

DIVERSE APPROACHES TO EDUCATING AND BEING ETHICAL GLOBAL CITIZENS

Prof Betty Leask, Shinead Borkovic, Dr Tracy Fortune,
Dr Chyrisse Heine, Dr Sonia Reisenhofer, Helena Sanderson,
Joanna Shaw & Renee Somoza. La Trobe University



Session Outline



1. Setting the Scene: Prof Betty Leask
2. Silk Lotus: Balancing personal and professional: Joanna Shaw
3. Work Integrated Learning approaches at home and abroad -
Enabling learning for global citizenship: Dr Tracy Fortune, Renee Somoza & Shinead Borkovic
4. The Cambodia program: Dr Chyrisse Heine & Helena Sanderson
5. Building Nursing Partnerships in Indonesia: Dr Sonia Reisenhofer

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About this session ...

1. How it came to be ...
2. Participants in this conversation
3. The format of the conversation

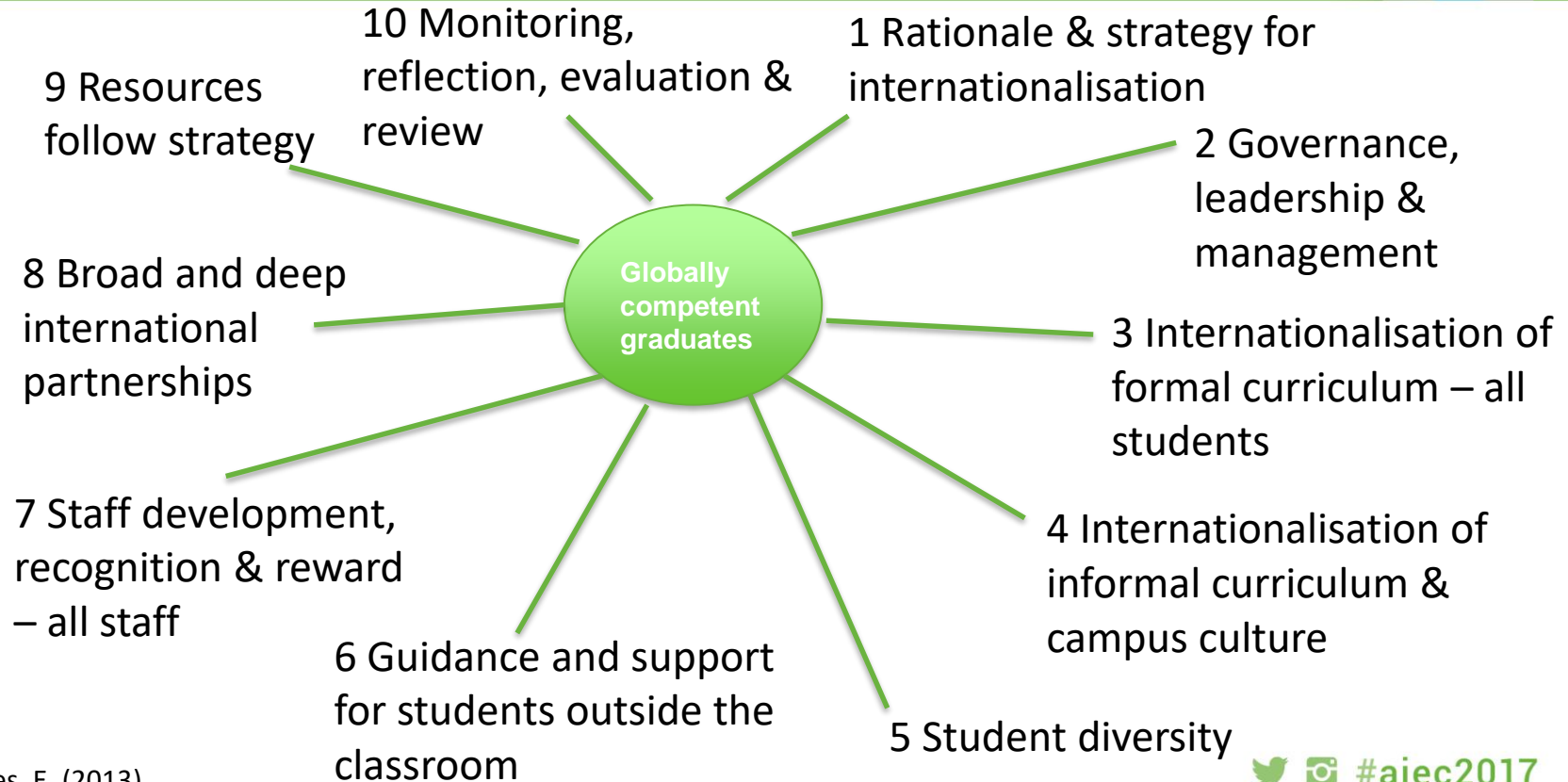
1. What is responsible global citizenship?
2. What does it take to be and educate responsible global citizens?
3. Contextual complexity

