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1. **Staff Contact Details:** Annabelle Lewer-Fletcher

   Email: annabelle.lewer-fletcher@unsw.edu.au
   Consultation times: arranged via email

2. **Course Details**

   **Credit Points:** 6 Units of Credit:

   **Course Aims:**
   The Introduction to Global Citizenship course will introduce students to the concepts of global citizenship and what it means to be globally competent. Students will develop their global literacy (i.e. their understanding of self as a global citizen and their ability to work as part of a global community) and cultural literacy (i.e. their understanding of cultural differences and their ability to respect and value these differences in non-judgmental ways). Students will also develop an understanding of the social and economic value of inclusive, sustainable and socially responsible organisational practices through authentic assessment.

   The broad aim of this course is to develop in students’ knowledge and understanding of global perspectives, and to provide students with opportunities to engage with current literature and experts as citizens of a global world. Students will reflect on how they can take an active role as global citizens to benefit humanity as a whole.

   Cogan and Kubow (1997) describe that there are 8 characteristics that define a global citizen.

   1. Ability to look at and approach problems as a member of a global society.
   2. Ability to work with others in a cooperative way and to take responsibility for one’s roles (and) duties within society.
   3. Ability to understand, accept, appreciate, and tolerate cultural differences.
   4. Capacity to think in a critical and systemic way.
   5. Willingness to resolve conflict in a non-violent manner.
   6. Willingness to change one’s (way of life) and habits (of consumption) to protect the environment.
   7. Ability to be sensitive towards and to defend human rights.
   8. Willingness to participate in politics locally, nationally, and internationally.

   Consistent with these characteristics, the course aims to develop reflection and understanding and encourage taking an active role as global citizens to benefit humanity as a whole.

   **Student learning outcomes:**
   At the completion of this course students will be able to:

   1. Define the characteristics and competencies required of you as a global citizen.
   2. Identify and discuss global issues and the impact on you at both a personal and professional level at a local, national and international level.
   3. Evaluate your preparedness for global citizenship.
   4. Develop an action plan to address your knowledge, skills and capability needs as a global citizen.
   5. Critically reflect upon your learning journey throughout the course.
Graduate Capabilities / Attributes

UNSW Graduate Capabilities and UNSW Graduate Attributes are the qualities, skills and understandings the University wants students to have developed by the completion of their degree.

The capabilities and attributes selected below are those identified as being developed via the content and learning activities in this course.

**Scholars** who are
- understanding of their discipline in its interdisciplinary context

**Leaders** who are
- collaborative and effective team workers.

**Global Citizens** who are
- capable of applying their discipline in local, national and international contexts
- culturally aware and capable of respecting diversity and acting in socially just/responsible ways

3. Diploma and Course Rationale

**The Diploma of Professional Practice (DPP)**

The Diploma of Professional Practice consists of 48 units of credit in professional practice and related courses. It aims to enhance students’ capabilities and skills to pursue their professional careers by preparing and providing students with formal, structured work-based opportunities. The DPP will also develop students’ ability to reflect on their experience as an individual, a professional, a global citizen and a member of the workplace.

**Introduction to Global Citizenship**

UNSW seeks to develop students who are responsible citizens, engaged in the democratic process and capable of effecting change in their local communities, nationally and internationally. The Introduction to Global Citizenship course will introduce students to the concepts of global citizenship and what it means to be globally competent. Students will be supported to develop their understanding of the complex and complicated concept of culture and of “self” in a cultural context to enable them to develop a sufficiently open mind and positive attitude about issues, situations, and tasks that involve diverse people and places.

Establishing adequate cultural self-awareness includes understanding cultural identities along with associated biases and worldviews and broadening perspectives and openness towards multicultural contexts. Building cross-cultural competence entails education on the meaning of culture and cultural identities, including how identities deeply impact value systems, thought processes, and behaviour. The course will develop students’ global literacy (i.e. their understanding of self as a global citizen and their ability to work as part of a global community) and cultural literacy (i.e. their understanding of cultural differences and their ability to respect and value these differences). Students will also develop an understanding of the social and economic value of inclusive, sustainable and socially responsible organisational practices.

