she likely exhibits. These citizen-types are described as (1) personally responsible citizen (someone who acts responsibly in his or her community, recycles, gives blood, volunteers in times of crisis); (2) participatory citizen (someone who is an active member of civic and community organizations); and (3) justice-oriented citizen (someone who critically assesses social, political, and economic structures to see beyond surfaces, and who challenges injustice, knows about social movements, and explores the root causes of problems).

The modified VBN framework has been methodologically operationalized and validated empirically through the use of a pre-test post-test design to measure the effect of study abroad on global citizenship.<sup>1</sup> A pre-test survey is given to students on the first day of the study abroad program and measures levels of current/actual global citizenship. Likewise, a post-test survey is given on the final day of the program and assesses intended levels of global citizenship. Tarrant and colleagues use a combination of validated scales in the survey, which are described in detail in Tarrant (2010).

A brief summary of the findings of previous published studies using the modified VBN approach is presented in Table 1. Collectively, results not only empirically substantiate global citizenship as a valid learning outcome of study abroad but also suggest that the length of time spent abroad may have little influence on the outcome itself. Specifically, recent evidence suggests that global citizenship (and its dimensions) may be more influenced by the subject matter (sustainability) and the experiential, travel-based component than just by going abroad (Tarrant, Rubin, & Stoner, 2013). Following this, it appears that a "just do it" approach to study

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<sup>1</sup> Since its inception, this tool has now also been used to measure global citizenship as a learning outcome in courses offered on a student's home campus.

**TABLE 1** Summary of Studies Using the Modified VBN Model to Measure Global Citizenship (GC) as a Learning Outcome of Educational Travel

Study Purpose	Cohort	Outcome	Ref
Effect of short-term study abroad on environmental policies and citizen type	<i>n</i> = 623	– ↑ all citizen groups	Tarrant et al., 2011
Effect of short-term educational travel programs on environmental citizenship	<i>n</i> = 695	– Greatest ↑ justice-oriented citizens – Greater ↑ in Females	Tarrant & Lyons, 2012
Adapted VBN framework to demonstrate GC as a learning outcome	<i>n</i> = 623	– Greater ↑ for AU then NZ – Students incorporating new knowledge into values and attitudes – Confirmed that shifts in values can occur during short-term programs	Wynveen, Kyle, & Tarrant, 2012
Measure GC as a learning outcome of 4 course types: <b>1.</b> Study abroad/ sustainability <b>2.</b> Study abroad/non-sustainability <b>3.</b> Non-study abroad/ sustainability <b>4.</b> Non-study abroad/non-sustainability	<i>n</i> = 286	– GC ↑ for students studying sustainability (home & abroad) – Students studying sustainability abroad greatest ↑ – No change non-sustainability – Students studying sustainability abroad greatest ↑ – Location & academic focus important	Tarrant, Rubin, & Stoner, 2013
Effect of short-term study abroad on students' global perspectives	<i>n</i> = 291	– Post-test global perspectives scores higher for students abroad	Tarrant, Rubin, & Stoner, in preparation

abroad does not result in the creation of a cohort of globally minded university graduates.

## DISCUSSION

Over the past decade there have been increasing calls to develop the capacity of higher education students, particularly in the United States, to think and act globally (Stearns, 2009). One method of encouraging the civic orientation of global citizenship is through study abroad (Tarrant, 2010). To date, the academic response to calls for greater global learning has focused primarily on increasing quantity (i.e., “just do it”). The number of students participating in education abroad is often the primary indicator of an institution’s success in achieving globalization aims (Engle & Engle, 2003; McLeod & Wainwright, 2009). Clearly, a major driver of such efforts should also address quality—the added value and outcomes of studying abroad as indexed by measures more informative than traditional course evaluation responses. As resources become available for study abroad development, funds should be targeted toward educational programs that promote demonstrable and specific learning outcomes.

Grounded by an adapted VBN model, substantiated evidence suggests global citizenship, identified by constructs of environmental citizenship, is a measurable outcome of short-term educational travel programs. These results join a growing body of literature providing support for the impacts of short-term study abroad. For example, the large-scale Georgia Learning Outcomes of Students Studying Abroad Initiative (GLOSSARI) (Sutton & Rubin, 2004) found a general advantage for study abroad at any duration over no study abroad in terms of graduation rates, although moderate duration (4 to 8 weeks) exceeded both shorter and longer programs on this variable. Additionally, Paige, Stallman, and Josic (2008, cited in Morais & Ogden, 2011) suggested no difference in global engagement between students who had studied abroad for shorter versus longer durations. Their findings from the University of Minnesota’s Study Abroad for Global Engagement project revealed that students in short-term programs (of 4 weeks or less) were just as likely to be globally engaged as those who studied abroad for several months or longer.

