

SOCIAL JUSTICE AND GLOBAL EDUCATION: INVESTIGATING BEST PRACTICES

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SOCIAL JUSTICE IN INTERNATIONAL EDUCATION

Focuses on...

Educational practices that promote equity and social change throughout the world.

Development of creative learning environments wherein an understanding of, and appreciation for, the privileges and responsibilities of international citizenship is fostered.

Transformative Learning

Meaningful and transformative learning is essential for fundamental change to occur in how learners view and apply themselves in a greater global context (Cohen, et. al, 2001; Mezirow, 2000)

Learning needs to be grounded in moments of disorientation, followed by reflection, and moving into

MEZIRROW'S PHASES OF TRANSFORMATIVE LEARNING

A disorienting dilemma

*A self examination
with feelings of guilt or
shame*

*A critical assessment of
epistemic, sociocultural,
or psychic assumptions*

*Recognition that
one's discontent
and the process of
transformation are
shared and that others
have negotiated a
similar change*

*Exploration of
options for new roles,
relationships, and
actions*

*Planning a course of
action*

*Acquisition of
knowledge and skills
for implementing one's
plan*

*Provision trying of new
roles*

*Building of competence
and self-confidence
in new roles and
relationships*

*A reintegration into
one's life on the basis of
conditions dictated by
one's perspective*

MINDFULNESS IN INTERNATIONAL LEARNING

Includes the incorporation of contemplative, experiential, & transformative practices into learning ideologies.

Includes going beyond just teaching students about the critical issues faced around the world, it involves helping students develop a compassion toward these issues and action planning.

(Mahani, 2012)

S O C I A L J U S T I C E C U R R I C U L U M

...a social justice framework is one that “actively address[es] the dynamics of oppression, privilege, and isms, [and recognizes] that society is the product of historically rooted, institutionally sanctioned stratification along socially constructed group lines that include race, class, gender, [sexual] orientation, and ability [among others]. Working for social justice in education means guiding students [and often being guided by students] in critical self-reflection of their socialization into this matrix of unequal relationships and its implications, analysis of the mechanisms of oppression, and the ability to challenge these hierarchies.”

(Cochran-Smith & Power, 2013)

International Education at CMU

Ireland

Hong Kong/
China

Singapore/
Malaysia

South
Africa

Sites are
selected based
on social justice
issues at the
location

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INTERNATIONAL EDUCATION AT CMU

EDL is committed to the incorporation of a social justice frame within the experience.

Select sites and explore issues of power, privilege, & oppression within that context.

Historical context of social justice topics are explored pre-trip & experienced while in country.

Cross Cultural **LEARNING**

»Students are administered a survey prior to international travel and the same survey upon return.

»Assessment looks at cross cultural learning and changes.

»Additionally 10 students have been interviewed as part of an in-depth look at cross cultural learning.

Qualitative **THEMES**

»Building capacity for perspective transformation through challenging assumptions & worldview

»Growth in intercultural competency

»Greater awareness of social responsibility vs. privilege

Building **CAPACITY**

This theme emerged as students reflected on their interactions with people within the international sites & how they defined forms of privilege, power, & oppression.

Building **CAPACITY**

When I saw what poverty looks like in South Africa it rocked my world. I have changed how I feel about my role in addressing poverty...Once I got past my outrage I realized I can do something with this information.

”

Greater **AWARENESS**

As an American I became very aware of how I frame the way things should be done. After traveling to Hong Kong and China I realized I was using my privilege to 'tell' people how they should do things. Instead I need to look at my social responsibility to understand first and then act.

”

GROWTH in International Competency

*This theme
emerged as
students talked
about engaging
through language.*

*Intercultural
competency is effectively
communicating with
people of other cultures.*

*As part of each
international
study, a language
component is
included.*

GROWTH

in International Competency

“

Gaelic is not widely spoken in Ireland, however when we visited the Irish language center and talked to the professionals who are working so hard to revive the language was amazing. I can learn all I want about other cultures but learning other cultures without focusing on their language would omit a huge part of who they are.

IMPLICATIONS

» Need to create

...curriculum and opportunities to change consciousness

» Reaffirms

...need for a social justice frame in international programming

» Global experiences

...need to be intentionally tied to career readiness

» Assessment

...and reflection is critical to understand the impact on students

Designing your own experiences

- » *What is the mission of your program?*
- » *What are the learning goals of your experiences?*
- » *What kind of pre-departure and re-entry programming would you offer as part of your program?*

QUESTIONS?

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