4. Teaching Strategies and Approach to Learning

This course utilizes a blended learning and teaching environment that is taught through a flexible approach to online learning and face-to-face seminars. This cloud learning approach uses both summative and formative assessment. The Summative assessments are the 3 tasks listed on the following pages. The formative tasks are weekly and require you to post in discussion forums respond to spaces online and then use these to develop an ePortfolio for task 3. For each of the formative tasks you will receive rich and valid feedback that can help you to generate new thoughts or reflections on the content that will be demonstrated in your portfolio at the end of the course.
## Key Dates and Course Schedule

### Face-to-face Seminars:
- **3rd August 2013** - Room: LAW Building Room 303
- **26th October 2013** - Room: LAW Building Room 303

### Flexible Delivery:
Moodle, Online and Face-to-Face Seminars

### Course Schedule:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Location</th>
<th>Suggested Readings</th>
</tr>
</thead>
</table>
| What do you think it means to be a ‘global citizen’? | Week 1-2     | Online in Moodle and Facebook introductions | In Moodle:  
1. Listen to lectures  
2. What is Global Citizenship?  
3. You may well have come across the notion of ‘Global Citizenship’, but what does it mean?  
http://www.oxfam.org.uk/education/gc/what_and_why/what/ |
| Seminar Day 1                                   | 3rd August 2013 | LAW Building Room 303 |                                                                                   |
| Globalisation and History                       | Week 3-4     | Online in Moodle and Facebook | In Moodle:  
1. Listen to lectures  
2. What are the origins of global citizenship, where do the theories come from? Complete the readings and write a reflection in moodle. |
| Citizenship and Global Ethics                   | Weeks 5-6    | Online in Moodle and Facebook | In Moodle:  
1. Listen to lectures  
2. What is Cultural Awareness, anyway? How do I build it?  
http://www.culturosity.com/articles/whatisculturalawareness.htm  
3. What Does It Mean to be Globally Competent?  
http://jsi.sagepub.com/content/10/3/267.full.pdf+html  
4. Training Future Members of the World with an Understanding of Global Citizenship  
| Challenges to GC                                | Weeks 7-8    | Online in Moodle and Facebook | In Moodle:  
1. Listen to lectures  
2. Education for Global Citizenship and Social Responsibility  
http://www.uvm.edu/~dewey/monographs/glomo.html  
3. The Making of a Global Citizen  
4. Theorizing Global Citizenship: Discourses, Challenges, and Implications for Education  
http://scholarworks.iu.edu/journals/index.php/ried/article/view/135/225 |
| World Issues of Concern to GCs                  | Weeks 9-10   | Online in Moodle and Facebook | In Moodle:  
1. Listen to lectures  
2. Global Citizenship – What Are We Talking About and Why Does It Matter?  
http://globalhighered.wordpress.com/2012/03/11/global-citizenship/  
3. Cosmopolitanism in a global perspective: An international comparison of open-minded orientations and identity in relation to globalization  
http://iss.sagepub.com/content/27/1/21.full |
| Participation and Action as a Global Citizen in the Workplace | Weeks 11-12 | Online in Moodle and Facebook | In Moodle:  
Listen to lectures  
Workplace documents and strategies for Global Citizenship and Social Inclusion |
| Seminar Day 2                                   | 26th October 2013 | LAW Building Room 303 |                                                                                   |
6. Attendance and Participation
Please note that the expectation of time in this course is more than contact the face-to-face hours on the two seminar days. The University has expectations of a total load of 25-30 hours per unit of credit. This means that you should spend no less than 8-9 hours per week on average on class work in addition to your timetabled hours online in discussion and group activities.

An integral part of this course is engagement in online class activities. Consequently you may fail the course if you do not attend weekly online classes even if you complete all assignments. You must actively participate in classes and complete all set work to a satisfactory standard as discussed in class.