Responsible global citizens:

- see the world through the eyes of others
- identify with common human predicaments and show compassionate concern for others
- think independently/resist peer pressure
- act in support of the common good across social, environmental and political dimensions
- display a personal ethic which is both local and global in scope
- are committed to solving the world's problems

(Based on Leask 2015)

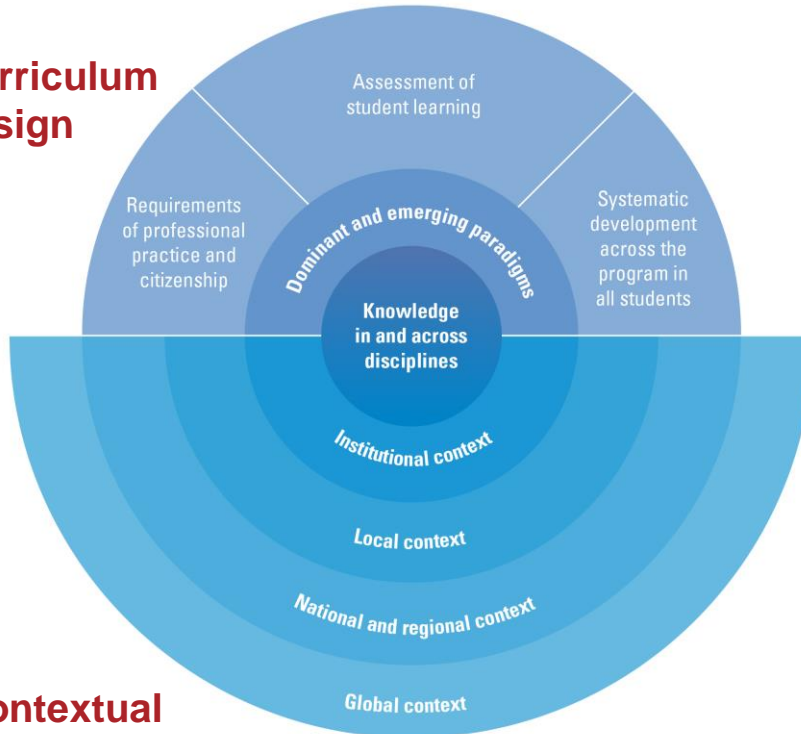
10 key elements of integrated internationalisation



A conceptual framework of internationalisation of the curriculum



Curriculum design



Contextual influences

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The incorporation of international, intercultural and global dimensions into the content of the curriculum.

As well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study. (Leask, 2015, 9)

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SILK LOTUS

Joanna Shaw

Manager, International Student Services

La Trobe International



Joanna Shaw – Silk Lotus

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Silk Lotus

Ethical Global Citizenship



- **Responsible Consumerism** → using your \$\$ wisely
- **Employment & Income** → empowering women's orgs, small businesses
- **Fundraising & Donations** → supporting NGOs/projects; amplifying impact
- **Advocacy & Storytelling** → putting a name/face to the product, celebrating women, sharing community stories, raising awareness
- **Travel & Experience** → active vs passive engagement
- **Reciprocity** → connecting to communities, volunteering, relationship building, cultural enrichment, and giving back

= Being a Global Citizen =

www.goodspender.com.au or www.facebook.com/silklotusproducts

Contribution – valuing what international students bring to our classrooms. Fostering positive environments to engage and share.

Connection – building relationships and commencing partnerships during studies, in Australia.

Location – challenging geography and changing perceptions. Global citizenship does not require an off shore experience.

Community – tapping into our rich multicultural communities to leverage internationalisation and global citizenship.

**How can we do more to
harness the international
student experience in
developing all students as
global citizens?**

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WORK INTEGRATED LEARNING APPROACHES AT HOME AND ABROAD: ENABLING LEARNING FOR GLOBAL CITIZENSHIP.

Occupational Therapy Programs- La Trobe University
Dr Tracy Fortune, Renee Somoza & Shinead Borkovic



Approaches to learning about diversity in Occupational Therapy

- **Service Learning – 2nd Year**
4 hours per week for 8 weeks in schools with high cultural diversity and socioeconomic disadvantage
- **Project Based Learning – 4th Year**
10 week team based project, Melbourne, Vietnam or India.

How do we create safe spaces to acquaint students with their blindspots and unconscious biases?

How can we support students' respect for diversity and desire to take action for social justice?



