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교육학박사 학위논문

**Learning to Change:
Program Evaluation of Global Citizenship
Education in South Korea**

세계시민교육 프로그램의 교육효과에 대한
실증연구: 지식획득, 지속, 그리고
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서울대학교 대학원
협동과정 글로벌교육협력
심 회 정

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**Learning to Change:
Program Evaluation of Global Citizenship
Education in South Korea**

by

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A thesis submitted to the Department of Education in
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ABSTRACT

Learning to Change : Program Evaluation of Global Citizenship Education in South Korea

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A staggering number of studies, programs, and organizations exist that explore the dynamics of global citizenship education (GCED); yet, despite its continuous development and interests, there is still little evidence of the effectiveness of GCED, and more importantly, of how GCED can be effectively taught and delivered. Recently, a few empirical studies on the effectiveness of learning GCED have surfaced. However, little causal research has been done to confirm the effectiveness of GCED and how it compares to “traditional” learning activities. Such problems may lead to difficulties for GCED to establish its legitimacy as a research field and may result in soon being replaced by alternatives.

In response, this dissertation study addresses major gaps in the literature by evaluating the effectiveness of a GCED program implemented among South Korean secondary school students. The

theory of change (ToC) and constructivist learning theory (CLT) were integrated as the underlying theoretical frameworks guiding the empirical inquiry. To measure the effectiveness of GCED on individual students, the study employed both quantitative and qualitative approaches. For the quantitative phase, a difference-in-differences, longitudinal¹⁾, repeated measures research design was done, with a total of three hundred and six (306) matched pairs. In the qualitative phase, a content analysis of thirty-one (31) open-ended and semi-structured interviews, using confirming sampling was conducted.

The results attest to a significant effectiveness of GCED on students' learning outcomes when the program was designed with the usage of sound instructional theory, CLT. The participant group had a significantly higher level of social responsibility, global competence, and civic engagement than the comparison group which did not participate in the GCED program. Furthermore, these positive learning outcomes on participants persisted for more than a year. While the GCED learning outcomes had diminished over time, the level of global citizenship indicated higher than that of the group without the GCED program. Most importantly, the study found a positive correlation between the GCED learning outcomes and the degree of youth participation.

From a theoretical aspect, this research contributes to the GCED assessment that was built upon a utilization of ToC and CLT. The study further enriches the existing literature by providing a systematic conceptual analysis of GCED to serve as a foundation for the empirical evaluation. From a methodological point of view, the study provides rigorous, reflective and relevant methods of measuring the impact of GCED not only in the short term, but also in

1) up to 12 months

intermediate and longer terms. The study further offers the use of sophisticated statistical analyses, such as a difference-in-differences, a 3-general linear model (GLM), repeated measures and an ordered logistic regression to improve the methodological rigor and internal validity, as well as external validity of the findings. From a practical perspective, the study provides considerations and recommendations for designing frameworks for the GCED program development as well as guidelines to facilitate the learning activities that are largely focused on ToC and CLT, thereby achieving better learning and change.

Keywords: global citizenship education, theory of change, constructivist learning theory, impact study, retention, youth participation

Student Number: 2012-30432

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ABBREVIATIONS

AC	Assessment Center
CE	Civic Engagement
CIPP	Context, input, processes and products
CL	Constructivist Learning
CLT	Constructivist Learning Theory
CSO	Civil Society Organization
DD	Difference-in-Differences
DoP	Degrees of Participation
ECC	Essentially Contested Concept
EFA	Education for All
ESD	Education for Sustainable Development
GC	Global Competence
GCE	Global Citizenship Education Learning Outcome (as a part of assessment criteria)
GCED	Global Citizenship Education
GEFI	Global Education First Initiative
GLM	General Linear Measure
IDEAL	Identify the problem; define the problem; examine the options; act on a plan; look at the consequences,
KOICA	Korea International Cooperation Agency
LEAD	Leadership, Education and Development
OECD	Organization for Economic Co-operation and Development
OLS	Ordered Logistic Regression
PSA	Propensity Score Analysis
SDG	Sustainable Development Goal

SPSS	Statistical Package for the Social Science
SR	Social Responsibility
RPL	Recognition of Prior Learning
ToC	Theory of Change
UNESCO	The United Nations Educational, Scientific and Cultural Organization

Chapter 1

INTRODUCTION

*“I believe that (the) educational process has two sides
- one psychological and one sociological...
Profound differences in theory are never gratuitous or invented.
They grow out of conflicting elements in a genuine problem.”*

- John Dewey, *My Pedagogic Creed* (1897)

1.1. Importance of Educating Global Citizenship as a Research Subject

The past decade has witnessed exponential growth in the interest in global citizenship education (GCED) across the world (Su, Bullivant and Holt, 2013), and South Korea is no exception. The number of GCED-related programs in South Korea has increased threefold from 2005 to 2015 (Lee, 2009; Sim & Kim, 2015). As the UN General-Secretary Ban Ki-Moon introduced ‘fostering global citizenship’ as one of the key priorities²⁾ in his Global Education First Initiative (GEFI) in 2012, the South Korean government began to recognize its importance as a promoter of paradigm shift in education; hence, it actively supported GCED as a part of the national education agenda. In a bid to promote and support GCED, the government further pushed its efforts to lobby for GCED to be at the heart of the Sustainable Development Goals education targets,³⁾ promoting quality education for

2) The key priority areas of GEFI include: putting every child in school, improving the quality of education, and fostering global citizenship (GEFI, 2012).

all (Chung, 2014; Ministry of Foreign Affairs of the Republic of Korea, 2013).

In an interconnected and interdependent world, the promotion of GCED is essential for citizens to understand that their individual and collective actions have a local/global impact, and to be called upon to engage in positive actions for their communities and beyond. Such goals and objectives of GCED support the conventional wisdom: “All education is good, and the more of it one has, the better” (Orr, 1994, p.5). Researchers have contributed to this belief and therefore emphasized the effectiveness of GCED at both the community and global level (Davies, 2006). Nevertheless, only a few studies critically review the conceptual definition of GCED and evaluate its effectiveness (AUCC, 2006). To date, most studies have been qualitative (Massy, 2014; Mahlstedt, 2003; Streitwieser & Light, 2010; Perdue, 2014), while efforts towards the quantification of educational impact have recently been undertaken by a relatively small number of researchers (Anthony, Bederman, Miller, & Yarrish, 2014; Gisolo & Stanlick, 2012; Hartman, 2009; Kang & Oh, 2015; Kim & Shin, 2014; Kronfli, 2011; Sung, Lee, & Kim, 2013). Even among the quantitative studies, many seem to have severe methodological deficiencies, which strongly limit the validity and reliability of the results. For instance, out of nine quantitative evaluation studies, most of them are ex-post examinations without properly measuring the direct effectiveness of GCED programs

-
- 3) “The vision of post-EFA is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed Sustainable Development Goals (SDGs).” “The new vision is fully captured by the proposed SDG 4 “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all” and its corresponding targets” (UNESCO, 2015). The SDGs will be agreed at the UN summit in September 2015 in New York and replace the Millenium Development Goals (MDGs).

(Anthony, Bederman, Miller, & Yarrish, 2014; Gisolo & Stanlick, 2012; Kim & Shin, 2014; Kronfli, 2011) or do not utilize comparison groups (Anthony, Bederman, Miller, & Yarrish, 2014; Gisolo & Stanlick, 2012; Kang & Oh, 2015; Kim, 2011; Sung, Lee, & Kim, 2014). If the GCED evaluation studies is filtered by counting only studies, using an ex-ante, ex-post design with comparison groups and a sample size (n) of more than 100, then only one study is left to be examined further (Hartman, 2009). Such investigation may support the claim that limited rigorous empirical research designs are being used to validate the values and outcomes of GCED. Thus, undisputedly many researchers and practitioners have called for more research into the evaluation of GCED, especially requiring a more rigorous research design (Brigham, 2011; Pigozzi, 2006). Davies (2006) identified the need for research on both the short and long-term evaluations of GCED. She noted (as cited in Boum, 2007): “There is a need for assessing the impact of teaching and learning on young people’s attitudes and dispositions to challenge injustice and violence” (p.33).

In sum, despite continuous efforts to expand GCED program offerings worldwide, it still remains questionable whether these programs are effective and how they affect the learners. Given the importance of GCED and the dearth of empirical research on its effectiveness, it is, therefore, of theoretical and practical relevance to study the effectiveness of GCED.

1.2. Research Purpose and Questions

The purpose of this research is to examine student learning, retention, and transfer from a GCED program to actual youth participation, thereby advancing the existing literature by bridging the gap between different studies that probe the effectiveness of GCED. In order to advance the theoretical development of the subjects while generating methodological and practical implications, the following research questions have been chosen.

1.2.1. GCED Learning Acquisition and Outcomes

As aforementioned in section 1.1, there are few and ambiguous results of learning outcomes regarding the effectiveness of GCED. The first research question hence concerns with assessing the outcomes of a GCED program.

Research Question 1: What outcomes have students achieved as a result of participating a GCED program?

Just as all educational programs, GCED contains intended educational objectives/outcomes. To evaluate the effectiveness of a GCED program, the study should nevertheless clarify the conceptual boundary of GCED and the dimensions of its impact, as well as their operationalized measurement. Not surprisingly, many competing and even contradicting definitions on GCED have been proposed. If the study neglects the

ambiguity of the GCED concept and intended educational objectives/outcomes, definitions of GCED impact may be misleading; thereby arriving at erroneous conclusions, which is what has been found in former literature. Therefore, this first research question calls for additional steps which consist of setting a conceptual boundary of GCED, identifying dimensions of intended GCED outcomes, and developing an appropriate educational instrument to measure them.

1.2.2. Validation of Learning Effectiveness: Retention

Retention refers to “the persistence of original learning over a period of no practice” (Edwards, 2010). In educational program assessment, ‘retention’ of educational outcomes is often regarded as one of the most complex and often-studied issues since it can directly/indirectly indicates the effectiveness of programs (Lang, 2003). Nevertheless, the persistence of GCED learning outcomes, as Davies (2006) has argued, remains a research gap since the existing literature still often focuses on short-term outcomes of GCED. Therefore, the second research question aims to measure the persistence of GCED learning outcomes over time.

Research Question 2: What was the retention pattern of the students after the completion of the GCED program?

Assuming that there was a positive outcome of GCED, how long does this result last? In addition, if the strength of gained learning outcomes

diminishes after the completion of the GCED program, then there would be a serious need to reconsider and redesign the GCED program. To answer the second research question, data are collected from the assessments used before and after the intervention program, and from the follow-up survey questions which are mostly identical to questions used to determine what construct the students retain. In addition to the survey, the study further investigates student retention of GCED learning outcomes using semi-structured interviews.

1.2.3. Validation of Learning Effectiveness: Transfer

Traditionally, transfer of learning is often defined as applying what one has learned in one situation to another (Reed, 1993). While decades of research have dealt at length with how to turn knowledge into practice/action (Carr & Kemmis; 2003; Nisbet, 2010), the attained global citizenship learning outcomes have yet to be empirically linked to subsequent actual youth participation.⁴⁾ Green (2012) highlighted some of the key features of GCED which are: “voluntary action that can extend from local to [global] collectives, the practice of cultural empathy, and a focus on active participation in social and political life at [both] the local and global level” (p.124). Thus, this research is concerned with whether students are able to transfer their gained learning into action, in this case, youth participation.

4) Definition of youth vary significantly. In general, young people, young adults and adolescents may be used interchangeably - all referring to people 10 to 24 years of age. The term youth participation, engagement, action and involvement are also used interchangeably, though the term youth-adult partnerships is used in a narrower sense, referring to one aspect of youth participation (Collins & Clark, 2013).

Research Question 3: Does gained learning of students' global citizenship transform into actual youth participation?

This question is used to guide sufficient and meaningful practice to help ensure that the GCED learning outcomes are retained and recognized as appropriate to apply to all relevant situations. In this case, a simple binary measurement that classifies parts as 'yes' or 'no' can be used to measure action prediction. However, in order to investigate the correlations between the GCED learning outcomes and youth participation in depth, the study further subdivides the types of youth participation, which provides a more robust measurement.

1.3. Research Relevance

Given the importance that GCED has in today's educational movement and direction, this dissertation study is relevant. First of all, this research meets the growing demands for more evaluation studies of GCED programs. The academics and practitioners of GCED need to continuously review the impacts of the educational program to enhance the learning outcomes which they endeavor to facilitate. Meanwhile, students and funders of the program including the government may seek empirical studies that validate the effectiveness of programs. The relevant evaluation information can be the key condition necessary to make GCED more sustainable.

Another contribution is the utilization of rigorous research design. To produce better scientific evidence, this research combines

both quantitative and qualitative approaches to evaluate of the GCED program. In the quantitative approach, the study employs before/after, treatment/control design to minimize internal validity threats including maturation, history and selection bias. The study analyzes the collected data using the difference-in-differences (or ‘double-difference, DID) method, which calculates program effects better than simple intervention and control group comparison. Meanwhile, the study further performs interviews to validate the statistical findings. Given that the survey is not sufficient for analyzing educational impacts, interview and in-depth analysis on the perceptions and behavior changes of students is necessary.

This dissertation study also analyzes the effectiveness of GCED using multiple operationalizations. Instead of single measures of GCED goals, three values including ‘social responsibility,’ ‘global competence,’ and ‘civic engagement’ are used as dependent variables. At the same time, the study considers a time variable as the gained learning outcomes from GCED may not persist. Finally, as it is expected that the gained learning outcomes should transform into action, this study tests if GCED affects students, in that they go on to participate in more activities related to their local/global communities. Therefore, this dissertation can access the effectiveness of a GCED program on the intended educational substances, the persistence of learning outcomes and knowledge-to-action relationships.

As such, this study elaborates the effectiveness of GCED in depth. Furthermore, it deals with three important research gaps based on those identified literature. First, a GCED pilot program is tested with respect to its effectiveness and added to the current discourse on

the GCED evaluation studies. Second, the retention period of GCED learning outcomes after the end of the program is explored. This is of importance from theoretical and practical perspectives. If a GCED program has positive effects on its learning objectives, then how long does this impact last? Lastly, the links between GCED and actual community/global participation are analyzed and discussed. Since a validation of the correlation between learning outcomes and student's actual participations is empirically lacking, the research gap opens a potential to further design and implement a framework for transferring knowledge into action.

1.4. Research Scope

Although this topic opens up a great number of research opportunities, it is important and sufficient to define the research scope in order to be feasible. First of all, the geographic location will be limited to the metropolitan area of Seoul, South Korea. It may influence on the overall dynamic and attitude that participating students may bring to a GCED program. Secondly, this study mainly targets upper secondary level students. The question of what age level would be the best for GCED is not the focus of this research, although it may be an intriguing future research topic. Thirdly, whilst one of the strengths of this dissertation research is that longitudinal aspects are considered by following the program participants' development throughout a year, the research scope does not further track them for more than a year after participating the program in order to assess the possible conversion/transfer of learning outcomes into actual actions and

behaviors. However, this may be fruitful ground for a possible follow-up research in the future. Fourthly, the content and context of a GCED program as such is not a focus of this study; however, the GCED programs analyzed in the study are found to be incompatible with testing. Hence, the study develops and utilizes a pilot GCED program based on appropriate pedagogical models. Lastly, exogenous factors that influence GCED learning outcomes during the time of the program (e.g., family or friends) will not be separately considered. Rather, these factors are indirectly captured through attitudinal variables.⁵⁾ but are not specifically identified or isolated.

5) background information

1.5. Dissertation Structure

The exposition of this dissertation is shown in Figure 1.1.

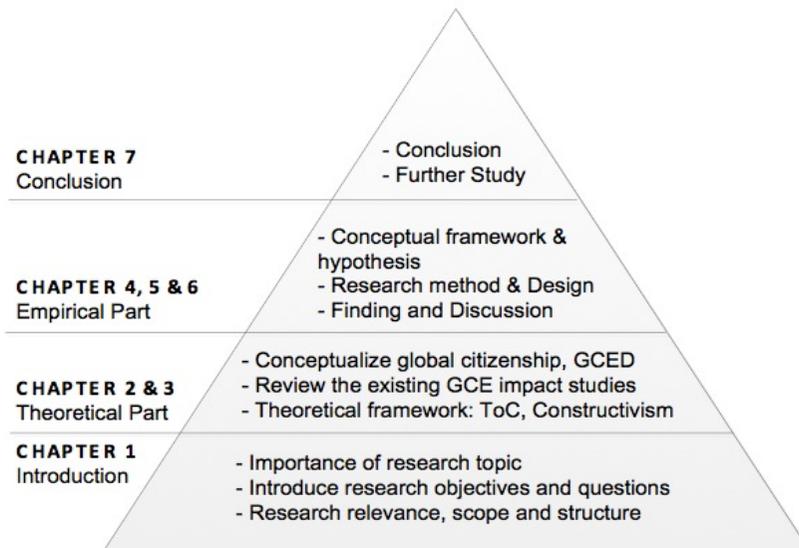


Figure 1.1. Overall dissertation structure

The first chapter (Chapter 1) introduces the overall research topic, outlines three research questions and elaborates on its research relevance. It also reviews the scope of the research and concludes with the overall structure of dissertation. Chapter 2 conducts conceptual analysis of the concept of GCED and global citizenship, to better understand the theoretical and normative basis upon which empirical measures are to be based. Chapter 3 analyzes the current strands of literature in the field of GCED evaluation and provides theoretical frameworks throughout the study. Then, Chapter 4 presents research hypotheses as well as the overall conceptual framework of the

dissertation. Chapter 5 describes the methods used in detail; data acquisition methods and measurement intervals are also explained. It also presents the operationalization of the methods and the key variables for data analysis. Chapter 6 presents the results of the empirical analysis for the research questions. Lastly, the study concludes with Chapter 7, which further elaborates the discussion of the empirical results, elaborates the implications and contributions for theory, practice and methodologies. It also discusses the limitations of the research and provides further directions for future avenues of research.

Chapter 2

CONCEPTUAL ANALYSIS OF GLOBAL CITIZENSHIP AND GCED

“Concepts are a central part of our theories.”

- J.S. Mill (1994)

“Before we can investigate the presence or absence of some attribute or before we can rank objects or measure them in terms of some variable, we must form the concept of that variable.”

- Barton and Lzarsfeld (1955)

2.1. Introduction

The concept of GCED has created significant research interest in the education field at all levels; yet, scholars to date have provided limited answers to the question of whether and how GCED itself may or may not impact on students' learning outcomes. Such ambiguity has to some degree been caused by the difficulty in interpreting and developing GCED from multiple points of view with conflicting agendas and understandings. Therefore, it proved even more difficult to attain a consensus on indicators to measure GCED. Davies (2008) noted, “[GCED] is a contested field as definitions of ‘global citizenship’ are not without problems” (p.1) Moreover, scholars continue to argue that it lacks clarity of research scope or understanding of the conceptual framework at large (Maringe & Foskett, 2010). Johnson (2010) asserted that the term GCED is often used with a sense of ambiguity and

specifically for its significance on meaning and values, “which can potentially cause disjuncture between the intention and practice, [and outcomes]” (p.6) for GCED practitioners, policy makers and academics.