7. Assessment Summary
The ePortfolio is the major task of the course as it evidences and demonstrates the students’ learning growth in global perspectives and global citizenship as leaders and professionals in the discipline. Work completed for the other assessment tasks should be incorporated within the e-Portfolio. The teaching and learning approaches utilised in this course are based on cloud learning spaces and will involve Moodle as the LMS with Prezi, Facebook (http://www.facebook.com/groups/403870403000659/) and Blogger as an ePortfolio. Other cloud spaces will be adapted and utilised as appropriate to the learning space when necessary.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Type</th>
<th>Weight</th>
<th>Learning outcomes assessed</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cultural Mind Map and Reflection</td>
<td>Visual representation of cultural self-assessment (in Prezi), and 500-word reflection on this cultural mind map</td>
<td>20%</td>
<td>1,2,4</td>
<td>18th August. 2013</td>
</tr>
<tr>
<td>2. Group Project</td>
<td>Part 1: Research Poster (10%)</td>
<td>30%</td>
<td>1,2</td>
<td>26th October 2013</td>
</tr>
<tr>
<td></td>
<td>Part 2: 10-minute Group Presentation to Class (10%)</td>
<td></td>
<td></td>
<td>26th October 2013</td>
</tr>
<tr>
<td></td>
<td>Part 3: 5-page Report on Team Process (10%)</td>
<td></td>
<td></td>
<td>2nd November 2013</td>
</tr>
<tr>
<td>3. ePortfolio</td>
<td>Integrated reflective journal of learning achievement (in Blogger)</td>
<td>40%</td>
<td>1,2,3,4,5</td>
<td>16th November 2013</td>
</tr>
<tr>
<td>4. Moodle Online Discussions</td>
<td>Weekly discussion in Moodle.</td>
<td>10%</td>
<td>1,2,3,4,5</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

1. Assessment Task 1 - Cultural Mind Map & Reflection (20 marks)
Everyone has a distinctive culture. The first step in acquiring cultural capabilities is to understand your own culture, knowledge, experiences and behaviours. This task requires you:

- to self-assess your own cultural awareness,
- to prepare a visual ‘mind map’ that demonstrates your understanding of the relationship between culture, knowledge, experience and behaviour and how this happens simultaneously within yourself, and
- to transform your visual representation of your cultural self into a written critical reflection.

Your visual mind map is a personal cultural map that charts your identity and the experiences that have informed your worldview. The process of preparing this map is intended to enable you to self-assess your understanding and analysis of your cultural self. Your mind map needs to demonstrate the relationship between your culture, your knowledge, your experiences and your behaviours showing how the concepts are interconnected within yourself to shape your view of the world, your values and beliefs or what you consider normal and different (right or wrong). You are required to prepare this map using Prezi (http://prezi.com), and to prepare a 500-word critical reflection based on the personal cultural mind map you have prepared.
2. **Assessment Task 2 – Group Project (30 marks)**

This task is a group project undertaken in three parts: the preparation of a research poster, a presentation to the class, and a report on your own contribution as a group ‘citizen’.

**Part 1: Research poster (10 marks)**

This task requires students, working in small groups of 3-4 students, to prepare a research poster about the diverse approaches to global citizenship and inclusiveness demonstrated by a range of organisations. Groups should undertake research to build a rich picture of organisational diversity and represent this visually in the poster. Self-assessment and peer review and feedback will contribute to the assessment mark which will be allocated to the group and divided equally between members of the group.

**Part 2: Oral presentation (10 marks)**

Each group will have 20 minutes to make a presentation to the class about their research and poster. The presentation should refer to and support the poster (but should not simply reiterate the poster’s content). Each group will receive feedback on their presentation from their peers in the class. Presentations will be assessed for their clarity, inventiveness and creativity in engaging interest, and for the appropriateness of language and presentation to an audience of fellow students, but potentially also of the organisations themselves under examination. Self-assessment and peer review and feedback will contribute to the assessment mark which will be allocated to the group and divided equally between members of the group.

**Part 3: Report on Team Process (10 marks)**

Each member of the group will write an individual process report presenting their own interpretation and critical analysis of how the group participated as global citizens focusing on the sorts of global and social inclusion issues and understandings that we have focused on in task 1. The process report specifically concerns the team’s collaboration process in the oral presentation and research poster development. The process report should also review what you have learned from the team experience as global citizens. The report should be a maximum of 5 pages. The team process report will be individually marked.

