

Mindful adventures: experiencing the world and establishing selves

Vickie Wai Ki Yau

Ph.D. Candidate

The University of Hong Kong

(Policy, Administration, and Social Sciences Education)

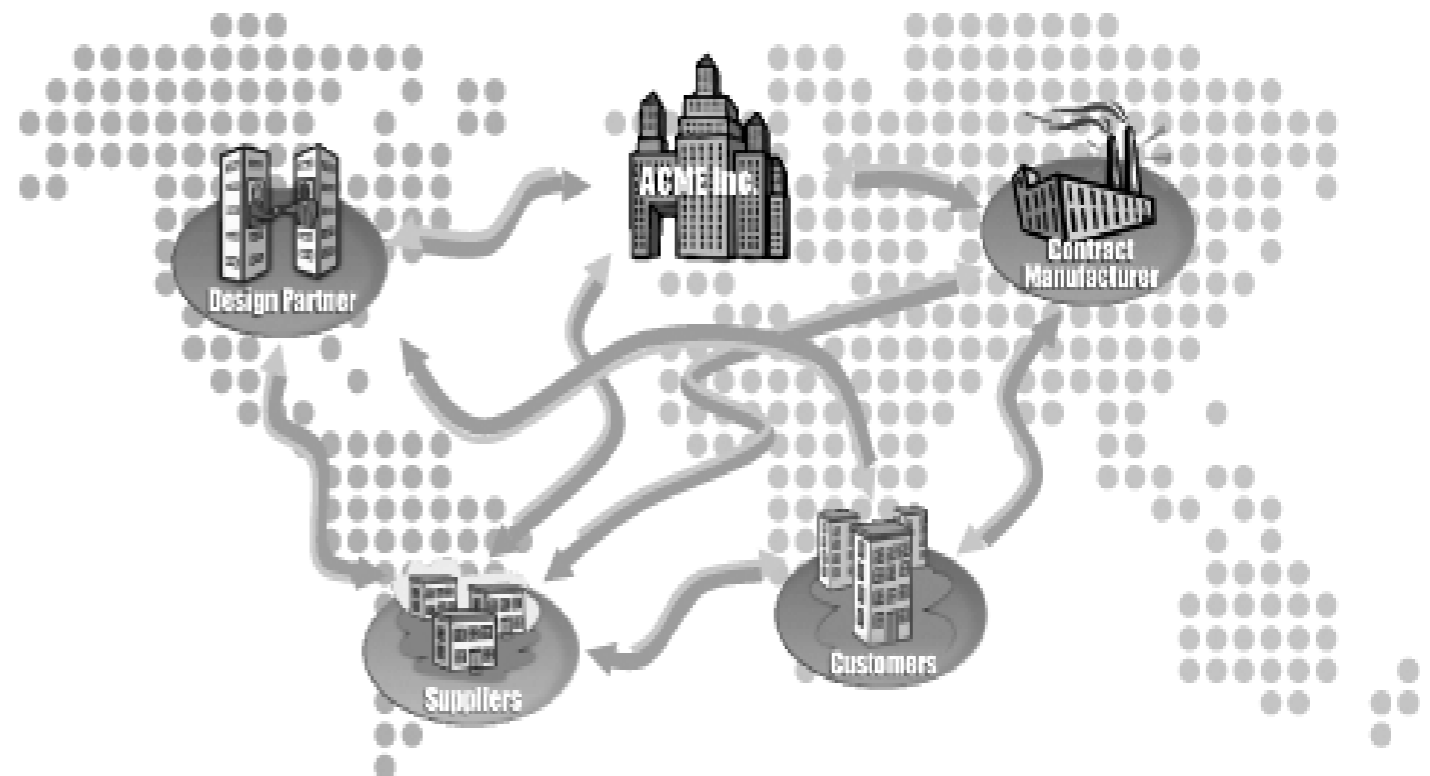
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University traditions: a resource or a burden?

National Research University Higher School of Economics, Moscow

Background of Research

- globalization and global **market** economy
- mobility of students in **internationalization** of education
- “**global citizenship**” as an educational aim
- knowledge, skills and **character**?
- identit(ies)? culture(s)?



“Global Citizenship” ?

- UNESCO 1972 - Learning to be: the world of education today and tomorrow
- UNESCO, 1974
 - “education implies the entire process of social life by means of which individual and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capacities, attitudes, aptitudes, and knowledge”
- Popular discourses
 - environmentalism
 - human rights and equality
 - foreign affairs, global trade
 - intercultural intelligence
- manifestations in students
 - international experience as students
 - volunteering and work experiences


Box C3.1. Long-term growth in the number of students enrolled outside their country of citizenship

Growth in internationalisation of tertiary education (1975-2009, in millions)



Source: OECD and UNESCO Institute for Statistics.

Data on foreign enrolment worldwide comes from both the OECD and the UNESCO Institute for Statistics (UIS). UIS provided the data on all countries for 1975-95 and most of the non-OECD countries for 2000, 2005 and 2009. The OECD provided the data on OECD countries and the other non-OECD economies in 2000 and 2009. Both sources use similar definitions, thus making their combination possible. Missing data were imputed with the closest data reports to ensure that breaks in data coverage do not result in breaks in time series.