The primary purpose of this study is to conduct an empirical analysis of GCED with sufficient data and methodological rigor; however, the empirical results may not be supported under different definitions of the term. This chapter therefore aims to review GCED-related literature and provide comprehensive GCED concepts while delineating the scope and conditions under which it applies. Specifically, it identifies how the conceptual and theoretical understandings of GCED have been proposed from different contexts in literature, categorizes major competing definitions, and finally discusses how it can be applied as a stepping-stone for future empirical analysis.

2.2. Global Citizenship and GCED: A Review of Concepts and Reconstruction Process

Collier and Mahon (1993) wrote that stability and shared understanding of concepts are “very essential foundation[s] of any research community” (p.845). Historically, conceptual contestation or confusion has been dealt with in the field of Social Science.⁶⁾ Thus, the issues surrounding the definition of GCED can be alleviated through conceptual analysis strategy. In order to construct a fundamental and

6) Looking at relevant insights from GCED research and educational science, this research actually touches on the field of social science at two points: (1) the promoting global citizenship is a part of social processes taking place within local/global society; and (2) the role of education as an agent or instrument of social change/development has widely been recognized throughout the time.

operational definition of GCED, this study follows Giovanni Sartori's (1984) approach. According to Sartori (1984), who has a high reputation in the field of Social Science, there are three most common ways to simplify a newly introduced concept in an emerging field: (1) anatomy, (2) concept formulation and (3) concept reconstruction. The first consists of "sorting out the constituent elements of a given concept, which are its characteristics, properties, or attributes" (p.11). The second involves creating a new concept, whereas the third entails collecting representative concepts that are already formed and extracting essential characteristics out of them. Considering the purpose of methodological discussion, the method of concept reconstruction is a feasible approach and seems most adequate. Hence, different GCED definitions – several with backgrounds in fundamentally distinct approaches – are collected and empirical research can be carried out with a background of essentially distinct GCED concepts.

2.2.1. Strategy for the Concept Reconstruction

A concept is a general understanding of a unifying idea that is comprised of three elements, namely, (1) term, (2) meaning and (3) referent; each component interacts and is interdependent with the two other components (Sartori, 1984). For instance, the intention (connotation) of a concept "consists of all the characteristics or properties of a term that is assignable to a term under the constraints of a given linguistic-semantic system" (1984: 24). On the other hand, the extension (denotation) of a concept consists of the referent.

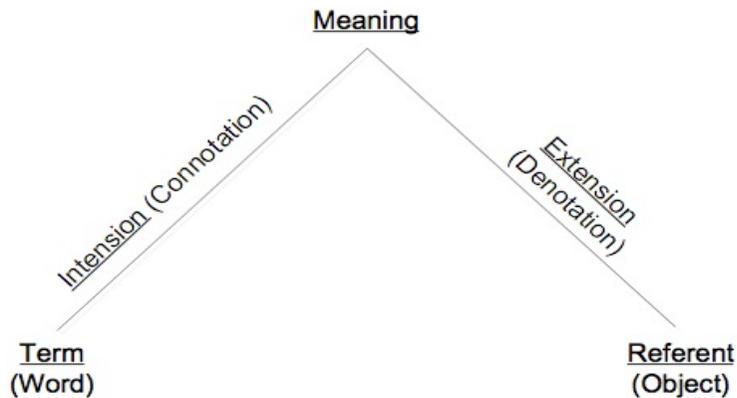


Figure 2.1. The basic scheme of a concept
(Source: Sartori, 1984)

How, then, does concept reconstruction using those elements really work? The semantic reconstruction of a concept begins with a review of the relevant scholarly literature. The process consists of compiling lists of explicit definitions, extracting their key characteristics, and organizing them in a matrix (Sartori, 1984). While definitions are typically numerous, characteristics are relatively much fewer. For instance, there are more than a hundred definitions of the concept of ‘consensus’ from the relevant academic literature; yet few concepts even have as many as nine characteristics including: diachronic, societal level, society as unit, goal agreement, procedure agreement, policy agreement, individual measure, legitimacy source and moral foundation. Based on this, the notion of consensus can be reconstructed as ‘a form of accepted agreement, varied in its unit or level, consisting of societal goals, and the acceptance of the policy decision making process. It can also act as a source of legitimacy or a moral basis.’ Likewise, once the

connotation of a concept is systemized, determining the scope of extension should follow. With this in mind, it is always necessary to measure the degree of boundlessness and denotative discrimination. For instance, if one defines a table as a wooden structure that has four legs, tables with three or six legs or tables with other structures are then naturally exempted. In this case, if the boundary of this concept is extended as 'a piece of furniture, which provides a level surface on which objects can be placed,' the concept becomes more adequate. Here, the boundlessness of a concept can be remedied by increasing the number of its properties; and, as additional properties are entered, its discriminating adequacy is improved .

Given this example, the same set of rules may be applied in reconstructing the concept of GCED for the purpose of study: first, collecting a representative set of terms/definition; second, extracting their characteristics; and lastly, constructing matrixes that meaningfully organize such characteristics. However, during the process, the concept may or may not be adequate depending on where its boundary is set. Likewise, the boundlessness of the concept of GCED should be alleviated by increasing the number of its properties as much as possible. Thus, the study also investigates the core characteristics of global citizenship as well as the set of associated, neighboring concepts of GCED (e.g. global education, education for international understanding).

2.2.2. Representative Definition Set of GCED

The following table (Table 2.1) attempts to summarize pertinent concepts of GCED given by international organizations, civil society organizations, academics and research institutions.

Table 2.1.
Outlines of Proposed Concept of GCED

Author	Concept
Davies, Evans, & Reid (2005)	<ul style="list-style-type: none"> ▪ Grown out of the practice of global education, [GCED] focuses on international awareness through participatory learning and by engaging in holistic learning activities (p.6).
O'Sullivan & Pashby (2008)	<ul style="list-style-type: none"> ▪ GCED encourages students to understand globalization, to adopt self-critical approach to how they and their nation are implicated in local and global problems, to engage in intercultural perspectives and diversity, and to recognize and use their political agency towards effecting change and promoting social and environment justice (p.17).
Park (2013)	<ul style="list-style-type: none"> ▪ GCED is education that empowers learners to engage and assume active role both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world (p.34). ▪ GCED provides a transformative experience, giving learners the opportunity and competencies to consider their rights and obligations to promote a better world and future (p.34).

Author	Concept
UNESCO (2013)	<ul style="list-style-type: none"> ▪ Empowering learners to engage and assume active roles, both locally and globally: Education which aims to develop the knowledge, skills, values, and attitudes learners need for securing a world, which is more, just, peaceful, tolerant, inclusive, secure and sustainable; ▪ Conceived as a transformative learning process; ▪ Flexible and variable pedagogical approaches can be applied; ▪ Transdisciplinary field: It applies a multifaceted approach employing concepts, methodologies and theories from related fields.
Oxfam (2006)	<ul style="list-style-type: none"> ▪ Education that helps enable young people to develop the core competencies which allow them to actively engage with the world, and help to make it more just and sustainable place.
Education Above All (2012)	<ul style="list-style-type: none"> ▪ GCED is a transformative learning process, which plays a pivot role in socialization of the future citizens whilst developing their value and attitude. ▪ GCED is an umbrella term covering themes such as life skills education, peace education, and human right education. Of particular, importance in many setting is acceptance of diversity, respect for the rights of others, and the development of collaboration skills to peacefully solve shared problem. ▪ GCED is education that prepares students to play an active role and positive role in their dealing with school, family, society and globally. This includes being active and responsible participants in their own community, and when possible being active and responsible participants in the wider community of human being, their own regions and on Planet Earth.

As illustrated in Table 2.1, distinctive orientations on GCED have been proposed and have emerged across the literature and practices; therefore, formulating a consensus on GCED through comparative literatures seem to be challenging and inconsistent since the terminology is not universally accepted. In this regard, Park (2013: 24) further stressed that confronting the differences in how the very notion of GCED should be constructed is of a higher imperative than articulating the boundaries within which GCED takes place:

Is GCED a conflation of the two discrete meanings in 'global' and 'citizenship education?' Or is it a conflation of the terms 'global citizenship' and 'education?' Upon first glance, the former infuses elements of the global – how the global imagination works at the local level in affecting the individual subject's action – to existing citizenship education, while the latter emphasizes idealized models of global citizenship and cosmopolitan identity into educational contexts. The confusion is exacerbated as theorists draw from a wide range of disciplines and perspectives to explain the different constructs.

His argument is further supported by Peters and et al. (2008), thus there can be no absolute definition of GCED as concept of 'global,' 'citizenship' and 'education' are all contested and still open to debate and revision.

Conceptual Dialogues in South Korea

Pike (2000) argues that despite the fact that the overall ideas or purpose of GCED may be largely consistent at the global level, a more detailed notion of GCED significantly varies at the local level as each country reveals layers of national distinctiveness depending on its historical, cultural, economic and socio-political contexts.

Notably, the notion of GCED has continuously captured the attention of many scholars and practitioners in South Korea since its discourse has often been associated with the impact of globalization (*segzehwa*).⁷⁾ Nevertheless, the existence of conceptual disputes in South Korea has become multifaceted and entrenched, as Sung (2010) suggested, due to the following reasons: (1) an ethnically and linguistically homogeneous society, (2) copied orientalism based on competitive nationalism, (3) low understanding of human rights, (4) the history of the North-South split and (5) the school system. Sung (2010) first argued that the ideology of one nation, one race, and one language has strongly dominated the Korean society for a long time due to its unique geographical condition.⁸⁾ Recently, there are growing numbers of migrants, which challenges such ideology. Nevertheless, more than ninety-eight percent of the population represents Korean ethnicity, and “pure-bloodism” is still wide-spread in the society. Secondly, Sung pointed out that the notions of Korean ethnocentrism and copied orientalism enforce South Korea’s superiority over other minority groups from economically marginalized countries or those

7) The word *segzehwa*, primarily coined by the former President Kim Young Sam (KYS), has become an important and popular lexicon in South Korea over the last decades (Schattle, 2015).

8) South Korea is a relatively small peninsula surrounded by water on three sides without the presence of international borders.

made up of people with darker skin. His argument was further supported by Kang (2014), who described portrayed the unequal power relationship between South Koreans and immigrant groups in contemporary Korean society. Third, Sung argued that despite its remarkable economic growth, there has been relatively little attention given to human rights in South Korea. Similarly, Moon and Koo (2011) pointed out that the wave of democratization in the early 1990s provided the necessary socio-political context for globalization to occur, but the emphasis on global citizenship themes was unable to gain traction until the late 1990s and early 2000s (Moon & Koo, 2011). In this regard, they claimed that “the emergence of GCED may appear to be a peculiar development within the Korean domestic context, but situated within the larger global context of educational reforms, it seems almost natural and taken-for-granted” (p.18). Fourth, Sung reported that the uniqueness of the North-South relationship adds another layer of complexity. According to him, penetrating GCED may be difficult without facilitating peaceful coexistence and reconciliation based on an understanding of the unique conditions of inter-Korean relations. Lastly, Sung claimed that the prevailing educational context in South Korea remains distant from the notion of GCED. College admission in South Korea is still seen as a ‘make-or-break’ moment for many students since admission to top-tier universities is regarded as the first step towards a successful career path. Thus, Korean secondary education heavily focuses on a millennium-old teaching approach of rote memorization and regulation instead of fostering students’ development of creativity, critical thinking skills and collaborative learning (Auh, personal communication, May 20, 2015). This narrow

intellectual and practical focus has further complicated the notion of GCED.

In addition to Sung's arguments, language translation is regarded as an amplification of complexity and confusion in the GCED concept in South Korea. Currently, most GCED research and practice has been translated into Korean from the Western schools of thought; consequently, there have been continuous debates and challenges over its terminology and intentions among Korean scholars and practitioners. As a result, many different discourses dealing with the notion of GCED have been developed. It is beyond the scope of this study to further investigate related literature. However, it is worth noting that this conceptual juxtaposition during the language translation process, as well as the understanding of intended meanings of intention from GCED literature may lead to unavoidable terminology controversies. These are mainly due to the cultural differences between the literature publications and the readers. For instance, there is often a cultural misunderstanding that leads to the assumption that the concept of GCED necessarily means educating to nurture global 'leaders' or 'talents' in response to globalization (KOICA, 2014; Sung, 2010). Thus, a good deal of attention in education seems to have been devoted to organizing different types of programs to meet the demands of parents who wish to have their children educated in programs based on international values and often in contexts beyond their home country.

Associated and Neighboring Concepts of GCED

Meanwhile, the concept of GCED is intertwined with a large number or overlapping educational areas. Since these education contexts are important entry points for GCED, a brief overview of interrelated concepts is given and related literatures is reviewed in Table 2.2. As implied, GCED has emerged throughout the course of history and the rationales behind these educational areas have evolved and developed. Thus, the breadth of meaning and activity covered by the above educational movements should be embraced and the overlap between them and GCED should be recognized. However, GCED still takes a different stand in that it entails a basis for provoking a sense of duty and volunteerism for the common good of humanity as well as the Earth; put simply, it establishes a general framework for social

Table 2.2.
Overlapping Education Contexts within GCED

Overlapping Education	Content of Mutual Concerns with GCED
Global Education	<ul style="list-style-type: none">▪ Global outlook▪ Multiplicity of perspectives▪ Futures▪ Personal development▪ Education for problem solving▪ Engagement in shaping the future

Overlapping Education	Content of Mutual Concerns with GCED
Human Rights Education	<ul style="list-style-type: none"> ▪ Human dignity ▪ Economic, social, political and cultural rights ▪ Rights and responsibility ▪ Education for an in rights ▪ Engagement in actions for justice.
Development Education	<ul style="list-style-type: none"> ▪ Global development ▪ Inequality ▪ Views and perspectives of the marginalized ▪ Economic/political reform ▪ Education for and in development ▪ Engagement in economic/political change.
Education for International Understanding	<ul style="list-style-type: none"> ▪ Cross-regional and cross-cultural understanding and cooperation ▪ Increased senility of and sympathy for others.
Multicultural Education	<ul style="list-style-type: none"> ▪ Transformative learning to alleviate discrimination ▪ Equity, unity within diversity, justice.
Education for Sustainable Development	<ul style="list-style-type: none"> ▪ People-nature interdependence ▪ Future focus ▪ Common agendas for sustainability ▪ Education for sustainability ▪ Personal and societal behavior regarding production and consumption.

(Source: Fricke & Gathercole, 2015: 18)

responsibility for all. GCED represents, and not only in the examples above, a number of overlapping educational fields such as democratic education, peace education, environment education, multicultural education and human education (Park, 2013). To better understand the topic, an integration of insights from many disciplines should be considered. If not, an ambiguity in the meaning of GCED can potentially cause a disconnect between intention and practice for both academics and practitioners. In this light, the following conceptual overview of global citizenship should assist in formulating or clarifying the definition, identifying the elements that are central to the educational vision and contributing other dimensions.

2.2.3. Characterizing the Concept of Global Citizenship

The definitions of global citizenship abound, as the term ‘citizenship’ itself is at the center of debates within and across national borders, either explicitly or implicitly. Tawil (2013) claimed that the concept of citizenship has historically referred to “membership of an individual to a political community defined within the contours of the nation state” (p.2). He further stated:

Such membership involves both a sense of belonging to the national political community, as well as a form of action. Moreover, as a form of action, the notion of citizenship has implications for rights and entitlements, as well as for duties and responsibilities within the context of the nation-state (Davies, 2006; Lynch, 1992). Having said this, citizenship is a

contested notion, subject to a variety of interpretations, not only in divided societies, but also in the case of the relationship between indigenous populations and other cultural minorities and the State. Moreover, the rights associated with citizenship are often denied to migrant groups, in particular to refugees. Any attempt to transpose the notion of citizenship beyond the nation-state to the global level thus becomes even more problematic, particularly from a legal perspective (p.2).

Here, it is important to acknowledge that the traditional conception of 'national citizenship' has been rapidly changing under the impact of the multiple processes associated with globalization, as Tawil argued. These may include the globalization of finance and trade, information and values disseminated worldwide through technology, increased mobility across borders, environmental sustainability, as well as the unification of global governance. The inevitably increased interconnectedness and interdependence of the multiple processes of social, economic, political, technological and environmental change have all been contributing to the expansion of global relations. These post-national notions of citizenship are also partly tied to multi/trans-national communities, civil society, and other groups. Regardless of these global transformation, the state still remains the most core location for citizenship, as Sassen (2005) described, both "as a formal legal status and a normative project or an aspiration" (p.83).

In this sense, the term global citizenship can denote 'citizenship beyond nation-state' while others have suggested that 'cosmopolitanism' or 'planetary citizenship' sound more adequate terms which include the

integrated meanings of global citizenship (UNESCO, 2014). The term global citizenship can be traced back to the ancient Greek, when the early Stoic thinkers used the word in reference to individuals ‘who pledged primary allegiance to the universal ideas of justice and honor over their allegiance to the polis or city-state’ (Dower & Williams, 2002; Schattle, 2008). Nevertheless, the concept continues to shift as researchers propose alternative concepts of global citizenship. The following are definitions of global citizenship repeatedly depicted in literature (Table 2.3).

Table 2.3.
Definitions of Global Citizenship

Concept	Definition Provided
Ignatieff (1993)	An individual’s awareness, loyalty, and allegiance can and should extend beyond the borders of a nation to encompass the whole of humankind.
Brownlie (2001)	More than learning about seemingly complex ‘global issues’ such as sustainable development, conflict and international trade; Also about the global dimension to local issues, which are present in all our lives, localities, and communities. (p. 2)
Hunter et al. (2006)	Having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging that gained knowledge to interact, communicate and work effectively outside one’s environment. (p.23)
Delanty (2007)	An additional dimension to national citizenship rather than as a threatening alternative, as the majority of global citizenship supporters do indeed recognize that the state ... is a reality [that] performs vital functions and therefore its preservation is in the interests of mankind. (p.28)

Concept	Definition Provided
Olson et.al (2007)	A concept that can create bridges between the work of internationalization and multicultural education. Although these efforts have different histories and trajectories, they also share important goals of cultural empathy and intercultural competence mission statements.
Brigham (2011)	(1) a way of understanding – how the world works, links between our own lives and those of people throughout the world; (2) a way of seeing – social justice and equity, other people’s reality, diversity, interconnectedness and the way that people can make a difference; and (3) a way of acting – exercising political rights, critical thinking, and challenging injustice. (p.16)

The earlier concept of global citizenship emphasized an abstract collectivism as a boundary of citizenship while maintaining the aspects of globalization. The concept then became increasingly embraced beyond its initial values and implications over the time. Moreover, the meanings of global citizenship seem to move along a continuum, from vague language to more precise formulations throughout the ages; yet it remains contested at its core. As mentioned in the previous section, confusing or inconsistent concepts of global citizenship can be a source of difficulty in the field of GCED and hence influence the outcome of research efforts. In this light, one might raise a question: why does this conceptual contestation take place?