3. **Assessment Task 3 – ePortfolio (40 marks)**

The ePortfolio task requires you to complete a directed, reflective journal (ePortfolio) recording and reflecting on key learning and insights gained during course. You will be required to make connections between the knowledge you have been exposed to in the course, your own experiences and theoretical perspectives from published research findings.

ePortfolios support career and professional readiness while enabling transformational learning. ePortfolios enhance your learning through reflection on the learning outcomes while helping you to connect academic and personal experience together. ePortfolios provide specific examples of your learning through connecting the learning outcomes to the course summative (3 tasks awarded grades) and formative assessment (weekly tasks and online collaboration). Finally, and often of most importance to most students, ePortfolios can be shared publicly online to demonstrate your learning and professional readiness as a result of the DPP, acting as a 21st century digital resume.

This ePortfolio needs to be established in week 1 of the course, using the Blogger application, and the address posted as a URL link in Moodle and Facebook. The ePortfolio needs to be updated and worked on throughout the course and will grow throughout the 12 weeks as evidence of learning.

4. **Assessment Task 4 – Moodle Participation (10 marks)**

With the concept of making a strong class community it is important that all students participate in all of the online discussions. Global Citizens are active within their communities and the most effective way to students to communicate actively online is through regular activity. Weekly discussion tasks will be uploaded the moodle page and students will be required to share and discuss their responses to different articles and websites.
8. **Submission of Assessments**

**Submission:**
Written assessment tasks must be submitted via Moodle by 5pm on the due date given above.

**Late Penalty:**
Late submission of a written assessment task without prior (i.e. at least 24 hours) written permission from a Course Convenor is NOT acceptable. Five percent of the assessment value will be deducted for each 24 hour period in which an assessment task is late without written permission, e.g. for an assessment worth 40% of the overall course mark, two marks will be deducted for each 24 hour period.

**Special Consideration**
If you are unable to complete an assessment because of ill health or another reason beyond your control, you may be eligible for Special Consideration. The UNSW Policy and information on Special Consideration can be found at [http://my.unsw.edu.au/student/atoz/SpecialConsideration.html](http://my.unsw.edu.au/student/atoz/SpecialConsideration.html). Application for Special Consideration must be made within three working days of the submission date of the assessment to which it refers.

9. **Resources**

**Readings**


**Additional Student Resources and Support Services**

**Student Equity and Disabilities Unit**
SEADU is committed to ensuring that every student’s experience of the University of New South Wales is free from discrimination and harassment. [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)
Student Participation Advisors
If personal or study related matters are impacting on your academic progress contact for support and assistance with:

- Financial concerns, tenancy issues, settling in to university life, drug and alcohol concerns, access to legal referrals and much more.
- Strategies to work out how to get the best from your studies, develop better study habits, and work out ways to improve your academic performance
- Student loan applications, special consideration applications, course variation or withdrawal, grievances etc

Students can book in for an appointment by dropping into the Hub, emailing advisors@unsw.edu.au or phoning the Advisor on duty on (02) 9365 9385. http://www.thehub.unsw.edu.au

UNSW Careers and Employment
Careers and Employment empowers students with the skills to successfully develop their careers and links employers with students and graduates. http://www.careers.unsw.edu.au

UNSW Counselling and Psychological Services
UNSW CAPS provides a free and confidential service to all students enrolled at UNSW. A range of services are offered to assist students to make the most of their university experiences. http://www.counselling.unsw.edu.au

UNSW Learning Centre
The Learning Centre offers academic skills support to all students enrolled at UNSW. The website has information about its services and courses, including individual writing consultations, academic skills workshops, a resource library and online academic skills resources. http://www.lc.unsw.edu.au

UNSW Library Training and Search Support Services
The UNSW Library provides a range of services specifically for undergraduate students. http://www.library.unsw.edu.au/servicesfor/students.html

10. Plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties and information to help you avoid plagiarism see http://www.lc.unsw.edu.au/plagiarism. See also the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students at http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see http://www.lc.unsw.edu.au/onlib/ref.html

11. Course evaluation and development

As this is a new course within a new program we depend on your feedback to ensure it meets the needs of students, and to facilitate continuous improvement of the teaching and learning experience. Each session feedback will be sought from students and other stakeholders about the courses offered in the Diploma of Professional Practice (DPP). UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process is one of the ways in which student evaluative feedback is gathered. Students’ feedback will be gathered at the end of the course via a course evaluation survey and standard CATEI evaluation. Student may also make any suggestions for improvement to the Course Convenors directly, or to the DPP Office, http://www.dpp.unsw.edu.au