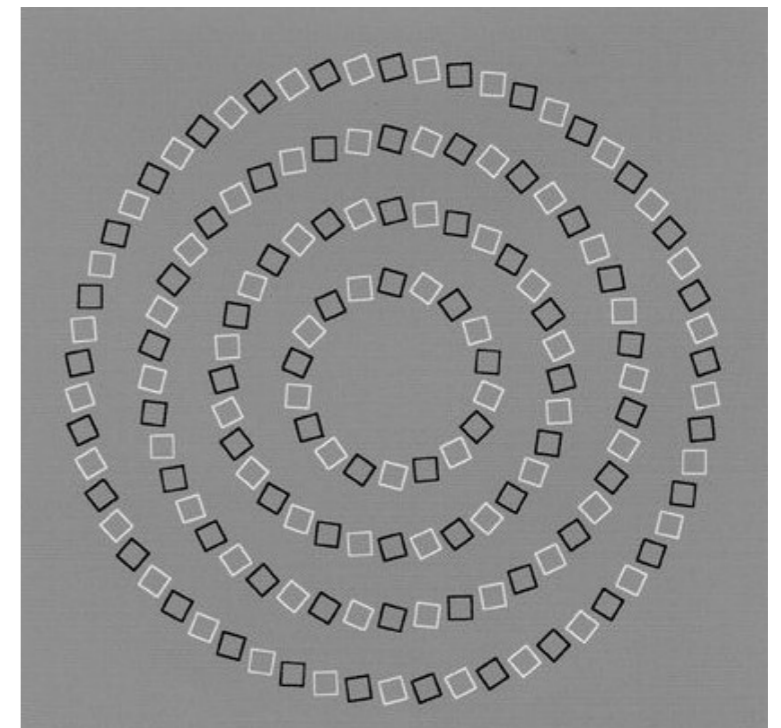
StatLink  <http://dx.doi.org/10.1787/888932461617>

'Global Citizenship' and Hong Kong

- Economic and political landscape of HK
- ... Hong Kong's education system must continue to reform and encourage the development of **"soft" skills**, such as communication skills, interpersonal relationships, **international adaptation, character building and values formation**.
 - ... **international exposure** ...
 - Business and Professional Federation, Hong Kong 2020, Human Capital

'Global Citizenship' and HKU

- Intercultural understanding and global citizenship
 - awareness of own culture and others'
 - cultural sensitivity and interpersonal skills
 - social responsibilities as members of global community
- Leadership and advocacy for the improvement of the human condition
 - improving well-being of fellow citizens
 - uphold core values of democratic society



'Global Citizenship' and HKU

- study abroad - academic-based
- internship abroad - work-based
- volunteer abroad - service-oriented, altruistic
- service 100 - local, national and global service projects
- individual / group-based initiatives
- academic curriculum (cross-disciplinary inquiry, Common Core Curriculum)