In response to this question, Gallie (1956) proposed the idea of an ‘essentially contested concept’ to offer a framework of analysis that alleviates the state of confusion and creates clearer understanding. He argued that there are concepts which are inevitably contested, such as ‘citizenship,’ ‘social justice,’ or ‘democracy.’ Gallie’s insight is that an ultimate definition is almost “impossible because virtually every

person or organization that might be a party to the definitional process approaches that process with philosophical values and a pragmatic agenda in mind” (Hunter et al., 2006: 267). Hence, in order to evaluate any contested concepts, he prescribes seven criteria including (1) apprasiveness, (2) internal complexity, (3) diverse describability, (4) openness, (5) reciprocal recognition, (6) exemplars, and (7) progressive competition (Gallie, 1956). Through this approach, Gallie sought to construct a more coherent and rational foundation for the discussion of complex concepts (Collier et al., 2006). Recently, scholars in the fields of education, economics, sociology, political science and management have also applied his theory to the notion of global citizenship (Brown & Morgan, 2008; Carter, 2013; Davies & Issitt; Sears & Hughs, 1996). The analyses suggest that global citizenship may be considered as an ECC in a way similar to Gallie’s description since any attempts to pin down the concept of global citizenship raise all the contested issues that are associated with the term citizenship itself.

Table 2.4.
Global Citizenship as Essentially Contested Concept

Category	Characteristics	Global Citizenship
Apprasiveness	The concept must be signal, appraise or accredit some value an achievement or particular state. ¹	The concept of GC is appraised which encompasses not only positive valuation but also negative valuation.
Internal Complex	It should possess a range of sometimes variable, yet complex qualities. ²	GC can mean one or several different things to an individuals or groups.

Category	Characteristics	Global Citizenship
Diverse Describability	A particular view of the concept may be accepted or rejected by others particularly if their understanding or its use or outcome differs. ³	Some may have called GC 'citizenship beyond borders' or 'citizenship beyond the nation state' while others may call it 'cosmopolitanism' or 'planetary citizenship.'
Openness	The same individuals' use of the concept in one context may differ when used in another with no clue as to the changes in meaning intended by the users. ⁴	The use of the term GC can lack consistency of meaning depending on context (social, cultural, geographic and historical).
Reciprocal Recognition	The concept's contested characteristic is acknowledged but its meaning is defined against other uses, both aggressively and defensively. ⁵	Assumption that some sorts of intervention can lead to making 'whole' again.
Exemplar	The meaning suggested must be likely and plausible. ⁶	Contents exist between different interest groups adding legitimacy to the notion that GC has a number of different meanings.
Progressive Competition for Evaluation Any Contested Concepts	To use an ECC implies that it is used in conflict with others. ⁷	There are a various parties with different interests in GC (i.e. Western schools of thought vs. the rest).

Note: ¹⁻⁷ Gallie (1954); Collier, Hildalgo, & Maciuceanu (2006)

Based on Gallie's criteria, global citizenship can be regarded as an essentially contested concept, meaning that it is a cluster concept, which comprises of "a broad and variable set of criteria where each criterion itself is relatively complex and open" (Connolly, 1983: 12-13). Since the cluster concept in GCED is in line with the current need for multidisciplinary approaches, the contextual effects vary in kind depending on the research questions and/or the socio-cultural factors and perspectives of subjects. Thus, researchers have long been attempting to organize and reorganize the various components of global citizenship, arranging them into meaningful typology and other integrative concepts. To provide examples of how the concept affects interpretation of context, education process and outcomes, Oxley and Morris (2013) have identified and distinguished three major types of categorization of global citizenship: (1) dichotomous, or a polarized categorization of global citizenship, (2) global citizenship attributes and (3) global citizenship-ism, which describes the ideological underpinnings of global citizenship. The following outlines these key types of GC from Oxley and Morris' study while citing more from other literature works.

Dichotomous⁹⁾

The first type of global citizenship consists of models that are characterized by the use of polarized distinction between positive and negative concepts of global citizenship. For instance, Tully (2014) used an implicit polarity by providing an intensely negative imagery to

9) Oxley & Morris (2013)

describe cosmopolitanism, or in his term ‘modern’ types of global citizenship. He further put forward an opposite concept to ‘modern’ global citizenship which he referred to as ‘diverse’ global citizenship. Roman (2004) argued that the central roots of Tully’s philosophical views, represented in both forms of global citizenship, lie in post-structuralist critiques such as those of Derrida and Foucault, and the historical materialism of Hegel, Marx and the Frankfurt School of critical theory, which later on inspired Freire’s notion of educational praxis.¹⁰⁾ In regard to the dichotomous nature of the global citizenship concept, Oxley and Morris (2013) claimed that the presentation and critique of the negative often becomes a powerful rationalization for the positive.

Global Citizenship Attributes¹¹⁾

The global citizen attributes approach consists of models that focus on the desirable attributes of global citizens, often rooted in the work of curriculum development and learning activity design, especially for identifying learning goals and outcomes. In regard to Oxley and Morris’ second approach, other scholars suggest that the ideas included most readily within the contemporary global citizenship discourses can be related to responsibility, awareness, and engagement (Scattle, 2009). In the re-visitation of the contemporary global citizenship discourse, Morais and Ogden (2011) further asserted that there are three overarching and relative consensuses in global citizenship that are consistently noted: (1)

10) “A synergeistic process of reflection and action through which the people would become involved in the organized struggle for their liberation” (Johnson, 2010: 12).

11) Oxley & Morris (2013)

social responsibility, (2) global competence and (3) civic engagement (Morais & Ogden, 2011). Not only do these interrelated constructs align well with the theoretical and philosophical discourses and aspects described in a number of literatures, but they also reflect how different stakeholders have framed global citizenship as well as enunciate ideas that echo with education that fosters global citizenship. The following provides an overview of the GC dimensions which has already been reviewed in depth by Morais and Ogden (2011).

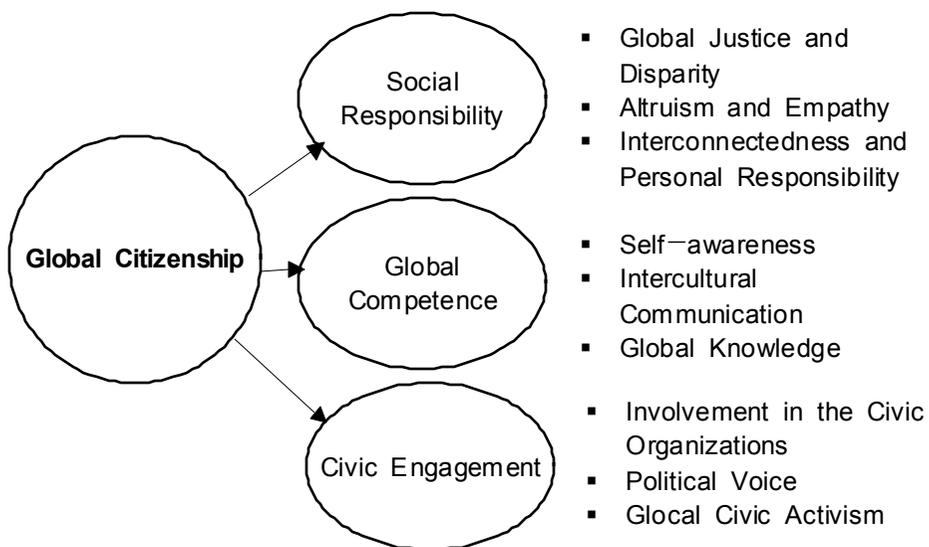


Figure 2.2. Global citizenship conceptual model
(Source: Morais & Ogden, 2011)

Social responsibility. Morais and Ogden (2011) refer to social responsibility as “the perceived level of interdependence and social concern to others, to society and to the environment” (p.447). The objectives of education within the domain of social responsibility include the following : (1) global justice and disparities, in which students evaluate social issues and identify cases and examples of global injustice and disparity; (2) altruism and empathy, or that students are able to examine and understand diverse aspects and construct a basic ethic of social service to address global and local issues; and (3) global interconnectedness and personal responsibility, in which students understand the interconnectedness between local behaviors and their global consequences (p.448).

Global competence. According to Morais and Ogden (2011), global competence is understood as “having an open mind while actively seeking to understand others’ cultural norms and expectations, and leveraging this knowledge to interact, communicate, and work effectively outside one’s own environment” (p.448). According to UNESCO (2013), the core competencies of GCED can be categorized as follows (Table 2.5):

Table 2.5
Core Competencies of GCED

Core Competence	Premise
Knowledge and Understanding	specific global issues and trends, and knowledge of and respect for key universal values (e.g., peace and human rights, diversity, justice, democracy, caring, non-discrimination, tolerance)
Cognitive Skills	critical, creative and innovative thinking, problem-solving and decision making
Non-cognitive Skills	empathy, openness to experiences and other perspectives, interpersonal/ communicative skills and aptitude for networking and interacting with people of different backgrounds and origins
Behavior Capacity	launch and engage in proactive actions

Source: Adopted from UNESCO (2015)

Nevertheless, Morais and Ogden (2011) set the boundary of global competency by means of the following objectives: (1) self-awareness, in that students recognize their own limitations and ability to engage successfully in an intercultural encounter; (2) intercultural communication, in that students demonstrate an array of intercultural communication skills and have the ability to engage successfully in intercultural encounters; and lastly (3) global knowledge, in that students display interest and knowledge about world issues and events (p. 448).

Civic engagement. Finally, Morais and Ogden (2011) refer to civic engagement as “the demonstration of action and/or predisposition toward recognizing local, state, national, and global community issues and responding through actions such as volunteerism, political activism, and community participation” (p.448). Its objectives include: (1) involvement in civic student organizations, or contribution to volunteer work or assistance in global civic organizations (also identified by Howard & Gilbert, 2008); (2) having a political voice, in that students construct their political voice by synthesizing their global knowledge and experiences in the public domain (also identified by Falk, 1994); and lastly, (3) glocal civic activism, in that students engage in purposeful local behaviors that advance a global agenda (also identified by Falk, 1994) (Morais & Ogden, 2011: 448).

Table 2.7 displays Morais and Ogden’s three dimensions which critically leads to global citizenship. They further stressed that all constructs should be “integrated into the curriculum, clearly identified in standards, and assessed in meaningful ways”(p.450).

Table 2.6.
Dimensions of Global Citizenship

Social Responsibility	Global Competence	Civic Engagement
Description		
Interdependence and social concern to others, to society, and to the environment	Understanding one's own and other's cultural norms and expectations and leveraging this knowledge to interact, communicate, and work effectively outside one's environment	Recognizing local, state, national, and global community issues and responding through actions such as volunteerism, political activism and community participation
Core Assumptions		
Global justice and disparities, altruism and empathy and global interconnectedness and personal responsibility	Self-awareness, intercultural communication, global knowledge	Involvement in civic organizations, political voice, glocal civic activism
Sample Perspectives		
<p>"I respect and am concerned with the rights of all people, globally"</p> <p>"No one country or group of people should donate and exploit others in the world"</p>	<p>"I am informed of current issues that impact international relations"</p> <p>"I am able to mediate interaction between people of different culture by helping them understand each others' values and practices"</p>	<p>"I volunteer my time by working to help individuals or communities"</p> <p>"I boycott brands or products that are known to harm marginalized people and places"</p>

(Adopted from Morais and Ogden, 2011)

“Global Citizenship”-ism¹²⁾

Lastly, “global citizenship”-ism distinguishes global citizenship on the basis of its ideological foundations. For instance, Oxley and Morris (2013) provided examples of Schattle’s (2008) and Richardson’s (2008) distinctions for conceptualizing global citizenship. These examples are used to show that the core concerns and intentions behind concept should be regarded from both normative and empirical contexts. Not only do their three approaches effectively distinguish critical features of global citizenship concepts, but they also suggest the expansion of eight principle concepts of global citizenship that are both normative and empirically grounded. Oxley and Morris’ (2013) eight concepts are summarized in Table 2.7.

Table 2.7.
Concepts of Global Citizenship

Concept	Focus/Key Concept
Cosmopolitan types of GC	
Political global citizenship	A focus on the relationships of the individuals to the state and other polities, particularly in the form of cosmopolitan democracy.
Moral global citizenship	A focus on the ethical positioning of individuals and groups to each other, most often featuring ideas of human rights.
Economic global citizenship	A focus on the interplay between power, forms of capital, labor, resources and the human condition, often presented as international development.

12) Oxley & Morris (2013)

Concept	Focus/Key Concept
Cultural global citizenship	A focus on the symbols that unite and divide members of societies, with particular emphasis on globalization of arts, media, languages, sciences and technologies.
Advocacy types of GC	
Social global citizenship	A focus on the interconnections between individuals and groups and their advocacy of the people's voice, often referred to as global civil society.
Critical global citizenship	A focus on the challenges arising from inequalities and oppression, using critique of social norms to advocate action to improve the lives of dispossessed/subaltern populations, particularly through a post-colonial agenda.
Environmental global citizenship	A focus on advocating changes in the actions of humans in relation to the natural environment, generally called the sustainable development agenda.
Spiritual global citizenship	A focus on the non-scientific and immeasurable aspects of human relations, advocating commitment to axioms relating to caring, loving, spiritual and emotional connections.

Source: Adopted from Oxley & Morris (2013: 306)

Although this study is not meant to investigate the eight typologies in any details, the overview provides a useful starting point to analyze the key features of the global citizenship concept at this juncture, while

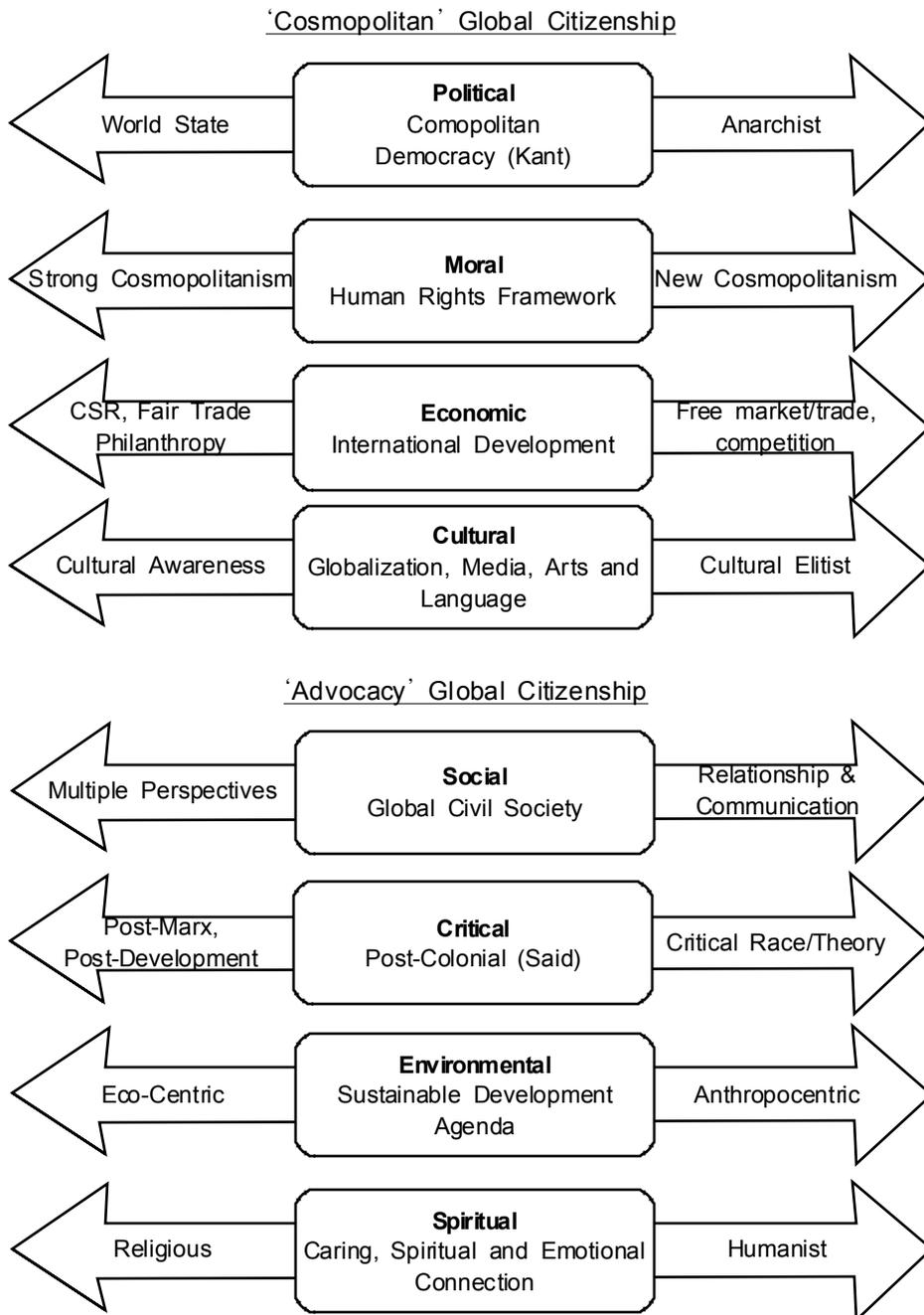


Figure 2.3. Cosmopolitan vs. Advocacy: perspectives of global citizenship (Source: Oxley & Morris, 2013)

providing a guide for how these typologies can be used to evaluate the critical features of a curriculum plan to promote GCED (Figure 2.3).

The above eight concepts are mainly divided into two types: (1) cosmopolitanism, as its primary characteristic is based on the geographical dimension of universality, “where the ‘cosmos’ (universe/world) is one’s city (living place/community)”, and (2) advocacy, as its primary characteristic is “a strong degree of advocacy from a particular perspective” (Oxley & Morris, 2013: 305). Just like the other definitions noted earlier, Oxley and Morris’ (2013) types seem to emphasize the global perspectives and value perspectives. In these definitions, the ‘global’ perspectives refer to the ‘cosmopolitan’ global citizenship while the latter propose social, environmental, spiritual and critical citizenship.

2.2.4. Reconstructing the Concept of GCED based on Key Features

Based on the reviewed literature, the common characteristics of GCED are summarized in Table 2.8. A review of the current existing literature suggests that GCED definitions share a few recurrent and enduring features; yet the succession of notions used to refer to GCED in practice, conceptual developments, definitional transformation and the rearrangements of frameworks leaves a somewhat complex picture as well as a sense of confusion. Regardless, in crafting this study, the principles and concepts of GCED can be summarized as: ‘education that empowers students to engage and assume proactive roles, in order to face and resolve glocal challenges and ultimately to become agents for a more just, peaceful, tolerant, inclusive, secure and sustainable

Table 2.8.