A word cloud of various terms related to social justice, diversity, and ethics. The words are arranged in a cluster, with 'respect' being the largest and most prominent. Other significant words include 'discomfort', 'diversity', 'professional beliefs', 'disadvantage', 'ethical', 'uncomfortable', 'disability', 'cultural', 'addiction', 'emotional', 'psychosis', 'values', 'difference', 'intolerance', 'poverty', 'racism', 'ethnicity', and 'difference'.

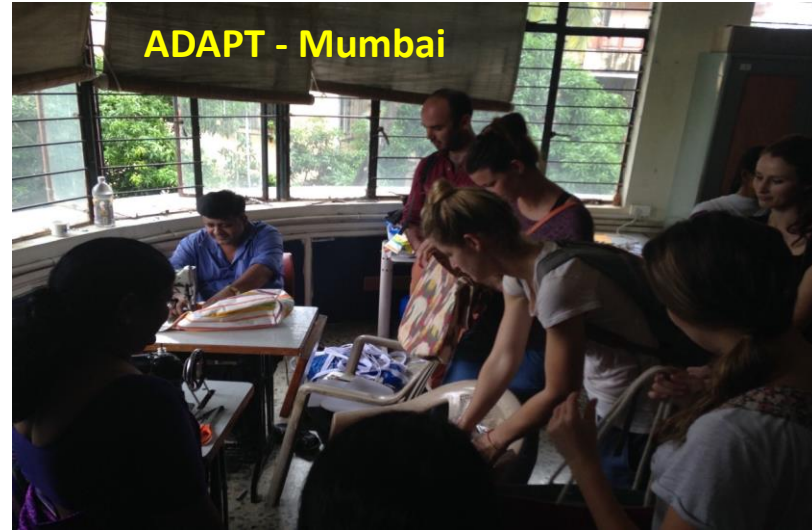
addiction emotional diversity professional beliefs
cultural racism poverty psychosis values difference intolerance
respect **discomfort** **disadvantage** **ethical** **uncomfortable** **disability**
ethnicity

Renee's Experience in India

OCT5MSP: Project Based Learning Teams with agency partners, ADAPT, Mumbai, India



ADAPT - Mumbai



Shinead's Experience of Multicultural Melbourne



4th year project placement in my Master of Occupational Therapy Degree

On a ward in a hospital in Melbourne's Western Suburbs

26 culturally diverse patients just 20 minutes away from where I was living



“It was international, it was global and it was learning all at arms reach”

**How can we encourage
students and staff to reflect
more deeply on their own
personal responses and values
related to diversity?**

Café Conversation

- 1. How can we do more to harness the international student experience in developing all students as global citizens?**
- 2. What are the opportunities in global and local communities to develop student and staff global citizenship?**
- 3. How can we encourage students and staff to reflect more deeply on their own personal responses and values related to diversity?**

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THE CAMBODIA PROGRAM

Chyrisse Heine, PhD & Helena Sanderson

Reference: www.iru.edu.au



The problem



- Population of 15 million; 4% have disabilities
 - 4.7% problem with speaking
 - 15.1% problem with hearing
- Limited access to healthcare



Relationship building

Jake



Tai



Training programs



Key learnings



Ongoing programs



Sustainable learning and services



Cambodia Vision service-learning program

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What we learnt:

Successful in this context
- shared knowledge,
personal impacts, benefit
to community

There were issues:
Cultural notions, ongoing
support, lack of referral
or healthcare



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Helena's reflections

What the experience meant
What I took away (global perspective)
Influence on my current work
What the experience means now



**How do we ensure
sustainability of practice when
our partnerships conclude?**

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BUILDING NURSING PARTNERSHIPS IN INDONESIA

Dr Sonia Reisenhofer

Academic Coordinator (Academic Partnerships) | College of Science, Health & Engineering

International Course Coordination & Development | School of Nursing and Midwifery



Nursing in Indonesia

- 261M Population – 0.9M Nurses (0.3 M in Aus)
- Indonesian National Coverage for Health
- The Nurses Act (2014)
 - Ratio of MN qualified Educators to BN students (20:1)
 - 5 year BN degree
 - 250 hours CPD / 5 years
- MN students publish internationally
- Mutual Recognition Arrangement on Nursing Services (ASEAN)



A Journey of Opportunity?

- VicTrade visit to Indonesia
- An interested Private Hospital CEO / Director of Medicine
- Introduction to Hospitals



**What is the role of the
university in the development
of global professions and
professionals?**

Café Conversation

- 1. How do we ensure sustainability of practice when our partnerships conclude?**
- 2. What is the role of the university in the development of global professions and professionals?**

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SO WHAT ?



- 1. Are our degrees fit for purpose in a globalized world?**
- 2. What are the research possibilities that emerge from this space?**
- 3. How do you/might you identify, promote and reward values based approaches to internationalisation?**

Contact Us



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THANK YOU



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