Research Design - Narrative Inquiry

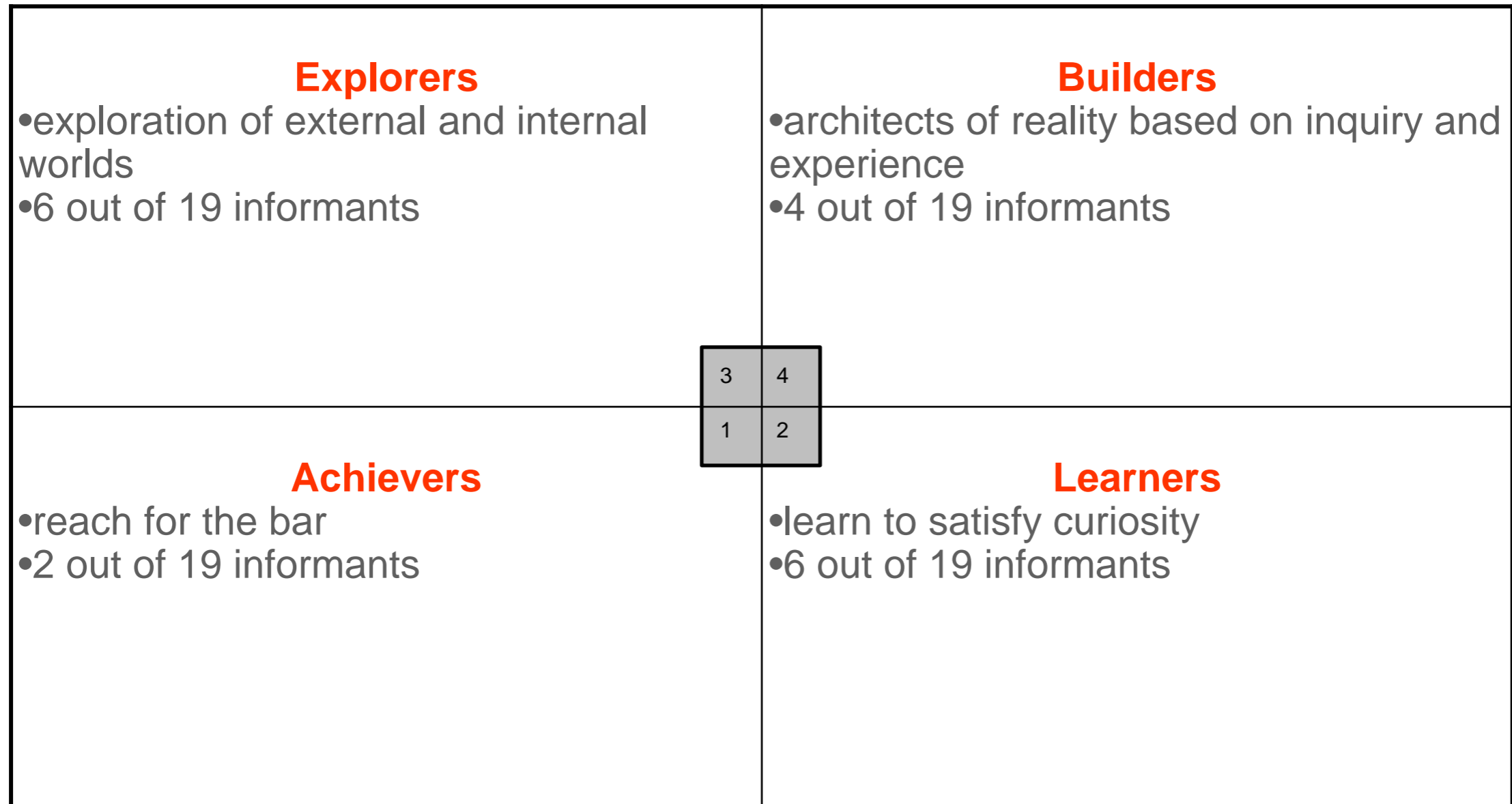
- 19 interviews with students who have **participated or engaged in** activities falling under the concept of “global citizenship”
- students from 8 out of 10 faculties, f/t domestic students (HK and PRC)
- **‘what happened’** and **‘what it means’**
- **Purpose:** to allow the diversity of meanings, representations, expressions and practices to emerge



Findings and analysis

- **understanding in socio-cultural context:**
- an activity to meet criteria and expectations
- participation in a collective culture
- reinforcement/rejection of existing alternatives to preconceived identities and cultures
- **psycho-social elements:**
- courage and intrinsic motivation
- affective dimensions - beliefs, values, **emotions**
- self-navigation and self-discovery
- **determining elements of a rich experience:**
- awareness and consciousness of culture and emotions
- ability to relate across time and space with the self as locus

Summary of analysis



Learners (6 out of 19 informants)

- **characteristics**

- enrichment using combination of strategies
- actively seek knowledge in a cross-disciplinary manner
- core intention is to understand
- weak in emotional connection

Jacky (Journalism)

- **interest**: local and global knowledge of politics and international affairs
- **activity**: Sri Lanka, service-oriented
- **outcome**: overwhelmed, feeling incompetent
- **implications**: confidence, self-esteem, independence, career and personal growth

Explorers (6 out of 19 informants)

- **characteristics**

- equally explores self and subject matter
- emotionally connected to their exploratory process
- conscious and inquisitive

Mary (Food & Nutrition)

- **interest**: breaking the stereotype of “beauty” in Hong Kong
- **activity**: 1-year working holiday visa in Canada; Whole foods market
- **outcome**: continues her journey in search of a way to *change* societal precepts of “beauty” by promoting health, nutrition, naturalism
- **implications**: continues to challenge herself to grow, sought a job within the industry but aligned with personal values

Builders (4 out of 19 informants)

- **characteristics**
- architects of reality based on inquiry and experience
- relates past experiences to the future
- active construction of the future
- “mission,” “spiritual” calling

Henna (Education)

- **interest:** animal welfare and ethics of food; driven by personal aspirations and strong personal beliefs
- **activity:** Less-meat Monday
- **outcome:** “accomplished one mission,” planted a seed for her desirable future
- **implication:** “integrity” (Chickering & Reisser, 1993) - alignment of beliefs, values, and purpose; pursuit of teaching career and mission

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- Significant factors to embracing and enacting “global citizenship”:
 - **richness of experience:** personal and emotional connection to activities and events
 - **reconciliation:** dichotomy and paradox of grand concepts, i.e. globalization, development, growth, sustainability
 - **relevance:** continuity across time and *space*
- Conclusions:
 - **superficially:** individual and shared experience, perspective, stimulation
 - **deeper level:** transformational, construction of perspectives

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- Activities of “global citizenship” as **opportunities** for self-discovery and establishment of selves in association with community within the immediate circle, local community and collective global network.
- **Limitations:**
 - yet to identify whether these categories are progressive stages of development or archetypes
 - Contextualized in Hong Kong, University of Hong Kong
- **Ideas for future research:**
 - comparative study across institutions in different socioeconomics and cultures
 - psychometrics and quantitative research

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Thank you!

Vickie Yau
vickieyau@gmail.com