Characteristics of GCED

Key Features	Description
Glocal interdependence and interconnectedness	GCED implies raising awareness and understanding of the interdependence of problems distressing the planet: local actions have a global effect and vice versa. This makes people responsible of the future of mankind and of the planet, within a concept of global citizenship that integrates the local and the global dimensions. GCED supports exchange and twinning opportunities to facilitate an understanding of the above concept.
A perspective on human dignity and peace: rights and responsibilities	GCED is built on the premise that a better and just world is possible only if everyone is respected in full. It is essential to develop further the strategies that will break the vicious circle of poverty, lack of capacity, powerlessness and conflicts, transforming it into a virtuous circle within which all persons are able to hold responsible those people that are responsible, are willing and who have the capacity to protect, defend and put into action.
Cosmopolitanism and harmonizing identities	GCED develops a cosmopolitan that brings to an end the current bipolar logic that contrasts universal and particular identities and proposes “together” approach. Therefore, it challenges against all types of injustices and discrimination.
Transformative learning process	GCED is an ethical and political proposal to transform individuals and communities through the development of a committed citizenship.
Diverse democratic decision through dialogue	GCED challenges the traditional relationships between the various actors in the educational system. It believes in democracy and dialogue at all levels.

Key Features	Description
Plans of action to create positive change	GCED aims to empower learners to engage and assume active role; hence, it focuses on engagement in individual and collective action to bring about desired changes.

world.’ Furthermore, in the context of this dissertation, a GCED program is operationalized as ‘a pedagogical program or process of educating for global citizenship which aims to foster social responsibility, global competence and glocal civic engagement.’

2.3. Conclusion

The debates on a consistent definition of the exact means of understanding of GCED have yet to be concluded. Even within the academic literature on GCED, the concept has as yet not been clearly conceptualized, and a variety of seemingly incommensurable definitions are competing for recognition. This lack of a clear definition of the concept of GCED explains why the GCED community has so far not systematically investigated its educational impact. The objective of this chapter was therefore to constitute a freestanding conceptual framework, which can later be applied in the empirical inquiry. For this, the chapter has outlined the reviews of GCED and its related concepts using Sartori’s concept reconstruction method. It first brought together various concepts of GCED, then organized them according to their essential meanings, thereby reconstructing the concept of GCED as follows: ‘education that empowers students to engage and assume

proactive roles, in order to face and resolve global challenges and ultimately to become agents for a more just, peaceful, tolerant, inclusive, secure and sustainable world.’ Furthermore, the analysis and clarification of the GCED concept allowed for a review of the multidimensional nature of global citizenship, which includes (1) social responsibility, (2) global competence, and (3) civic engagement. Although these dimensions are identified to measure the level of global citizenship as an outcome of study abroad, it is still worth reporting on the initial development and empirical validation of a theoretically ground scale to gauge global citizenship. Therefore, these dimensions are appropriate enough to be considered as the categories of GC learning outcomes/objectives later in the empirical analysis.

Sartori’s method may have contributed to identifying and developing attributes and characteristics that can be used to develop measurement tools for the GCED concept; yet, it still has limitations in that it increases both intension and extension of the concept due to the following two reasons: (1) limited existing studies that preclude a definitive conclusion on the concept of GCED and (2) a continuous evolution of concepts as GCED advances. To overcome such issues, more studies should be conducted to address various aspects of the concept of GCED from different fields. While substantiating why it is necessary to turn to definitions and concepts of GCED, the next chapter further reviews related literature to frame a theoretical framework in order to answer the research questions.

Chapter 3

THEORETICAL FRAMEWORK

“Effective programs build an assessment plan into the original design in order to provide the mechanism for clarifying program goals, reviewing progress toward those goals, and identifying components in the program that need improvement.”

- Colby et al. (2007)

3.1. Introduction

This chapter reviews the literature that defines current studies on the evaluation of GCED and identifies research gaps. The link between GCED and its intended learning outcomes is then established and discussed, and a theoretical framework for this dissertation is presented in order to construct a concrete conceptual framework and hypotheses for the research.

3.2. Literature on GCED Evaluation Studies

3.2.1. Overview

The aim of this dissertation study primarily focuses on measuring the effectiveness of GCED using a pilot case. Not only does this evaluation study measure the program's outcomes, it also generates knowledge in critical development areas and uncovers evidence-based solutions to the most pressing challenges or concerns. This moves away from the

assumptions about what may or may not work and be identifiable and towards specific evidence of what does work based on proven theories and corroborations with field data. In examining the current literatures regarding the evaluation of GCED, a number of theoretical designs available for the evaluating GCED will be discussed. Much of the study applied to GCED including study abroad, civic engagement integration and the impact of participants' academic performances, for example. Table 3.1 provides a brief overview of the research categorized by the findings in regards to the GCED evaluation.

Table 3.1.
Overview of Evaluation Studies on GCED

Type	Author	N	TM	C	M	Level	Impact
Study Abroad	Kim (2011)	15	1	N	Q	Secondary	Mixed
	Anthony, Bederman, Miller & Yarrish (2014)	260	2	N	Q	Tertiary.	Mixed*
GCED Course	Kronfli (2011)	185	2	Y	M	Secondary	Postive
	Kim & Shin (2013)	287	2	Y	Q	Secondary	Positive
	Sung, Lee, & Kim (2014)	106	1	N	M	Secondary	Positive
	Kang & Oh (2015)	122	1	N	Q	Primary/ Secondary	Postive

Service learning	Hartman (2009)	272	1	Y	M	Tertiary	Postive
	Gisolo & Stanlick (2012)	23	2	N	M	Tertiary	Postive
	Seo & Park (2014)	16	1	N	M	Tertiary	Postive

Note: TM: Time of Measurement (1=ex-ante/ex-post, 2=ex-post),
C: Control Group (Y=yes, N=no), M: Method (M=mixed, Q=quantitative only)

Despite that most studies vary in terms of theoretical/practical orientation or methodological approaches, the results seem to conclude that all the GCED evaluation studies display some positive results on students except one with mixed results. The differing results may be due to the following: (1) types of method that were utilized to measure the effectiveness of GCED on participants, (2) types of GCED programs being offered as well as possibly a mismatch of the learning objectives and the learning desire and expectations of the participants, and the expectations, and (3) variables and participants.

3.2.2. Methods

In regards to the overly positive studies, three methodological limitations of previous research can be explained: (1) the lack of 'ex-ante/expost' study, (2) the focus on measuring intervention groups only and (3) the small sample sizes (n).

Firstly, in terms of the time measurement, two types of studies, 'ex-ante/ex-post' and 'ex-post,' were found in analyzing the effectiveness of the GCED program. Out of nine evaluation studies

examined in this research, five utilized ex-post measurement and four did not. Ex-post design measure the effectiveness of GCED only after the educational program has been implemented (e.g. Anthony, Bederman, Miler, & Yarrish, 2014; Gisolo & Stanlick, 2012; Kim & Shin, 2013; Kronfli, 2011). Kronfli (2011) found that students who participated in the GCED program had a higher likelihood of achieving global citizenship. Similar results were found by Kim and Shin (2013) and Gisolo and Stanlick (2012). Unlike these studies, Anthony, Bederman, Miler and Yarrish's (2014) study measured differences between male participants and female participants among different majors. They also found correlation between students' GPA and global citizenship. While ex-post studies may reveal that the educational program in general had a positive outcome on the probability of achieving students' global citizenship, they have a substantial limitation which reduces their explanatory power: selection bias. Before entering the program, students who attended the courses usually had an interest in the subject. Therefore, if a study examines two student groups, the comparison group should be carefully selected to match the intervention group. In addition, ex-post studies have significant methodological deficiencies which are worse where there is no control/comparison group. Among the ex-post evaluation studies, only two utilized a control group (Kim, 2013; Kronfli, 2011).

The second type of measurement is 'ex-ante/ex-post' design. It utilizes quasi-experimental 'ex-ante/ex-post' research designs, which acquires data before an educational program has implemented or in the beginning of a GCED program and afterwards. Ex-ante/ex-post research designs enable researchers to quantify the direct effectiveness of the

program on the participating students regardless of selection bias. In order to produce a reliable assessment in any type of impact study, it is critical to compare actual and counterfactual outcomes. Based on a review of studies, the majority of studies with ex-ante/ex-post research designs, except Hartman's (2009) study, indicate that they do not utilize a control group. For example, Kang and Oh (2015) examine only the intervention group and hence have no room to analyze differences between an intervention and control group to validate the outcomes. In terms of sample size, a group of 15 (Gisolo & Stanlick, 2012; Kim, 2011; Seo & Park, 2014) may not be adequate to justify a reliable and valid result.

If a minimum methodological requirement of evaluation studies is guided with the following condition: ex-ante, ex-post time measurement with $n > 100$ while utilizing a control/comparison group, then there is only one study left to further examine the effectiveness of GCED on participants (Hartman, 2009). This demonstrates that most studies do not utilize rigorous methodologies and also indicates the needs for the further robust research on the evaluation of GCED with strong underlying approaches.

3.2.3. Variables, Types of the Program and Participant

As aforementioned in Chapter 2, there are a various types of GCED programs and it is not possible to determine how many programs are similarly structured and implemented to develop and cultivate global citizens (Shultz and Jorgenson, 2012). Since many organizations have developed GCED programs through smaller-scale budgets, with limited

learning objectives, and their own policies and initiatives, it is possible that the impact of GCED programs may subsequently vary as well as be interpreted differently by each organization.

In the examined evaluation study, the independent variable is always a GCED program that influences on dependent variables. While examining the literature, it becomes apparent that each study has investigated an individual or specific program of the providing the GCED program. This generates a number of challenges in comparing existing GCED programs and therefore proposes a need for this study to investigate an in-depth explanation of the analyzed programs. A majority of studies did not provide enough descriptions of about the GCED program examined (e.g., Anthony, Bederman, Miller, & Yarrish, 2014; Kim & Shin, 2013; Kang & Oh, 2015). Potential reasons for different results also include that some programs are offered at the primary school level (Kang & Oh, 2015), some at secondary (Kang & Oh, 2015; Kim, 2011; Kim & Shin, 2013; Kronfli, 2011; Sung, Lee, & Kim, 2014), and the rest at the university level (Anthony, Bederman, Miller, & Yarrish, 2014; Gisolo & Stanlick, 2012; Harman, 2008; Seo & Park, 2014). Thus, it depends on which types of GCED are compared. Although the question of when would be the best time to provide GCED is not within the scope of this study, the overall literature highlights the following statement: in order to increase global citizenship, studies univocally advocate the time during the teenage years, when the world views are formed (Evans & Reynolds, 2004; Ibrahim, 2010; Oxfam, 1997; UNESCO, 2014). Oxfam stresses that “the values and attitudes of young people will shape the kind of world in which we will live” (Oxfam, 1997; see also Ibrahim, 2010, p. 181).

Consequently, the GCED provided must be customized and adjusted to the level of participants; learning objectives must also be suitable for these intended groups of participating students. In addition, this differentiation between levels of participants increases the challenge in comparing the effectiveness of GCED. In the review of literature, GCED from four different countries was analyzed: South Korea, USA, UK and Japan. Since there may be a strong cultural bias and difference among the countries, it is important to consider a cultural setting prior to conducting GCED evaluation studies. For this, the researcher either selects similar nations, or specific cultural settings should be undertaken in the research design.

3.2.4. Research Gaps

As Davies (2006) previously noted, there is a limited number of rigorous evaluation studies and the research in this field is still in its infancy. Until recently, there have been continuous calls to develop a framework for assessing the effectiveness of GCED (Nodding, 2005; Shultz et al., 2008; UNESCO, 2014). In regards to the student levels, research has already indicated that secondary school students are most receptive to igniting the idea of global citizenship (Evans & Reynolds, 2004; Ibrahim, 2010; Oxfam, 1997; UNESCO, 2014). However, research on this target group with a methodologically sound research design is still limited. In the particular case of South Korea, the problem is amplified due to the shortage of publicly available datasets. Although the ideas of global citizenship are officially reflected in the national curriculum system such as in Social Studies, the primary objective of

incorporating global citizenship still remains “to enhance national competitiveness and strengthen national identity in reaction to global pressure” (Mo and Lim, 2014) and thus classes that are specifically aimed at GCED are yet to be developed. Given this circumstance, GCED in South Korea has inevitably but naturally emerged and been introduced through a number of civil society organizations and non-governmental organizations. The Korea International Cooperation Agency (KOICA) (2013) reported that there are approximately twenty-three independently developed GCED program available in South Korea. In the process of reviewing these programs, it was found that each has created its own unique initiatives consisting of various forms of programs, policies and student and community involvement (Ahn, Park, Kim, & Sim, 2015). However, it is further observed that these programs do not have adequate instructional design models that measure the systematic teaching and learning outcomes. Rather, it was evaluated that many of these programs had mainly focused on current global issues and topics while offering in a workshop format that is often designed for one-time only events with limited consideration of students’ needs and adequate follow-up programs to judge the effectiveness of offered programs. Thus, there is a lack of evidence that these programs contain attributes which develop global citizenship. Given these issues, the study considers that there is a need to develop a GCED program with the use of a sound theoretical framework to evaluate its impact on learners. In this study, two types of methods are used. The first strategy is to compare students’ learning outcomes and employs various degrees of controls; the second part is assessing students’ satisfaction with the specific educational program. Specifically,

this paper pursues the first strategy to rigorously assess the effectiveness of the educational program on students' learning outcomes by applying a range of controls, and the second strategy to gauge students' in-depth perspectives of the program. Therefore, the following three promising avenues of study are further identified as focal research aspects: (1) the effectiveness of GCED, substantially comparing learning outcomes between participants and non-participants, (2) the sustainability of gained knowledge of GCED as well as learning outcomes, and (3) the link between GCED and local/global community participation in the longer term.

3.3. Theoretical Framework

Based on the literature reviews examining the implemented theories in the context of developing and evaluating GCED, the following sections define and review relevant theories that are associated with the evaluation studies of GCED in order to provide a structural theoretical framework to address the proposed research questions. Ranjit (2005) noted that the theoretical framework consists of the theories or issues in which the study is embedded. Considering the focal research aspects mentioned in the previous section, a theory of change (ToC) is firstly highlighted to guide the planning and measuring of learning and development. The ToC model in this study is grounded in constructivist learning theory (CL) to link with the instructional activities and their intended learning outcomes.

3.3.1. Theory of Change

Jenkins (2014) argued that one of the biggest pedagogical challenges for the current GCED is a limited understanding of ‘theory of change,’ which helps to better comprehend how change happens in learners after education takes place, whether it is positive, negative or neutral. According to Connell and Kubisch (1998), ToC is defined as a “systematic study of the links between activities, outcomes and the context of the initiative” (p.16). Walker further added that, ToC is a way to explain how activities are understood in order to produce a series of results that contribute to achieving the final intended outcomes/impacts. To put it simply, ToC can be understood as, “if I do *a*, then I expect *a* impacts *b*, and for these reasons.” It sets out the causal logic of why and how a particular program, or policy will reach its intended outcomes, thus providing a credible vehicle or pathway for the promotion of effective interventions. Although the language of ToC, in the evaluation context, has been growing in use and recognition (Batchelor, 2011), it is still difficult to trace precisely when this term was first used. The stream of work leading to the use of ToC in evaluation can be traced back to the late 1950s with Kirpatrick’s (1959) ‘Four Levels of Learning Evaluation Model.’ Further progress and evolution has included Stufflebeam’s (1983) CIPP (context, input, processes, and products) as well as the logical framework (Rogers, 2008). More recently, evaluators of complex programs have urged a more explicit analysis of underlying ToC, finding it difficult to evaluate programs that are not clear about what they set out to do and why.

Rationale

GCED encompasses multidisciplinary areas, with applications in different knowledge fields, such as education, sociology, psychology, arts and science; it requires the examination of various types of teaching and learning to execute both cognitive and non-cognitive skill acquisitions. Thus, it cannot be evaluated from a unilateral perspective. Additionally, as Morais and Ogden (2011) stated, global citizenship is understood as 'a multidimensional construct' that entails 'social responsibility,' 'global competence' and 'civic engagement.' Within each dimension of global citizenship are sub-dimensions which add further refinement to each construct. These can be directly linked to the overall intended learning outcomes; yet, have not traditionally been measured since the impact is usually too long-term and too diffuse to be easily captured or attributed.

Therefore, ToC was selected as a theoretical framework for the following two reasons. Firstly, the common ToC, as Bundsgaard and Hansen (2011) highlighted, is based on the concept of complex education contexts or multi-dimensional interventions/outcomes. As a ToC is embedded in a set of assumptions about the connection between activities and outcomes that can be tested, it is appropriate to employ ToC in this study. Secondly, the change desired in this dissertation study is the intended impact of the GCED intervention. This brings focus on the causal and effect links among various elements of the program that characterize its implementation, namely: input, activities, output, effects, outcomes, and impacts, as in Figure 3.1.

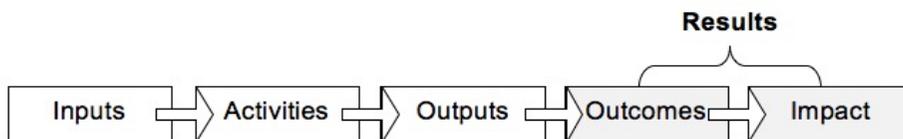


Figure 3.1. The basic elements of Theory of Change (ToC) model
(Source: Anderson, 2005)

If the elements of the program do not establish strong causal links among identified activities in the GCED program design, then performance may suffer from an inability to appropriately measure the causes and expected outcomes. A ToC is often compared with a logic model,¹³⁾ which is a tactical explanation of the process of producing a given outcome (Anderson, 2005). While logic models can be useful for planning and implementing many types of training programs, these linear models do have limitations when applied to the GCED program where multiple sequences of activities are required, leading to a wide range of outcomes. ToC differentiates itself from a logic model by placing greater emphasis a theoretical aspect while helping to illustrate the flow among multiple approaches, processes, and outcomes of the GCED program. Using this reason as a premise, it can be surmised that ToC is an appropriate theoretical framework to apply to the development and evaluation of the program, which can guide for measuring changes in individual students.

13) A logic model is similar to a theory of change model in terms of how a program is delivered but consists of much simpler detail. The model usually has four steps: (1) inputs, (2) activities, (3) outputs, and (4) engagement.

Possible Advantages and Disadvantages of ToC

By adopting ToC, the following four advantages can be drawn. Firstly, it provides a framework for monitoring, evaluating, and learning throughout a program cycle by integrating development, implementation and evaluation. Since this study focuses on evaluation, the modeling prompts a discussion of outcomes while addressing how the program is organized and operated. Secondly, it prevents mismatches between activities and effects. When the program is planned, it often summarizes a list of visions, objectives and action plans for the program. Mostly, it is difficult to determine how all the phenomenon can fit together. Through bridging activities and outcomes, a ToC avoids proposing activities without anticipated effect. Thirdly, ToC helps to identify and open up a 'black box' in participants' thinking and corresponding thought process. Harries, Noble and Hodgson (2014) argued that the reasoning behind a program is often full of assumptions. A ToC can help to reveal support on revealing hidden assumptions, some of which are unfounded, out-of-date or inconsistent with the evidence. Fourth, ToC provides a framework to integrate results. With a ToC, intermediate effects can be identified and measurable indicators can be defined. Lastly, ToC defines shared visions for changes that take place. A ToC helps to standardize the way people process and how they communicate during the activities and changes that occur in individual and at community levels. Thus, it possibly encourages participants to move in the same direction. Once both teachers and students understand the logical connections between activities and outcomes, they can be more engaged in problem-solving and community engagements.