The results of the VBN studies showcase the importance of the experiential component of study abroad in nurturing outcomes of global citizenship. Indeed, nurturing global citizenship is not just tied to international exposure, but instead, a student’s shift in perspective and transformation is a result of the experiential nature of educational travel programs. Moreover, these studies have uncovered that while the experiential nature is key to a student’s transformation, a sound pedagogical structure is just as important—a

pedagogy that aims to foster a perspective shift as a learning outcome recognizes critical reflection as paramount.

Critical reflection is the mechanism by which students begin to make meaning out of their experiences and adjust their frames of reference (Moore, 2005). Critical reflection, as a process, engages students in deeper thought, in “scratching below the surface” where they begin to reconceptualize and reframe the perspective that defines their worldview. By placing students in a new environment, out of their comfort zone, and involving them in experiences that serve to shake their identity, perspective, and view (as is done through the experiential nature of study abroad), we are really only halfway there. In order to truly facilitate the transformative experience necessary to cause a real and lasting reformation of social responsibility and civic engagement, students’ experiences must be married with a process of critical reflection. It is this interface of experiences and the critical reflection of those experiences that provides a salient avenue for nurturing global citizenship.

While the conceptual and methodological approach demonstrated here provides a basis for understanding a transformational shift in “citizen-type” following a study abroad experience, it does not provide an avenue to explore the ways in which students may (or may not) reach the desired outcome of becoming a justice-oriented (global) citizen. Moving forward, a new conceptual model that includes the theoretical construction of critical reflection and subsequent transformative learning will be the key in providing a deeper understanding of the juncture at which students’ realities are reframed and new meanings are made. If the goal of short-term study abroad is to foster global citizenship, and if global citizenship is the result of a shift in perspective and worldview, then we need to uncover the critical moments at which students form deeper meanings about who they are in relationship to the “bigger picture” of the globe. Furthermore, longitudinal research is required to understand the long-lasting effects of experiential study abroad programs. Research in this arena may uncover information that will aid in the development of study abroad programs, ensuring that not only are the desired learning outcomes achieved but that appropriate experiences truly provide opportunities for lifelong perspective shifts.

## CONCLUSION

In an effort to adequately prepare their graduates for real-world challenges, higher education institutions arguably have a responsibility to develop international curricula and programs that foster a global citizenry. It is our contention that experientially based, short-term educational travel programs provide a learning site for students to experience, grapple with, reframe, and reflect on issues global in nature—a potential transformative experience that leads to a shift in perspective, awareness, and worldview. In order to truly facilitate the

transformative experience necessary to guide students to redefine who they are in relationship to the wider globe, it is vital to create a marriage between experiences and critical reflection. It is at this interface of experiences and the critical reflection of those experiences that a salient avenue for nurturing global citizenship emerges. Educative experiences without critical reflection are just experiences, and as such, do not provide the opportunity to shape perspective, glean meaning, or make sense of the original experience. It is this reshaping, reforming, and reimagining of perspectives and beliefs that serve as the departure point for transformation toward global citizenship.

Moving forward, a new conceptual model that includes the theoretical construction of critical reflection and subsequent transformative learning will be the key in providing a deeper understanding of the juncture at which students' realities are reframed and new meanings are made. While the scope of this article has focused on outbound short-term educational travel and study abroad, this conceptual model could be applied to assessing global awareness as a learning outcome in the broader international education arena. We recognize the increase of "internationally mobile students," classified as enrolled students who are "not permanent residents of the host country," a category which "excludes those who are on exchange programs of one year or less" (UNESCO, 2006, pp. 33–34). As the global market of higher education continues to grow, and foreign student enrollment flourishes (Guruz, 2011), further research is needed to explore the connection between international student mobility and global citizenship. Such research may not only enhance study abroad programs, but also provide an evidence-based model for universities to enact their student mobility strategic agendas that seek to enhance student learning outcomes of global awareness and global citizenship. By preparing and engaging students with the tools, skills, and knowledge of a global citizen, they will be more prepared for the challenges of an ever-increasing global society.

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