

**Public Lecture on
Pursuing global citizenship in a regional context:
Some insights from an Australian Overseas Short-term Mobility Program**

About the speaker



Dr Deborah HENDERSON is an Associate Professor in the Faculty of Education at Queensland University of Technology. Her trans-disciplinary research interests and publications include fostering values, cross-cultural understanding, critical inquiry and active and informed citizenship in the history and social education curriculum; politics and policy making for Asia literacy; teacher leadership and professional development. Deborah is Vice President of the Australian Curriculum Studies Association (ACSA), and a Past President of the History Teachers' Association of Australia (HTAA). In 2009, Deborah was awarded a Teaching Citation for her contributions to student learning by the Australian Learning and Teaching Council (ALTC) and in 2010, she was awarded an ALTC Teaching Excellence Award.

1pm to 2:30pm **Room B4-LP-13, EdUHK**
Thursday 4 August 2016



Abstract

In response to globalization, the transnational flows of people and cultures and super-diversity (Vertovec, 2007), universities are pursuing policies aimed at the internationalization of campuses and the curriculum (Molony, 2011). Engaging in an international component of their course is often cited by students as an enhancement for future job prospects (Doyle, Gendall, Meyer, Hoek, Tait, McKenzie, & Looparg, 2009). The advantages cited by students mirror those of government and university boards who describe these experiences as improving students' global and intercultural competence and preparing students to compete in global markets. This presentation draws from research on the ways in which a group of Australian and Malaysian pre-service teachers reflected on their collaborative experiences during a short-term mobility program in Malaysia. Funding was secured through the Australian Government's Study Overseas Short-term Mobility Program (STMP) which aimed at promoting opportunities for more Australians at the tertiary area to undertake meaningful short-term international mobility experiences.

The research focused on how both groups of pre-service teachers reflected on themselves as culturally responsive 'good' citizens during and after the two-week program in Kuala Lumpur. The hypothesis was that when coupled with appropriate reflection, experiential and reciprocal learning might contribute to increased intercultural capacity and regional awareness of global concerns such as the impact of environmental degradation and climate change. Findings suggest that from an initial ethnocentric and stereotyped view of others, both groups developed a respect for cultural difference through intercultural encounters. The research also found that through the experiential learning in the short-term mobility program, the Australian and Malaysian pre-service teachers gained deeper insights into their own characters, reconsidered their cultural selves as citizens in their own countries and in the Asia-Pacific region and furthered their understandings of how global perspectives and global citizenship can be shaped through regional contexts.

Online Registration: qrs.ly/4y58dba

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