Meanwhile, the challenges and limitations of ToC may be

examined as follows: Regardless of how logical the ToC seems, there may always be a possible threat that it will not always generate expected and anticipated outcomes. The program sometimes works in surprising, counter-intuitive ways, meaning that one cannot encompass the logics of change until the event takes place. Taking this account, the actual effects of intervention results may differ from the intended outcomes or effects. Often, certain actions may generate unintended problems; It is therefore critical to understand the nature of participants. On a practical level, ToC may also be considered as time-consuming and labor-intensive in the preparation and throughout the intervention process. As such, it may require a high degree of accuracy and specificity. Overall, ToC may be difficult to construct, yet its procedure and outcomes yield many benefits for the program.

ToC Model in the GCED Program

Figure 3.2 illustrates how the ToC model can be structured to display the design flow of a complex GCED program. The process of developing a ToC begins with identifying the group, their needs and characteristics, and the final goals that aim to be achieved. The final goal in the GCED program describes the change that needs to be seen in participants. It should be realistic and succinct while laying out the roadmap for long-term effects. The overall goal of the GCED program, as mentioned in the previous chapter, is 'education that empowers students to engage and assume proactive roles, in order to face and resolve global challenges and ultimately to become agents for a more just, peaceful, tolerant, inclusive, secure and sustainable world.' With

this in mind, ToC brings out “the outcome depicted in the pathway of change processes of the subject or student” (Mohamed & Wheeler, 2001).

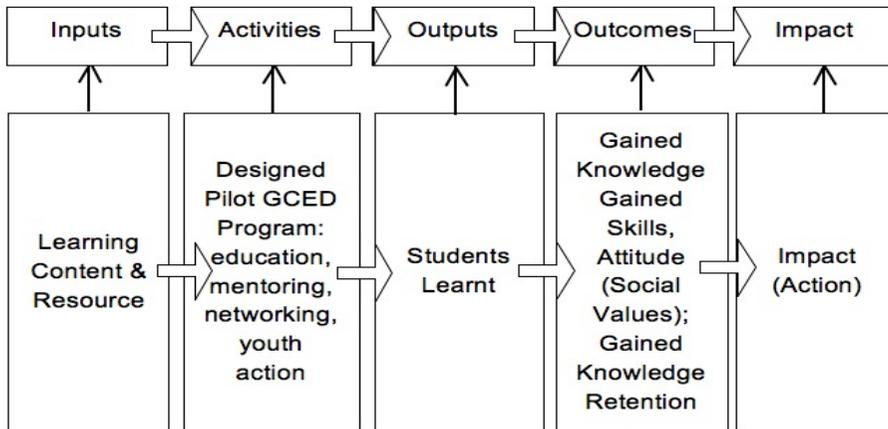


Figure 3.2. Integrating ToC for individuals in the pilot GCED program

The traditional way of measuring the effectiveness of education is by measuring outputs only. In this case, the outcome measurement focuses on counting the deliverables or outputs of intervention, such as the number of participants or schools using the program. However, actual results or outcomes of implementation are not frequently measured. Outputs may be bought, but results cannot since they normally involve behavioral or attitude changes of the participants. From this perspective, outputs are considered direct deliverables of the inputs and the activities that produce them. Results are understood to the effect which refers to an intermediate outcome, and impact, which refers to the long term of an intervention. Thus, ToC emphasizes that measuring the effectiveness of programs should not focus on outputs alone, but more on the

results.

Each outcome in the pathline of change is associated to the pilot GCED program. It often ties with the complicated web of activities that may be required to bring about the change. For instance, outputs can be identified as any learning products that participants produce through instructional tasks/learning activities. A certificate or diploma can be understood and therefore interpreted as a monetary value; students can be fully formed through the right certificate programs and curriculum. However, whether these students (outputs) will contribute or not to: (1) raise a collective and active awareness on global issues and challenges (effect); (2) improve the culture of designing and implementing youth projects that respond to global challenges (outcome); and (3) eventually taking action and becoming an agent of social change (impact),¹⁴⁾ is a question of behavior change that largely depends on the efficacy of the intervention in attaining its goal. Furthermore, these educational results do not end once the GCED program is completed. Rather, they turn into a cycle, constructing a new learning experience, which is built on previous knowledge and experience, as depicted in Figure 3.3.

14) Particularly, in terms of the impact criteria, the meaning of youth participation becomes imperative. The term participation in the context of this research refers to the process of sharing decisions which affect one's life and the life of the local/global community where one lives (Forbrig, 2005). It is the means by which a change is built and it is a standard against which changes should be measured.

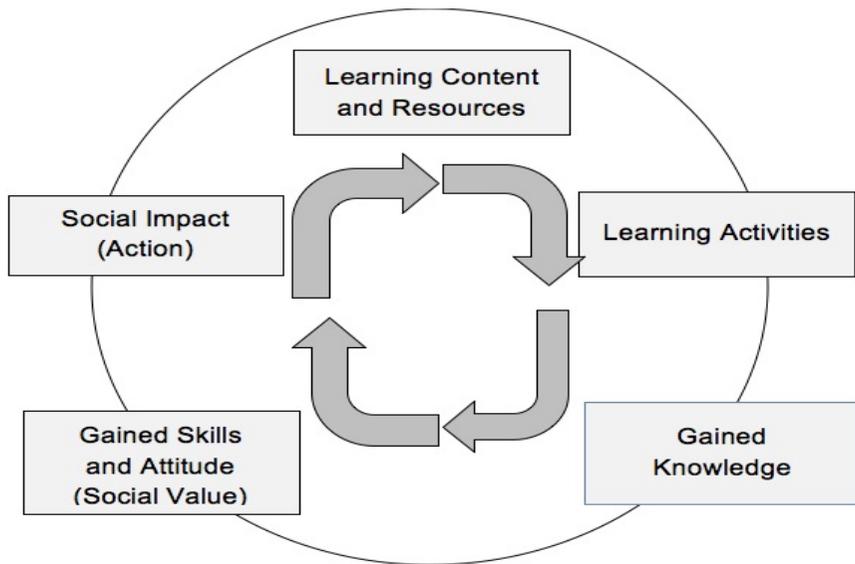


Figure 3.3. Theory of Change activity cycle

Skinner and Oliveira (2014) also support this point quite concisely:

Rather than seeing [social change] as a linear process of learn-think-act, it can be seen as a more integrated, spiral, approach (action/reflection-praxis) (Hayes and McNully, 2012), whereby sophisticated, critical knowledge of the issues does not have to be a precursor to action. Rather, action can actually be an initial ‘pull’ that draws people into the issues and provides a positive basis from which to stimulate more critically informed engagement thereafter (p.10).

Thus, the process of ToC in GCED can be seen as a process of adjusting prospective learners’ mental models. In that, it accommodates

new learning experiences for the next action to take place or to lead to social impact.

Once the chain of ToC has been drawn up, it is then important to reflect on what data/evidence should be collected at every step of the way to discriminate between different plausible chains of causality. Figure 3.4 highlights the data collection process in the GCED ToC model.

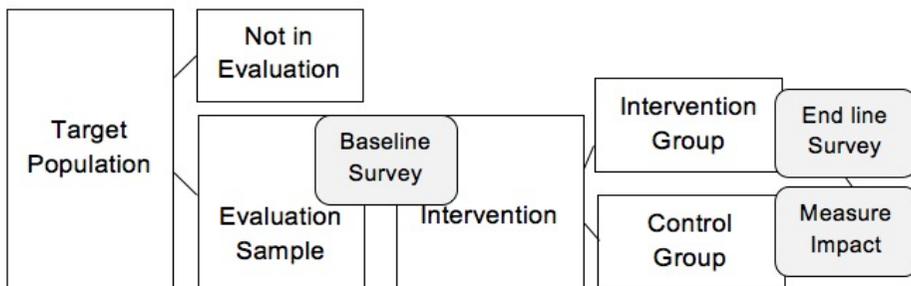


Figure 3.4. Data collection process within the GCED ToC (Source: Harris, Noble and Hodgson, 2014)

First of all, a baseline survey is conducted before the program is implemented to gather the entire target sample. In this stage, data are usually gathered on the relevant indicator. Then, the program is implemented (only in the intervention group). It is strongly suggested to follow up the program's overall implementation. The data drawn from the ToC process consists of three advantages: first, data becomes a type of monitoring, which can be beneficial for the implemented program's efficacy. Second, it provides intermediate indicators, which allows for the unpacking of the impact's "black box." To put simply, these intermediate indicators may respond the question of how a GCED ToC

program had the effect in the way it did. Third, it is important to examine that the intervention is being appropriately implemented on the intervention group, while the comparison group is not being affected by some other means. Based on the program's intervention, an end-line and possibly follow-up survey may be planned. These follow-up or endline surveys may share characteristics (or question) with the baseline survey. Lastly, outcomes between intervention and comparison groups are compared in order to obtain the impact estimate.

Characteristics of good indicators should include the following: (1) measurability, which is observable, feasible and detectable, (2) precision, which means that the more exhaustive and exclusive the indicator, the more precise it is, and (3) reliability, which refers to the fact that indicators are reliable when they are hard to counterfeit. The diagram below (Figure 3.5) outlines the GCED ToC that helps to develop and frame research questions and methodology.

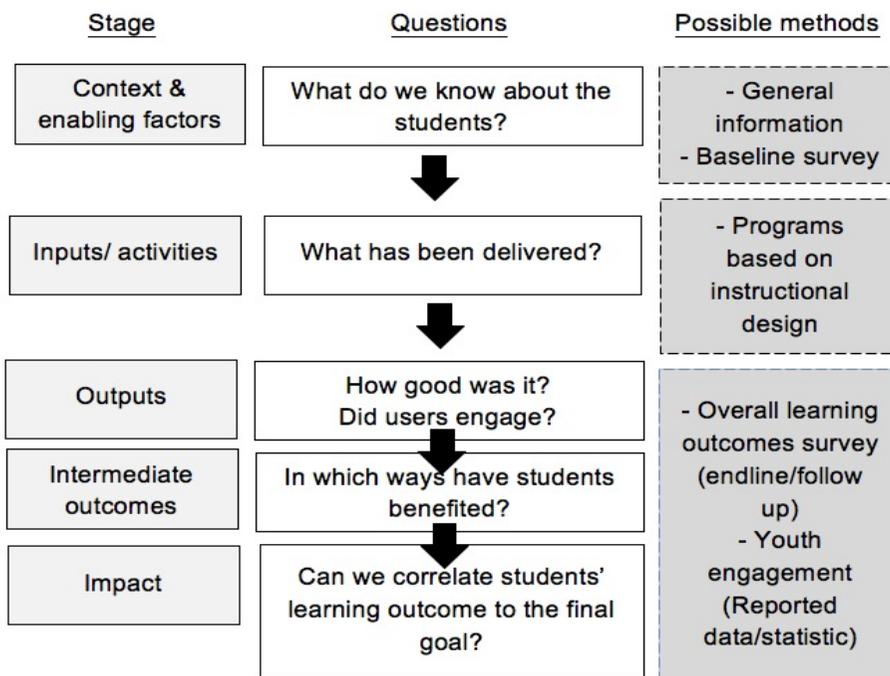


Figure 3.5. Questions relevant to each section of GCED ToC

Harries, Noble and Hodgson (2014) suggest that to be able to think about which evidence needs to be collected, some key questions should be considered, as addressed in Table 3.2. To illustrate how it can be used, the study has added examples from the GCED program.

Table 3.2. *Questions before collecting data/evidence*

Question Criteria	Description
Purpose of evaluating the program	It is important to ask why the program needs to be evaluated. This question alongside the ToC helps to decide what the priorities for evaluation are.
Indicators of change the study aims to see for each elements of the ToC	Indicators often test whether or not the actual change occurs. In this case of GECD ToC, indicators are: (1) social justice, (2) global competence, and (3) civic engagement. These are further sub-divided into nine subcategories. To measure change, collecting and comparing information about these indicators at different points in time is most adequate.
Ensured evidence	To ensure the evidence, a counterfactual design should be done to compare the outcomes for students to a control/comparison group. This procedure is necessary since it enables to confidently attribute the program effectiveness.
Collecting information about the indicators of changed	This links to research methods used to record indicators of change. This can be mainly divided by two different methods: (1) quantitative and (2) qualitative.

(Source: Harris, Noble and Hodgson, 2014)

Using the addressed questions above, the quality of data measurement can be improved, and the ToC process helps to identify which of these tools are best suited in the program. In terms of reporting evaluation, Harries, Noble and Hodgson (2014) further argue that ToC provides a framework to interpret and report results. They write: it is “[essentially] important to use reported evidences to prove whether

results were consistent with the expected theory, and, if there is positive evidence against each element of the ToC” (p.28); it then becomes apparent that the program has made a difference. To provide a useful way to guide evaluation reporting, the following four criteria should be addressed: (1) delivering interventions the way it was intended, (2) stating the evidence as to why the outcomes would occur, (3) presenting the evidence collected from the intervention and (4) making a decision as to whether the outcomes have been achieved or not. Meanwhile, it is also critical to unpack any implementation failure from theory failure.¹⁵⁾

The Linkages to the Learning Theories related to ToC

To satisfy these four criteria for the success of the GCED ToC, the adaptation of sound pedagogy plays a critical role. The conventional GCED educational framework can often be traced to the *Learning: the Treasure Within* (1996), which is also commonly known as the ‘Delors Report.’ It proposed a holistic vision of education based on the educational paradigms. In the report, four important learning pillars were suggested: (1) learning to know, which combines general knowledge with opportunities to work on in-depth projects, exposure to other languages and communication; (2) to do, which refers to the competence to deal with many situations, work in a team, and to find a place in society; (3) to live together, or to carry out joint projects,

15) According to Harris, Noble and Hodson (2014), implementation failure can occur when the program was not appropriately delivered or students were unable to participate in the way the program intended. Meanwhile, theory failure can happen when the program was effectively delivered but outcomes were not attained.

manage conflicts, and appreciate interdependence; and (4) to be, which refers to greater autonomy, judgment, personal responsibility, capacity for right of others to difference (Brigham, 2011; *also cited in* UNESCO, 1996). Given these conditions, it is safe to conclude that any education that involves these four pillars of learning, such as GCED, calls for an integration of the multidisciplinary education approach. Within this framework, in addition to its intended learning goals, GCED promotes three specific levels of learning experiences for all learners: (1) learning outcomes (knowledge and skills), (2) personal outcomes (attitude), and (3) social outcomes (participation). For learning outcomes where cognitive skills are called for, learners are expected to develop transferable skills, that is, to be able to develop the ability to apply what students have learned to 'the real world' while being able to demonstrate complexity of understanding of global interconnectedness and interrelatedness through problem analysis and critical thinking. For personal outcomes where change of attitude is emphasized, learners are expected to gain a sense of self-efficacy, personal identity, and moral development. These can be demonstrated through a learner being able to develop skills to work well with others, provide leadership and services, and develop effective communication skills to express an understanding and evaluation of surroundings. For social outcomes, where call for learners to participate and take action, learners are expected to show a reduction in stereotyped thinking and be able to actively engage. This can be demonstrated through learners being able to display social responsibility and show commitment to local/global service. At the macro level, GCED can be best understood as a multidimensional construct and interrelated with three dimensions, which

include social responsibility, global competence and global civic engagement – as suggested in the previous chapter. Based on Morais and Ogden (2011), each dimension can be re-identified accordingly (Figure 3.6.)

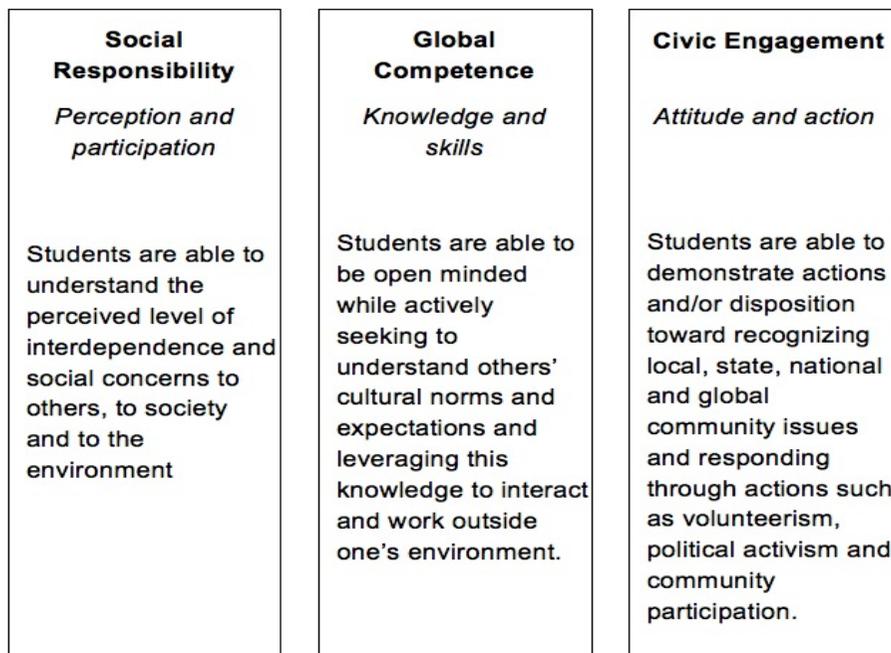


Figure 3.6. GC dimensions from the levels of learning experience perspectives (Source: Morais & Ogden, 2011)

Based on this specific required learning experience for GCED, this research proposes an integration of sound pedagogical tools to achieve its learning objectives. Hence, while utilizing ToC as bedrock for employing pedagogical tools in order to design a more efficient and engaging intervention program, constructivism is selected and embedded to explain causal links between the program and its intended learning outcomes.

3.3.2. Constructivist Learning Theory

Change entails an unfolding of experience and a gradual development of knowledge, skills and attitude when implementing an appropriate education for learners. Therefore, the ties to the learning theory in regard to change becomes critical in designing interventions. Constructivist learning theory (CLT) is particularly useful in this scheme. As a vital process of active learning, the essential core of CLT is that learners actively develop their own knowledge and meaning from their experience (Piaget, 1954). Constructivist learning (CL) activities often differ from the traditional classroom learning activities. Brooks and Brooks (1993) conducted a comparative analysis of traditional and constructivist learning settings to highlight the differences, as shown in Table 3.3.

Table 3.3.

