

2018 Institute on General Education cum Teacher and Student Conference General Education in Global Citizenship: Positioning and Engagement

Activating Global Citizenship: Varieties of Institutionalality in the Common Core@HKU

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Global Issues (CCGL)

- Enable students to think globally and live as informed and active members of a global community
- An understanding of globalisation can be approached from various perspectives, including the impact of globalisation on our daily lives, the processes of globalisation and the resulting interdependencies and inequalities at local, national, international levels, the challenges of global governance in relation to globalisation, and the duties and rights of global citizens
- The following themes elaborate on these perspectives and serve as a framework for organising courses:
 - Global Issues, Local Lives
 - Challenges of Global Governance
 - Globalisation and Economic Development
 - Global Ethics and Citizenship

Survey Questions

This open-ended survey is intended for all those undergraduate students who are doing or have completed at least one CCGL course at the university:

1. How do you feel the design of the course content suit the Aol of Global Issues?
2. How do you feel the course assessment methods have made you think about global citizenship?
3. In what ways have you felt reflected on global citizenship after the course/courses?
4. What do you think are the difficulties in learning global issues and global citizenship?
5. What will you do to further reflect, or how do you think teachers can further stimulate, on global citizenship?



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Selected Responses

- *'Mobile Identities was more of an experience than a course for me as it felt as if we were encouraged to assert and develop better understanding of ourselves and identities through a global sense.'*
- *'Global Issues was covered in terms of how nations can be interdependent in terms of war and aid – interesting! (And there was Model United Nations where we represent international organisations or countries about a human conflict so that was useful too).'*
- *'Global issues experienced through debates, analysing scientific literature, and social issues via real time news.'*
- *'I think the final project – which could be submitted in any sensory form really challenged me. I thought about a poem, a song, and eventually decided to make a food map of my local neighbourhood. Living in Hong Kong and creating a food map of Colombo was global all the way!'*
- *'I suppose we have a responsibility to try and make sure dangerous weapons are not used in any situation, but we don't really have a say in it as governments keep this stuff under wraps or are deceptive about it.'*
- *'Global issues seems very straightforward – however global citizenship is more of a continuous learning experience rather than something you can learn from a book. This learning experience can definitely be enhanced by classes such as "mobile identities" whereby students are enriched in this learning process. In a sense, they are given better clarity in understanding the world around them.'*
- *'Everyone has different level of understanding on other countries' issues, it may require much understanding on particular countries when studying on a global issue.'*
- *'Everybody because so many people will always disagree with you due to their own beliefs.'*
- *'That it's difficult to feel a sense of intimacy. These issues are of course important, but I only have limited time and energy. Why not know more about local issues deeply?'*
- *'Taking different perspectives, and especially get closer to the truth, which is more and more unlikely nowadays.'*
- *'What exactly is "global"? For me I feel like people often interpret the word as "western" only.'*
- *'The relationship between countries are complicated and globalisation is an abstract term.'*
- *'I think self-reflection is the starter to even understanding global citizenship. In order for us to understand the world around us, we have to first know where we currently stand and what values are associated with it. Just as my professors did in the course, enabling students to become fully aware of their current notion of themselves can start the journey to global citizenship.'*
- *'Make the global personal and local. Emphasise connections and unity, and unity in diversity.'*
- *'Use the knowledge and analysing skills learnt in the course afterwards, which is a continuous process.'*
- *'Contrast different countries to show differences between cultures and demonstrate underlying responsibilities regardless of culture.'*