Global Citizenship
Competence in Culturally Diverse and International Environments

Griffith University’s strategic plan 2009-2013 makes a commitment to “prepare students for the world of work and as global citizens, develop their capacities in inter-cultural competence”. This builds on the key Graduate Attribute of ‘Competence in Culturally Diverse and International Environments’. Students, upon graduation from 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 communities. The Internationalisation Strategy provides the basis on which the University’s Internationalisation Framework is developed as indicated in Figure

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1 No toolkit currently exists that addresses this aspect of Graduate Attribute 5. However, GIHE will be collaborating with Dr Chris Matthews (Indigenous Research Networks Coordinator), members of the reference group and other appropriate persons within the university to develop this resource. In the interim staff are encouraged to visit the ALTC website (http://www.altc.edu.au/project-facilitating-whole-university-approach-griffith-2009) for project updates.
A Framework for Promoting Competence in Culturally Diverse and International Environments

**Curriculum Initiatives**
- Learning Outcomes
- Course Content and Design
- Materials, Tools and Resources
- Classroom Practices
- Assessment

**Graduate Attributes:**
*Competence in Culturally Diverse and International Environments*

- 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
- A global and international perspective on their disciplines.

**Effective Communicators and Team Members**

- Capacity to interact and collaborate with others effectively, including in teams, in the workplace, and in culturally or linguistically diverse contexts.

**Academic and Professional Staff Initiatives**
- Staff appointments recruited from abroad (culturally and linguistically diverse backgrounds of staff)
- Experience living or working overseas
- Research links with strategically aligned overseas partner universities
- Transnational teaching and scholarship
- Staff secondments to overseas industry or academic institutions
- Research projects examining multicultural, multilingual and international issues
- Research outputs, publications and/or grant applications co-authored with an international collaborator
- Cultural Diversity and Internationalisation Community of Practice

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Figure 1: A Framework for Promoting Competence in Culturally Diverse and International Environments
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 University’s Conceptualisation of the Key Characteristics of Intercultural Competence Multilevel Strategies

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Skills and Abilities</th>
<th>Attitudes and Values</th>
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</thead>
<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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<tr>
<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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<tr>
<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>
</tr>
<tr>
<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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<tr>
<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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<td>Recognition of intercultural and transnational issues relevant to professional practice</td>
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<tr>
<td>Awareness of own culture and its perspectives, and other cultures and their perspectives</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>
<td></td>
</tr>
</tbody>
</table>

Websites:
Leeds Metropolitan University HE Academy literature review on internationalisation:
http://www.leedsmet.ac.uk/world-widehorizons/index_resource_bank.htm
Oxfam ‘Education for Global Citizenship’
http://www.oxfam.org.uk/education/gc/
Oxford-Brookes University Internationalisation Resources:
http://www.brookes.ac.uk/services/ocsld/ioc/modules/index.html

References


This information was prepared by Professor Michelle Barker, Griffith Institute for Higher Education (2011). The contribution of Dr Elisha Frederiks, Brona Farrelly and Dr Linda Shallcross is gratefully acknowledged.

Available online at: [www.griffith.edu.au/gihe/internationalisation](http://www.griffith.edu.au/gihe/internationalisation)

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