Contrast between Traditional and Constructivist Classroom

Constructivist Classroom	Traditional Classroom
<ul style="list-style-type: none"> ▪ Students work in groups and collaborate on tasks. 	<ul style="list-style-type: none"> ▪ Students primarily work alone.
<ul style="list-style-type: none"> ▪ Student input is highly valued in the teaching-learning process. 	<ul style="list-style-type: none"> ▪ Adherence to the established curriculum is highly valued.
<ul style="list-style-type: none"> ▪ Students are treated as thinkers with the ability to construct new knowledge. 	<ul style="list-style-type: none"> ▪ Students are treated as empty vessels into which information is poured by teacher.
<ul style="list-style-type: none"> ▪ Teachers partner with students in the classroom. 	<ul style="list-style-type: none"> ▪ Teachers are the experts, disseminating information to students.
<ul style="list-style-type: none"> ▪ Teachers seek students' feedback in order to better understand student learning. 	<ul style="list-style-type: none"> ▪ Teachers seek the "correct" answer to validate student learning.

Constructivist Classroom	Traditional Classroom
<ul style="list-style-type: none"> ▪ Assessment of student learning is integral to the teaching-learning process. 	<ul style="list-style-type: none"> ▪ Assessment of student is separate from teaching.

(Source: Brooks & Brooks, 1993)

Based on the differences described above, it is clear that CLT emphasizes the interaction of learners and situations in the acquisition and refinement of knowledge; therefore, it often contrasts with behavior perspectives of learning, which emphasize the influence of the environment on the learners, and also with classical information processing theory, which places the form of learning within the mind with little attention to the content/context in which it occurs (Schunk, 2000). In this regard, Dalgarno (2001) explained that “in the field of education, both Rousseau and Dewey are cited as incorporating constructivist perspectives into their views of teaching and learning, as an opposition to behaviorism” (p.183). As scholars have continuously articulated, CLT is not “a unitary theoretical position; rather, it is a continuum” (Singh & Rajput, 2013: 15). Typically, the range is divided into three broad categories: (1) exogenous, (2) endogenous, and (3) dialectical (Moshman, 1982; Schunk, 2000).

Exogenous type is the acquisition of knowledge that represents a construction of the real world. Since the world influence students’ beliefs through their experience and exposure to teaching and learning, knowledge can be precise to the extent that it reflects external reality. Conversely, endogenous type stresses that knowledge comes from previously attained knowledge instead of directly coming from environmental interactions. In this sense, Piaget’s (1971) ‘theory of

cognitive development' may be suitable to this framework. In this perspective, instead of knowledge being a mirror of outside the world, it rather develops through cognitive abstraction (Schunk, 2000). Lastly, between these two extremes, there is dialectical CLT. Dialectical CLT holds that knowledge stems from interactions between individuals and their environments. In this regard, Schunk (2000) claimed that constructions are not perpetually bound to the external world nor are they thoroughly the results of the workings of the mind. Rather, he asserted that they reflect "the outcomes of mental contradictions that result from interactions with the environment" (p. 232) In this sense, it can be reconcilable with many motivation theories such as Bandura's (1986) social cognitive theory. Similarly, Bruner (1964) and Vygotsky (1978)'s development theories also highlighted the influence of the social environment. Figure 3.7, adopted from Dalgamo (1996), further illustrates where a range of CLT may lie in relation to different examples of the pedagogical types.

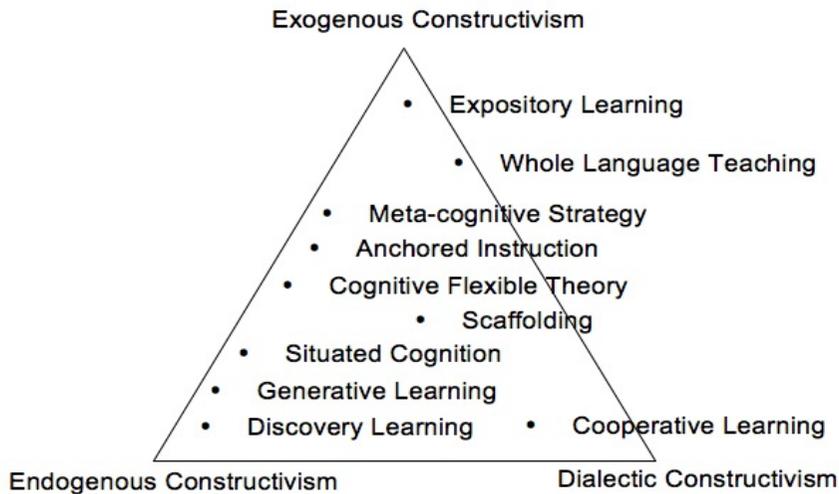


Figure 3.7. Constructivist learning theory
(Source: Dalgarno, 1996)

The distinctions between these three types of knowledge are explained in order to better understand the cognitive and behavioral basis of learning. Despite each perspective has advantages and is potentially helpful for teaching and learning GCED, it seems difficult to overarch the breadth of their theoretical underpinning. Doolittle (1999) suggested eight factors that are essential in CLT: (1) learning should take place in an authentic and real-world environment; (2) learning should involve social negotiation and meditation; (3) content and skills should be made relevant to the learner; (4) content and skills should be understood within the framework of the learner's prior knowledge; (5) students should be assessed formatively, serving to inform future learning experience; (6) students should be encouraged to become self-regulatory, self-meditated, and self-aware; (7) teachers serve primarily as guides and facilitators of learning, not instructors, and (8) teachers should

provide for and encourage multiple perspectives and representations of content. He also notes that these factors are not completely constructivist in nature; rather, they have been continuously proposed by many other theories at other times. In this light, what makes his claim 'constructivist' is the accumulation of these eight specific principles as well as the rationale for their inclusion (Doolittle, 1998).

As a student-centered learning, CLT emphasizes the integrated curriculum where students can learn a topic in a various way. For instance, in studying GCED, students might read about different local/global issues and challenges in real life, write about them, visit related sites (hands-on experience), or study the multidimensional principles involved. There are also many benefits associated with employing CLT in the GCED program in terms of improving learning outcomes, gained knowledge retention and knowledge transfer.

Improvement of Learning Outcomes through CLT

Researchers have examined the role of CLT in teaching and learning. The main question is how effective constructivist learning can be in the real classroom settings. They conclude that constructivism is crucial to improving learning outcomes (Jonasen, 1991; Verger et al. 2012). Lillard and Else-Quest (2006), for instance, argued that CLT leads to better academic and social skills. It was also found that participation in constructivist classrooms increased student motivation and interest in pursuing advanced degrees (Russell, Hancock and McCullough, 2007). In implementing constructivist learning, it is important to embrace methods of instruction such as the promotion of cooperative learning,

hands-on experiences, discovery learning, differentiated instruction, technology and critical thinking. All of these measures have been proven to foster a more student-centered, constructivist classroom. In Jonassen (1991) identifies a number of strategies through his 'constructivist learning environment' to promote an increase in learning outcomes. His model has been widely used to design and implement constructivist classrooms. Similarly to Doolittle's (1999) analysis as seen above, Jonassen's strategies have identified the followings:

- *Create real-world environments that employ the context in which learning is relevant;*
- *Focus on realistic approaches to solving real-world problems;*
- *The instructor is a coach and analyzer of the strategies used to solve these problems;*
- *Stress conceptual interrelatedness, providing multiple representations or perspectives on the content;*
- *Instructional objectives should be negotiated and not imposed;*
- *Evaluation should serve as a self-analysis tool;*
- *Provide tools and environments that help learners interpret the multiple perspectives of the world; and*
- *Learning should be internally controlled and mediated by the learner (pp. 11-12).*

Jonassen believed that conditions and social activities shape students' understanding and as such can improve students' learning outcomes. However, some scholars argue that a CLT is inconsistent with cognitive

architecture since it withholds information that can be readily told and demonstrated. Jonassen et al. (1993) suggest that there are three main phases in the constructivist learning process including: (1) introductory, (2) advanced and (3) expert learning phases.

Introductory learning occurs when learners have little directly transferable prior knowledge or content area. It represents the initial stages of schema assembly and integration. At an advanced learning phase, learners acquire more advanced knowledge in order to solve more complex domain or context dependent problems. Experts have a more internally coherent and more richly interconnected knowledge structure (p.1).

Jonassen et al. argue that the initial acquisition stage may be better and more easily achieved by traditional instructional approaches, whereas constructivist learning approaches are generally more applicable for the advanced acquisition phase. At certain levels, CLT becomes too general to be used for the accurate handling of the many specific circumstances and reasons that students learn. Therefore, CLT in classrooms is sometimes effective and sometimes it is not, which is why an understanding of the micro details of when it may be effective is difficult to derive from CLT alone. In this regard, Schwartz and Bransford's (1998) conducted a study on what types of learning approaches best prepare learners in terms of constructing knowledge. The study indicated that neither exploratory activities nor the lectures yield the intended learning. Rather, they found that a combination of exploratory activities based on constructivism and the conventional

lecture style approach can lead to good learning outcomes. Therefore, it can be suggested from the literature that GCED in a constructivist-learning context may be best suited to a period when students become acquainted with and increase their learning capacities.

Knowledge Retention

In the field of education, knowledge retention¹⁶⁾ is often an important goal. As Semb and Ellis noted (1994), “the very existence of [education] rests on the assumption that people learn something of what is taught and later remember some part of it” (p.253).¹⁷⁾

The literature indicates that using CLT as an instructional method rather than traditional learning approach helps to develop long-term memory better since the nature of active learning provides relatively a more in-depth learning (Narli et al., 2008). Since activities in constructivist classrooms can be used as stimulus for memorization (Engelbrecht et al., 2007), students may gain their memory systems through classroom experiences while internalizing structures of classroom activities (Nuthall, 2000). Researchers in educational psychology asserted that knowledge structures can grow out of repeated learning experiences with common properties. In other words, more broad representations can be developed from the common characteristics.

16) Knowledge retention means recalling pieces of knowledge or skills that were learned earlier in time (Semb & Ellis, 1994).

17) There is often conceptual confusion between knowledge retention and transfer. Whilst retention refers to the ability to remember information as it has been learned, knowledge transfer refers both to remembering information and applying it to new situations. Regardless, for knowledge transfer to be possible, retention should occur first. (Narli et al., 2008).

Neisser (1989) also found that long-term memory consists of a stepping system of these structures, which moves from the concrete to the more abstract. In this light, Kvam (2000) argued that using instructional methods including comprehensive real materials instead of abstract concepts and virtual/artificial problems develops long-term memory much better. Hence, active learning based on CLT may provide deeper learning opportunities since it helps to enhance long-term memory.

It may then be important to explore factors triggering better retention. Contrary to the common belief that students forget much of what they learn in classrooms, long-term knowledge retention is still valuable (Semb and Ellis, 1994). The study also found that knowledge retention was the lowest when the main approach of instruction is lectures. Furthermore, different instructional approaches, to some extent, have been found to be effective in improving retention (Narli, 2008). Katona (1940) found that cognition and skill acquisition through understanding are often retained or transferred better than those which are learned by a simple rote memorization. There is more evidence by Handelsman et al. (2004) to display that utilizing active learning approaches to make students engage in inquiry and discovery processes increases students' knowledge retention. Engelbrecht, Harding and Du Peez (2007) also indicated that retention may be closely related to the way it is taught and learned. In this sense, teachers become an important figure in terms of guiding students throughout the learning and retention process. However, a number of studies in the knowledge retention field indicates that it is usually impractical. It may be assumed that it is due to the fact that traditional classroom learning has been the most popular instructional approach used in secondary

education (Devries, 2002). When learning is measured immediately upon the completion of instructional interventions, both lecturing and alternative instructional approaches had similar outcomes and impacts. However, as McKeachie (1999) argued, when retention is assessed some time after instruction, students with alternative teaching methods often outperform students who have received only lectures.

Long-term retention of knowledge is also related to the integration of knowledge between different subjects and different educational periods. For instance, Narlie et al. (2008) provided an example of Polanco et al.'s (2004) three-year follow-up study on an integrated curriculum intervention.¹⁸⁾ In the study, knowledge retention in student's overall performance was significantly better than a comparison group. They also introduced Finelli and Wicks' (2000) findings, which measured engineering students' understanding and retention of basic concepts in a circuit's course. It was found that the outcomes of students are the best immediately after the end of the course. However, whether the effect of a CLT on learning is due to the method itself or due to a positive influence in students' motivation from utilizing a new and different learning approach is still contested. In this regard, Narli et al. (2008) concluded that previous study univocally reported positive effects of active learning approaches on student achievement and ideas. Even more than a year after intervention, it was found that the active group of students mostly remembers subjects more clearly than those of the comparison group. This supports that a constructivist classroom can be effective on students' knowledge retention. Meanwhile, the review of literature on

18) mathematics, physics and computer science courses

retention reveals that there are still a few researches on retention with practical applications outside the fields of mathematics and engineering. Thus, investigating the effect of constructivist learning on students' retention of knowledge becomes critical in this study.

Knowledge Transfer

As thoroughly emphasized, constructivism associates learning with student-centered classrooms. This environment encourages active learning and critical reflection while understanding course content in depth. The role of the teacher is perceived as that of a facilitator, encouraging learners to take ownership of the learning material and become autonomous in their learning environment. In the constructivist learning setting, students may develop new, critical questions or put their knowledge into action through creative and practical projects (Marlowe & Page, 2005). Ginsburg (2009) noted that constructivism is often associated with educating citizens who would effectively participate in democratic politics. However, there are relatively few empirical studies regarding the efficacy of constructivism on transferring knowledge into action. Regardless, researchers still support that constructivism promotes an active, student-centered learning environment that engage students in discourse, critical thinking, reflection, and discovery, which helps to bring knowledge into action.

3.3. Conclusion

The aim of this chapter was twofold. First of all, it outlined the literature on GCED evaluation studies. Upon initial observation, the majority of research studies indicate an overly positive outcomes; however, the findings of positive evaluation studies may be carefully interpreted. There are three major reasons for such ambiguous results: (1) in the utilization of methods, there are limited uses of ex-ante/ex-post, comparison groups, adequate sample size (n); (2) different variants of GCED programs; and (3) the inconsistent and varied level of participants. Given these aspects, these reviewed studies on GCED evaluation provide great opportunities for future methodologically rigorous studies. In addition to test on how GCED may play a role in changes in the learning outcomes, the focus of this study will be the potential moderating effects for the retention of gained knowledge after the end of program, and links between the learning outcomes and the likelihood of youth action. Secondly, this chapter offered a discussion of the key theoretical framework involved in studying the effectiveness of GCED. Aforementioned objectives are difficult to measure, but resting at the core of this investigation is the well-developed ToC. The underlying idea here is that to improve the probability of success of a program, it should have a clearly thought-out design and be based on existing evidence of what is effective. In this sense, a ToC is an excellent framework for this as it helps to work methodically from the need that is addressed, to the change that aims to be achieved, and the steps that need to be taken. It also helps to plan what should be considered to evaluate the effectiveness of a program. This is accomplished by providing a

coherent framework for testing whether an intervention worked as planned and seeking on its improvement afterwards. Hence, this chapter described the process of developing a ToC to illustrate how it can be applied to the GCED pilot program. To support the success of the GCED ToC, the adaptation of sound pedagogy is critical to the changes that must take place for the learners if they are to be effectively educated. In this light, CLT has been utilized and empirically validated in depth. A significant advantage of this theory over other instructional design models is the opportunity it gives to validate all research questions.

In sum, it can be concluded that this study can benefit from the strength of these two theoretical approaches. Considering the aforementioned research questions, the ToC is adequate to providing the overall theoretical model/framework for the structural approach, while CLT seems to be appropriate for the research questions underpinning the discussion of the overall learning outcomes, retention and transformation of knowledge into action.

Chapter 4

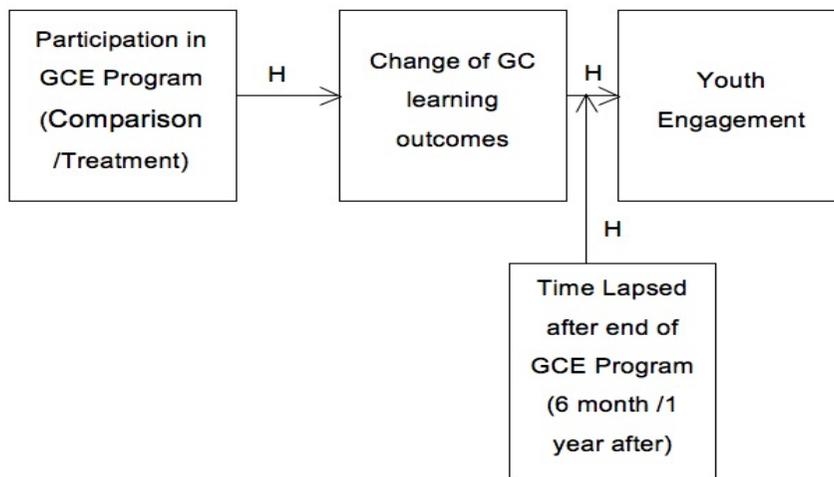
CONCEPTUAL FRAMEWORK OF RESEARCH AND HYPOTHESES

4.1. Introduction

The number of methodologically sound studies in GCED is currently limited, as mentioned in the previous section, therefore, exploration of research opportunities in the field of GCED is open for further study. In particular, this study focuses not only on the effectiveness of GCED programs on upper secondary education participants, but also on the investigation of knowledge retention and the links between global citizenship learning outcomes and actual students' community engagement. In order to avoid repeating parts of the literature review, the research hypotheses are briefly introduced. For the visualization of conceptual relationships, figures are further provided.

4.2. Conceptual Framework

In order to accentuate the conceptual framework for the research, the relationship flows are discussed in this section, as depicted in Figure 4.1. In the first hypothesis, the impact of GCED (participation yes/no) is tested on the domains/constructs of global citizenship intended learning outcomes in the following categories: (1) social responsibility, (2) global competence and civic engagement.



H1: A GCE program positively influences global citizenship learning outcomes within the dimension of global citizenship such as (a) social responsibility (b) global competence and (c) civic engagement.

H2: The more time that elapses after end of the program, the weaker global citizenship learning outcomes.

H3: The greater the global citizenship learning outcomes promoted through the program, the greater the probability of learner involved in actual local/global community engagement.

Figure 4.1. Conceptual framework of the dissertation

The relationship is assumed to be positive, that is, GCED participants will show increase in all above-specific constructs in their learning experience. The second hypothesis is devoted to the duration of gained knowledge, testing and moderating the effect of time elapsed after the completion of the pilot program. The more time elapses after a GCED program, the more rapid the decrease in the effect of the constructs in the participants. Lastly, the third hypothesis tests whether the impact of GCED, and hence the increase in global citizenship learning outcomes,

had a significant impact on proactive engagement in one's local/global community.

4.3. Hypotheses

4.3.1. GCED Learning Acquisition and Outcomes

As the primary goal of integrating ToC and CLT is closely related to the GCED learning outcomes, it can therefore be anticipated that GCED learning outcomes will be positively influenced by the pilot GCED intervention program and that the intervention group will generally have higher learning outcomes than the comparison group at T_{final} .

Hypothesis 1: Overall, the pilot GCED program positively influences global citizenship learning outcomes within the following global citizenship dimensions: (1) social responsibility, (2) global competence (3) civic engagement.

The first hypothesis are tested against the comparison group, which is expected to be at a similar level throughout the data measurement periods. According to the hypothesis, the comparison group is expected to generally have lower values in global citizenship learning outcomes at the final measurement point compared to a GCED pilot intervention participants.

4.3.2. Validation of Gained Learning Outcomes: Retention

Considering that the pilot GCED program has a positive outcomes upon the completion of the program, the questions of maintaining learners' gained learning outcomes remain critical in this study. If the strength of the GCED learning outcomes decreases immediately after the program completion, this may be a critical indication of a pedagogical design flaw in the pilot program. That is, the pilot program will need to provide a robust pedagogical framework that promotes and allows for retention of the participants' learning outcomes. Given the circumstances of South Korea's educational environment, where competition is highly promoted, there may be a minimum level of gained learning outcomes maintained by the participants once participants have been motivated in such classes which could remain for a longer duration. Furthermore, since such students as those who are introduced to a GCED program may already be much more attuned and receptive to the moments that trigger an overall change in their perception of the world, they may therefore naturally be more motivated to actively engage in the global/local communities' issues on their own.

Taking these elements into consideration, it is worth examining the stability of global citizenship learning outcomes immediately, rather than prolonging the investigation after the pilot program. However, in this study, the GCED impact on participations is measured at two points in time - six and twelve months after the completion of the pilot program - to examine if the program had triggered the learner's interest to maintain motivation and desired attitude over the time.

Hypothesis 2: The more time that elapses after the completion of a GCED program, the weaker is the gained knowledge in relation to global citizenship.

The reason for these given periods is that, in general, measuring the impact of education programs takes at least from six to twelve months. Some researchers suggest that students lose an average of four to six months of educational attainment each time they change schools (Wolanin, 2005). If retention periods are delayed beyond this period, unforeseen elements may lead to delusion in compounding factors or an intervention effect of education.

4.3.3. Validation of Gained Learning Outcomes: Transfer

As previously mentioned in Chapter 3, GCED aims to encourage students to engage in global/local community activities that further push their gained knowledge, skills and attitudes compared to classroom settings. However, the link between global citizenship learning outcomes and actual youth engagement in the Korean context has yet to be empirically validated. Therefore, hypothesis 3 tests whether there are correlations between actual youth participation and global citizenship learning outcomes at $T_{12\text{months}}$.

Hypothesis 3: The more significant the global citizenship learning outcomes promoted through the program, the greater the probability of a learner actively being involved in actual local/global community engagement.

Glocal community engagement refers to participation within the community at a range of levels (e.g. from local to global), through actions such as volunteerism, political activism and community participation (Ogden, 2010). It is worth noting that one of the main focuses of this study is to examine if the students' motivation has been increased to a degree that they proactively engage in their local/global community services rather than quantitatively measure the activity levels of students' participation in these community services. Thus, the study later utilizes Hart's (1992) Ladder of Youth Participation to identify degrees of youth participation ranging from low to high, in the context of youth action.

4.4. Variables

Participating in the GCED program is the dichotomous independent variable for hypotheses 1-2 while the global citizenship learning outcome at $T_{12\text{months}}$ is considered as an independent variable for hypothesis 3. The dependent variables of the study in hypotheses 1-2 are the three dimensions of global citizenship employed in this study: (1) social responsibility (SR), (2) global competence (GC), and (3) glocal civic engagement (CE). The overall (mean score) outcomes are also included. Meanwhile, control variables¹⁹⁾ should be identified.

Demographics such as gender, family backgrounds, types of school and so forth, are used to control for a possible influence on the given dependent variables. However, some control variables, for instance, family background, are not further utilized after they were found to be insignificant in the first hypothesis. As Brigham (2011) further supported, adding demographic variables or family background would not positively influence the predictability of global citizenship learning outcomes. Therefore, the influence of demographics which had an effect on global citizenship level at the start of a GCED program are measured in the first measurement (T_{start}) and then exempted by comparing the difference between T_{start} and T_{final} . As such, dummy control variables can be only added for different sample groups to differentiate the groups which have a T_{start} and T_{final} measurement vs. those which only respond in T_{start} similarly to Brigham (2011).

19) exogenous influences on the dependent variables

Chapter 5

RESEARCH DESIGN AND METHODOLOGY

5.1. Introduction

This chapter describes the research methods and procedure used to answer the proposed research questions. It lays out (1) the overview of research method used, (2) a description of participants (3) the pilot intervention program, (4) the instrumentation used, (5) the variables, (6) methods of data collection and analysis procedure, and (7) participant recruitment and ethical concerns.

5.2. Overview of the Research Methods

This study employs a mixed-method consisting of quantitative and qualitative methods. This allows research questions to test both hypotheses while examining novel insights into this relatively new field of research. Clark and Creswell (2011) described the research problems related to the use of mixed methods as follows: (1) one data source may not be sufficient, (2) results need to be explained, and (3) exploratory findings need to be generalized. Since an assessment of the GCED pilot program is not confined to one approach or method, it addresses a wider range of research questions in order to increase confidence in the research validity and reliability. Hence, the use of a mixed-method can be confidently argued to be an appropriate approach

for the study. This research employs sequential explanatory mixed methods design (SEM) (Creswell, 2002; Creswell et al., 2003), which is one of the most commonly used mixed method designs in educational research. SEM consists of two distinct phases as presented in figure 5.1.

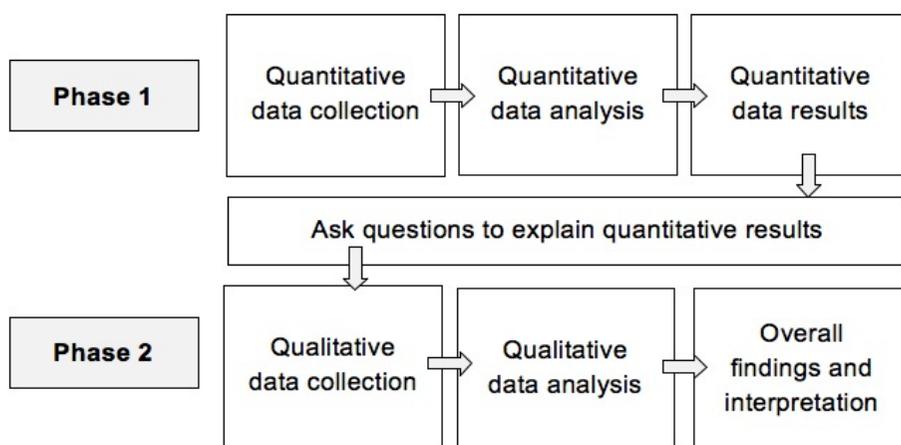


Figure 5.1. Process flow diagram of the procedures for the sequential explanatory mixed methods study

For the research questions and corresponding hypotheses, a quasi-experimental research design was selected. Then, data acquisition was conducted through structured questionnaires preceded by lateral sequential follow-up and pre-determined time duration using matched-pairs. The approach was to schedule a pre/post test design (Cohen, Manion, & Morrison, 1989) and measure the learning outcomes for randomly selected participants in the pilot program. The utilization

of questionnaires for data acquisitions in the described format has the advantages of being a highly systematic approach and of effectively controlling of any data sample size (n).

For triangulation purposes, an inductive research approach was also selected for the learning outcome measurement. To date, there have been limited studies in the impact of GCED; therefore, the aim was to generate a more solid understanding of the possible outcomes of the pilot program. As the qualitative questions can only be answered after participation in the program, thirty-one randomly selected key informant participants were invited for an in-depth interview.

5.3. Pilot Program Participant Background and Selection Methods

Randomization is a key principle in acquiring statistically valid findings. The overall dataset consists of three types of group, each representing a comparison and an experimental group. Table 5.1 provides an overview of the samples. The eligibility for the sample in the intervention groups includes high school students who take part in the pilot program. The sample in the comparison group used a matching selection technique to ensure a close similarity of the intervention and comparison group members (Bester et al., 2011). The comparison group consisted of students drawn from the intervention group's schools. Hence, their demographics and initial levels of understanding of global citizenship are not statistically different compared to the intervention group. This implies that the assignment of students to each group closely imitates

the process of random assignment.

Table 5.1.
Sample Description

Classification	Intervention Group				Comparison Group			
Program Name	GloEd: Education for Better Development				Not participating in GloEd			
Data acquisition for research question	RQ 1,2,3				RQ 1,2			
Number of Students Ex-Ante, T _{start} N	140				166			
Gender (M: F)	53		87		70		96	
RPL ²⁰) per gender	21	32	34	53	31	39	46	50
Type of Schools (regular track vs. specialty track)	45		95		46		120	
Ex-Post, T _{final} N	129				158			
Related research questions	RQ 1, 2, 3				RQ 1			
Measurement Frequency	4				2			
Mean Age	16.7				16.4			

20) Recognition of prior learning

5.4. Intervention

For the purpose of this research, a specific GCED program was developed for upper secondary school students in South Korea. The program is called “GloEd: Education for Better Development” (hereafter, GloEd). The following section provides a detailed description on how the GloEd program is designed and implemented based on the aforementioned theoretical framework.

5.4.1. Background Information

This section provides a design description of GloEd, developed to promote GCED and created specifically for research purposes. A detailed overview and description of the program is further provided in the Appendix A. Unlike conventional GCED programs that simply promote a collective building of a better world, the focus of GloEd was for the participants to construct a better community that may have a ripple effect at a global level in long run, by employing the an understanding of and respect for their local community.

In this respect, GloEd aims to offer educational experiences that are flexible, focused on goal-based, speed of learning and understanding; it promotes creativity and critical thinking, constructive learning process training, attention to detail and respect towards peers; it also highly encourages collaborative learning and collective problem solving. These learning elements are all embedded in the study of current issues and future implications, as well as the consideration of future career plans in the relevant field, and an understanding of youth

action programs. The program was a voluntary basis but encourages them for the extra-curricular activities. The five-week long pilot program covers the learning contents including but not limited to the following:

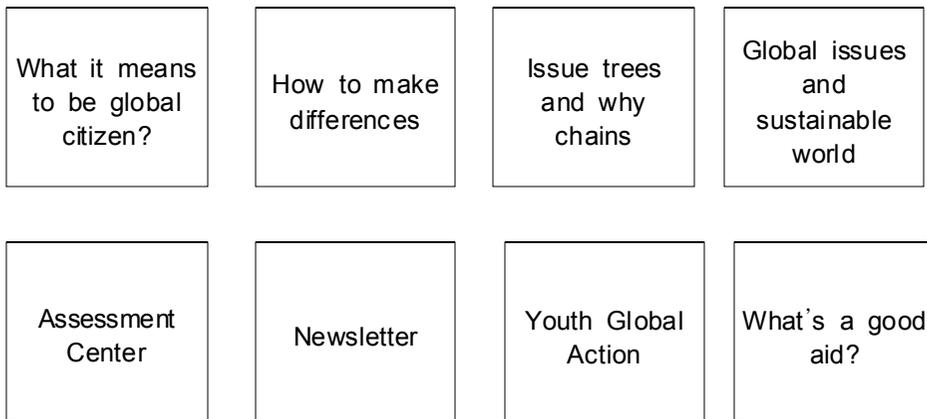


Figure 5.2. Examples of the GloEd learning content

These learning activities build the basis for global/local community engagement, which can be considered as a seed for social change. The program is structured based on the four pillars displayed in Figure 5.3: Learn - Think - Act - Lead.

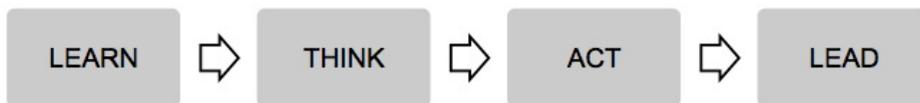


Figure 5.3. Four pillars of GloEd: Education for Better Development (Source: GloEd, 2014)

LEARN aims to equip participants with the necessary knowledge, skills and values to understand both local and global issues around the world. THINK aims to develop participants' critical thinking habits and practices. ACT aims to motivate the student to infuse and apply the THINK aspects – global citizenship dimensions in practice. Hence, in this pillar, transferring knowledge into practice is imposed as a part of the program. To implement this, students are assigned to work in groups of four to six students to design their own local/global action plans and also to have the opportunity to communicate with field practitioners in real-time. Lastly, LEAD aims to advocate for advancing knowledge and experiential learning that inspires the youth to lead and engage, shaping ideas that would create meaningful change at the local level but also to have a long-lasting global impact (GloEd, 2014).

As a part of the admission process for the GloEd program, it should be noted that the program was developed based on an extra-curricular approach/framework with a limited external funding source; therefore, to financially sustain the program, it was necessary to collect a small fee as a part of admission to the program of KRW 150,000 (approximately \$130 USD) from all participants as part of their admission to the program. The payment collected from students covered the cost of the five-week course, four full-time instructors, class material, snacks and drinks, and activity fees related to field work.²¹⁾ A selection process was to be initiated if the number of applicants exceeded one hundred in order to maintain the necessary quality control of the program. Therefore, as a part of the selection process, all

21) A separate stipend was established for the students for tuition assisted payment. However, no student applied for the stipend.

applicants were interviewed to gauge their interests and motivations for GCED experiences, their ability to stay on course with others, to engage in teamwork, and to self-motivate to work with others during the five-week program. Such screening was critical for the success of the program as well as out of respect for the students who would be participating in the intervention program during their summer break. This is due to the fact that most education environments in South Korea are limited to such learning opportunities as were mentioned previously; therefore, the program aims to offer a learning experience which is very different from students' typical learning experiences.

Over the duration of the five-week program, equal to 120 classroom hours in total, the pilot GCED program covered a basic understanding of current global issues and their historical context and of how these issues have a ripple effect at the level of international development. In response, learning activities included those requiring students to develop their own youth work plan and implementation strategies, while being challenged through classroom debates and participatory lecture with the invited field practitioners. In addition, the program offered networking session with the field practitioners to allow opportunity for the students to exchange ideas and receive real-time feedbacks.

5.4.2. Program Structure and Format

Pedagogically, the GloEd program was designed to provide interactive engagement employing a constructivist learning (CL) approach built upon the theory of change (ToC). As depicted in Figure 5.4 and earlier

in this study (see chapter 3.3), various essential elements of the GloEd program were based on the ToC model.

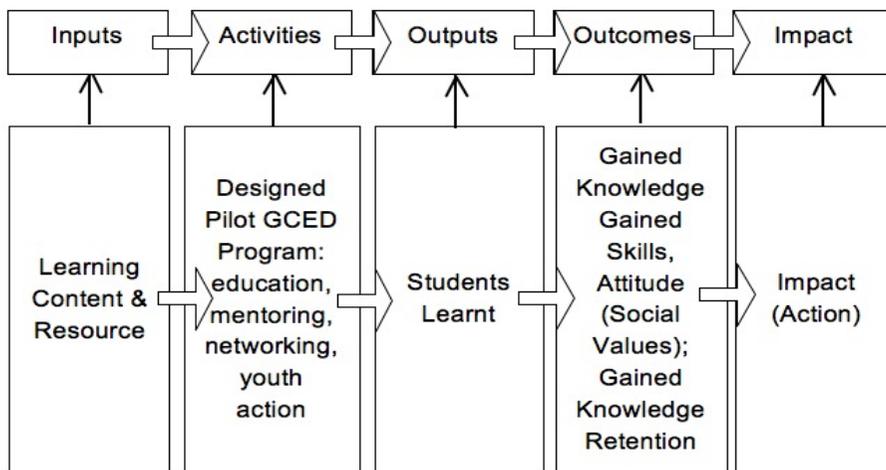


Figure 5.4. Integrating ToC in the GloEd program

Figure 5.5 further illustrates a broad outcome chain for the GloEd program, which focuses on more specific aspects of the individual outcomes.²²⁾

22) It is worth noting that a ToC is necessarily a simplify and a summary of real program plan/implication and evaluation. Therefore, capturing every step may not be possible; rather, it is important to make judgements in regards to the important factors and issues that reflect during the program.

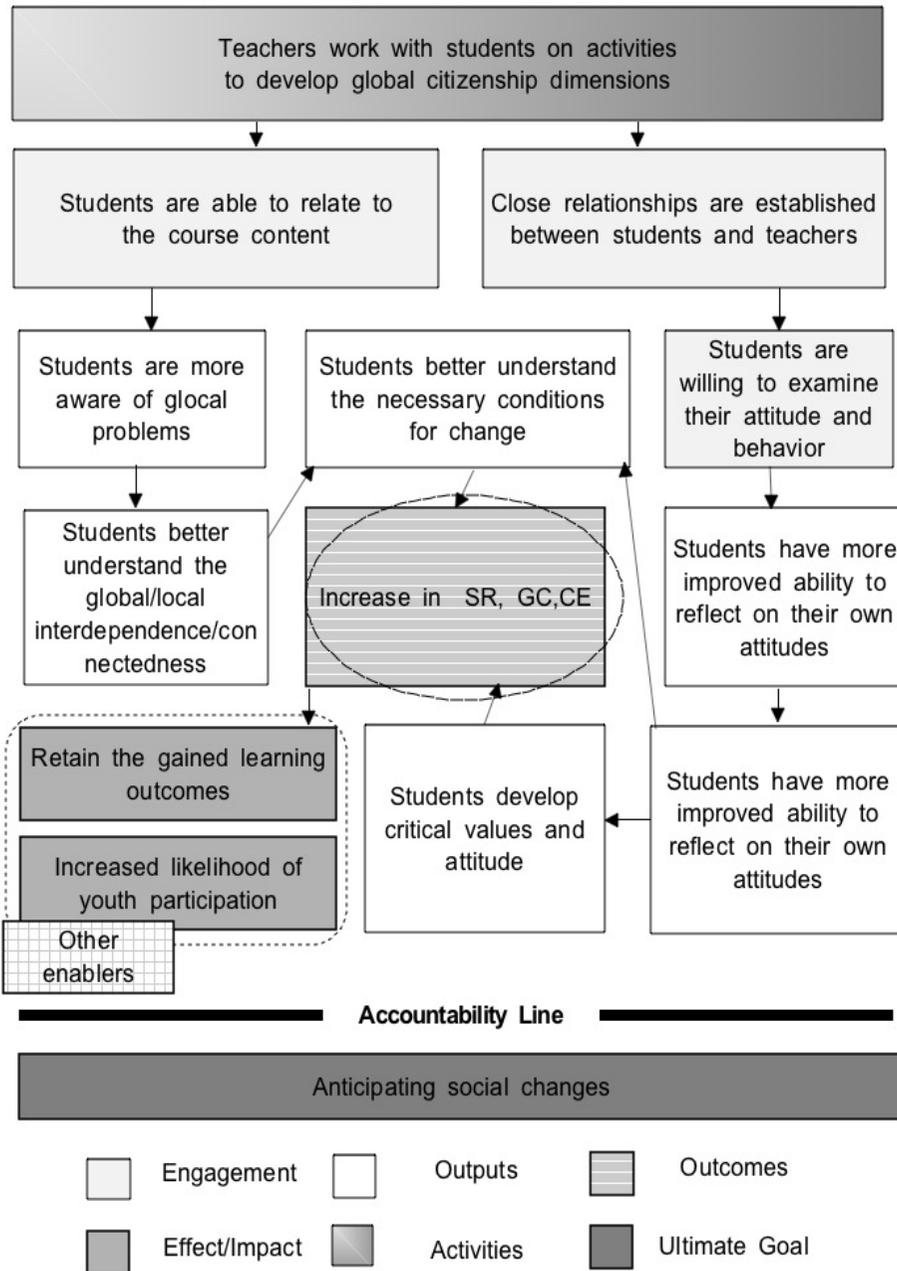


Figure 5.5. GloEd outcome chain model in ToC

To articulate the underlying assumptions above, several important aspects were considered: (1) the context for prospective students of GloEd; (2) the causal mechanisms of the program; and (3) relevant enabling factors. The first two considerations were already described in detail in the earlier section (Chapter 5.4.1) whereas the latter focused more on educational contexts. While the focus of the above model was on action/engagement and possible outcome factors of GCED rather than educational activities, the priority should still lie in mapping the sequence of how the intended learning outcomes can be achieved and finding what needs to be done for the program to succeed. Thus, inputs and activities of GloEd were outlined using a specific instructional design, and this is where CLT was brought in. Using Brooks and Brooks' (1993) analysis of CLT, the following table (Table 5.2) provides examples of how CLT was applied and implemented during the GloEd program development.

Table 5.2.
CLT models integrated in the GloEd program

CLT models	Examples in GloEd
Students work in groups and collaborate on tasks	<ul style="list-style-type: none"> ▪ Cooperative learning: Students were paired in groups of no more than 5. Initially the groups were randomly assigned; however, they were regrouped into theme group by needs and interests.
Student's inputs are highly valued in the teaching-learning process.	<ul style="list-style-type: none"> ▪ Students shared ideas, ask questions, discuss problems/ ideas and revise their ideas when necessary.

Students are treated as thinkers with the ability to construct new knowledge.	<ul style="list-style-type: none"> ▪ IDEAL & LEAD ▪ Why and how chain, Issue trees
Teachers partner with students in the classroom.	<ul style="list-style-type: none"> ▪ Mentor-Mentee group
Teachers seek students' feedback in order to better understand student learning.	<ul style="list-style-type: none"> ▪ At the end of each session, students submitted course evaluations (See Appendix). ▪ Students were asked to fill the KWL graph.²³⁾ ▪ Students' feedbacks were reflected in instructional strategies and curricular improvements.
Assessment of student learning is integral to the teaching-learning process.	<ul style="list-style-type: none"> ▪ Assessment Center (AC)

Note: CLT Models (See Table 3.3)

The following further describes significant features of CLT used in the GloEd program.

Mentor-Mentee System

As a part of the program, the Mentor-Mentee system was developed and embedded in the GloEd program. For this, a group of mentors were appropriately identified and selected, and trained for the program to ensure that students acquire critical knowledge, skills and attitudes

23) As a part of evaluation tool in CL, KWL aims to help in learning, by ensuring 'what students already know, what students want to know, and what students ultimately learned' (See Appendix B-2).

in order to achieve their intended learning outcomes. Students, as mentees, were able to select mentors based on their common career or academic/personal interests. The distinctive part of the GloEd program is that it enabled the students to explore their mentor's or linker's academic and professional life and network. Upon completion of the program, networking sessions were organized. During the networking session, students were able to exchange information and interests with linkers from various fields.

IDEAL & LEAD

The program consisted of two distinctive tracks, IDEAL and LEAD, which set out different educational objectives and activities. The first track was used in the first three weeks while the latter was utilized towards the latter half. Based on Bransford and Stein's (1984) work, the model IDEAL model consisted of five steps: (1) identify the problem, (2) define the problem, (3) examine the options, (4) act on a plan, and (5) look at the consequences. When new topics were introduced, students were always encouraged to grapple with complex and open-ended problems. At first, students were asked to guess in response, which was intended to shed light on the futility of their intuition. As the students received more facts through the class activities, they reworked the problems carefully in groups and shared their understandings with the rest of the class. Then, other groups or teachers might give them feedbacks and comments for improvement. Throughout the process, students were expected to learn that beneath local/global problems there exists a complex interplay of factors,

thereby acknowledging the importance of multidisciplinary efforts. During the IDEAL period, students were expected to work in groups to promote a collaborative and cooperative learning environment. In addition, various student-centered learning tools were used, such as the 'issue tree' or 'why chain.' For example, the 'why chain' helped students to investigate and examine why a selected problem exists. The teacher asked the group to nominate a particular issue of concern in the local/global community, such as '2/3 of the world's illiterate population are women.' Then, they would ask students why this is the case. Around the particular topic, students start to fill in the answers. The answers might vary from pure guesses to sophisticated thoughts. Again, students continued to be asked 'why?' When the selected issue had multiple causes, new chains were added radiating from the same issue. The students were paired into small groups to complete the chains. In the end, each group could go around adding comments while thinking of a solution to the problem.

The model LEAD model (Leadership, Education and Development) introduced students to key areas of international development including education, environment, public health and gender. Again, the students often worked in groups of no more than five students in order to accomplish the given projects. During the LEAD track, students applied their gained knowledge and skills to a more concrete situation and came up with a solution. Each student also had to provide an individual answer along with the group work. A detailed overview and description of the coursework is further provided in the Appendix B-1.

Assessment Center

The central feature that makes GloEd unique is the design of the assessment center (AC).²⁴⁾ As students obtained basic knowledge and became more proficient in undertaking independent tasks and activities, the AC was then introduced. Instead of utilizing conventional assessment practices, the AC utilizes competence-based items derived from the content that combine learning and assessment into a coherent package (See Figure 5.6). It provides a content sufficient for testing constructive knowledge; yet does not prevent the use of assessing cognitive knowledge and objectives. AC is a cost-effective, controlled alternative for assessing learner competence since it enables evaluation to become an integral part of learning.

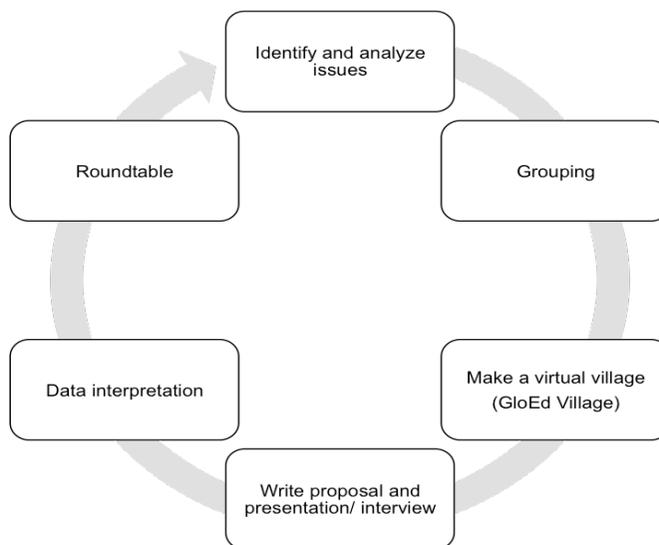


Figure 5.6. Assessment Center (AC) process

24) AC involves multiple evaluation technique, including various type of real-life simulations, and sometimes interviews and tests.

The following table (Table 5.3) further outlines the steps in the AC process from introduction through project completion as depicted in Figure 5.6.

Table 5.3.
Outlines the Overview of AC

Schedule	Details
Introduction	<ul style="list-style-type: none"> ▪ Overall introduction of the AC: purpose, objectives, process, outcomes
Making your GloEd village	<ul style="list-style-type: none"> ▪ Allow students to randomly pick sticks to construct one virtual village (GloEd village), utilizing real data drawn from the HDI/ BLI. Variables include population, expected age, GDP, weather, religion, water access, literacy rates, language, access to clean water, unemployment rates, percentage of rich population, completion rate of primary/secondary/higher school, political situation, demographic structures (landscape) and so forth. ▪ Depending on students' interests, regroup into five major groups such as education, environment, gender, public health. Students may create new groups, if necessary.
Identify the problem/ Groupwork	<ul style="list-style-type: none"> ▪ Fact-finding/analysis exercising: In group, students define and examine possible challenges and problems of the village based on the constructed dataset. ▪ Decision-making problem: Students spend 10-15 minutes to come up with a project model, which can penetrate the underlying problems; Group Discussion to come up with the best model (or possibly integrate the model). ▪ Select the model and share with the rest of the class.

Data Interpretation/ Interview	<ul style="list-style-type: none"> ▪ Students individually take written-test (not for grades in memorizing theories or the content). ▪ Based on the individual and groupwork, aforementioned, each student present his/her work individually and take Q & As.
Roleplay Roundtable	<ul style="list-style-type: none"> ▪ Students participate in a simulation while creating a persona of a person who is affected by global problems, either for or against. ▪ Students use information from the previous class. ▪ Students share reflective summaries of their experiences.

The learning mechanics of the AC lie in learning through simulation rather than winning. Therefore, the role of the teacher was shifted from that of observers to facilitators. At the AC, teachers do not offer solutions. Rather, teachers ensure that all the learning processes can be shared and applied to students' real lives. However, considering that most of them do not have previous experience in the field, the teachers may slip some hints to guide students' work. The methodological details of the AC are further described in Appendix C.

5.5. Measuring Instrumentation

To validate the hypotheses, the following measuring instrumentations are applied in the study: (1) Global Citizenship Scale model (Morais & Ogden, 2011) and (2) the Ladder of Youth Participation (Hart, 1992). Although the reliability and validity of these instrumentations have been tested in the previous literature, the study retested them as the instrumentations may not fit to the South Korean context.

5.5.1. Global Citizenship Scale Model

The first two hypotheses (H1 and H2) require a scale that measures changes in global citizenship in order to provide comparative results of participants' before, after and follow-up experience with the pilot intervention program. Based on examining thirteen different types of measurement tools (Bennett, 1993; Braskamp et al., 2008; Paige et al., 2007; Tarrant & Lyons, 2012; Hunter, White, & Godbey, 2006; Howard & Gilbert, 2008; Flanagan, Syvertsen, & Staout, 2007; Lipkus, 1991; Hett, 1993; Pratto, Sidanius, Stallworth, & Malle, 1994; Lopez et al., 2006), Morais and Ogden (2011) developed the Global Citizenship Scale model, which utilizes an eight step process, pulling from the aforementioned survey instruments. Among these measurement tools that exemplify different views of what it actually means to be a global citizen and different ways to measure one's level of competency, the study selected a modified version of Morais and Ogden's (2011) Global Citizenship Scale model (see Appendix F & G) since it directly links with the aforementioned dimension of global citizenship. Moreover, Morais and Ogden's scale is by far the most current, comprehensive

scale measuring global citizenship that has been systematically tested and validated in initial trials.

According to Morais and Ogden (2011), the Global Citizenship Scale model was calculated using the 10-factor model (See Figure 5.7). Starting from one higher-order-factor, that is, global citizenship, the scale was divided into three more specific second-order factors including social responsibility, global competence and global civic engagement, which it was then divided into six first-order factors with 43 statements that include self-awareness, intercultural communication, global knowledge, and involvement in civic organizations, political voice and global civic activism. Each statement was rated on a five point Likert scale according to how closely the participants feel they align with the statement as follows: strongly agree, agree, no opinion, disagree, and strongly disagree. Some items (SR 1.1-SR 1.5, SR 2.2, and SR 3.3) were reversed coded due to the nature of the survey item required disagreement with the statement in order to be considered a level 3 or 4 score on the scale. Therefore, each score for these questions was subtracted from six in order to code the answers similarly to the rest of the questions on the Likert scale of one to five. After adjustment for negatively coded items, strongly agree (1) was an indicator of global citizenship for every question. Each factor was calculated to determine F1- F6. These factors were then calculated to determine F7-F9, which were then calculated for a total GCS (F10). Using this framework, a GCS was calculated for each participant following the formula put forth by Morais and Ogden (2011), where each factor was computed from a certain coefficient. The survey also requested information for descriptive statistics including gender, major,

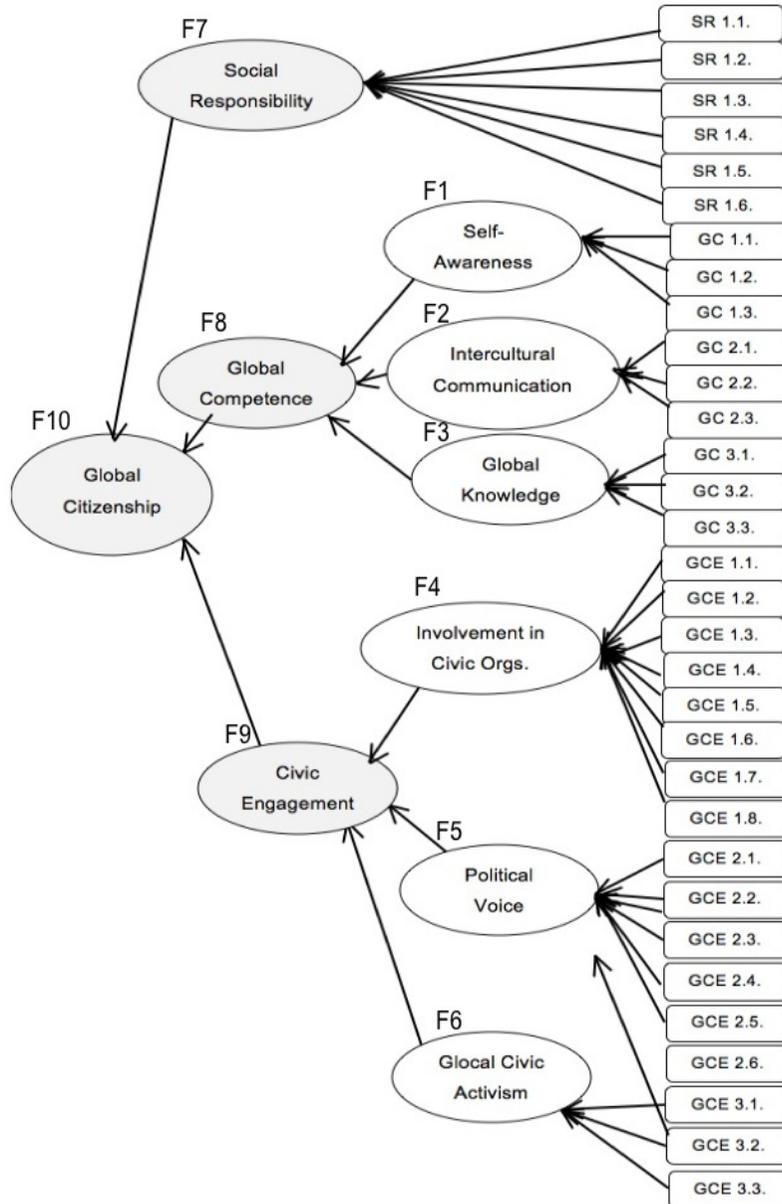


Figure 5.7. Final measurement model of the Global Citizenship Scale (Source: Adopted from from Morais & Ogden (2011))

and age. Such instrument was valid for several reasons: By using pre-and post-surveys and interviews instead of one, validity increased through triangulation (Fraenkel & Wallen, 2009). The instruments was considered valid if all instruments revealed similar patterns in regards to participants' global citizenship. The detailed reliability and internal validity test results are provided in Section 5.7.

5.5.2. Knowledge to Action: Youth Participation Model

Hypothesis 3 investigates correlation between the GCED learning outcome at $T_{12\text{months}}$ and the degrees of actual youth participation. To measure the dependent variable of hypothesis 3, degrees of youth participation, the study employs Hart's (1992) Ladder of Youth Participation. Developed from Arnstein's (1969) Ladder that conceptualizes a degree of participation, Hart (1992) introduced a modified modeling tool to identify eight levels of youth participation ranging from low to high in the context of research projects.

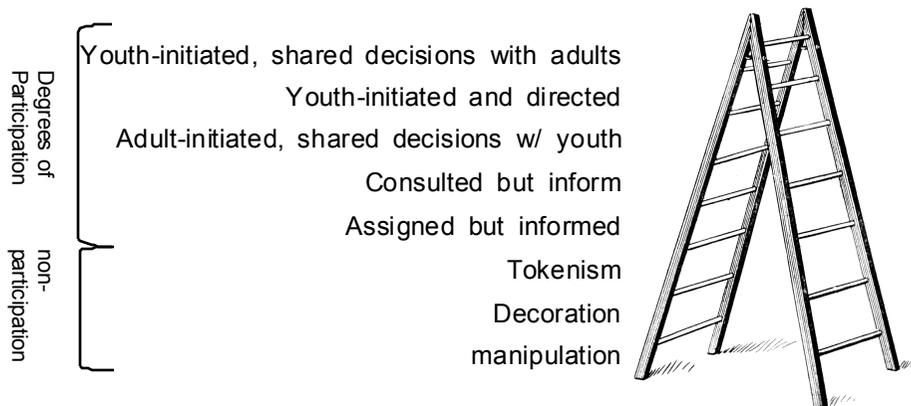


Figure 5.8. Ladder of youth participation (Hart, 1992)

The emergence of the ladder was one part of the global driving force of youth participation and had a significant result on discussions about the nature of youth participation in decision-making. Although it is designed for youth participation in projects, rather than in decision-making concerning their own care, it can be a starting point to encourage those working with youth to think more closely about the nature and purpose of youth participation, as depicted in Figure 5.8.

According to Hart (1992), the first three rungs at the bottom of the ladder, which consists of manipulation, decoration and tokenism belong to “non-participation.” On these levels, youth participation is invisible, which means that youth cannot present their views, or no change is made for them. He also overviews four minimum requirements to be participatory: (1) Students understand the intentions of the project, (2) they know who made the decisions concerning their involvement and why, (3) they have meaningful (rather than decorative) role, (4) they volunteer for the project after the project was made clear to them (Hart, 1992). In this light, the top five rungs range from rung

four – assigned but informed, to rung eight that is youth-initiated and shared decisions with adults. The more active youth participation, engagement and involvement become, the higher rung one ascends.

Hart's model is sometimes criticized for implying a hierarchy, with an ultimate goal, which should be aimed for (Tomas & Percy-Smith, 2009). In practice, the youth do not remain static or climb in one direction. Rather, they may move up and down the ladder, which are similar in the learning activities during the constructive learning process. To simply put, different degrees of influences over decision-making may be appropriate in different situation (Funk et al., 2012). Hart even suggests that situation of reaching the highest ladder is relatively uncommon. Thus, the highest rung falls short of completely autonomous decision-making by the youth. Responsibility for determining the “best interests of the youth” remains eventually in adults' hands (Harts, 1992; Osler, 1997).

Meanwhile, the last two ladders, being youth initiated and directed and youth initiated, shared decisions with adults may rarely take place since the current Korean society do not have well-enough resources to listen and respond to young students' ideas. Hence, the study breaks the degrees of participation into two types: (1) passive and (2) active participation. Passive participation ranges from assigned but inform to adult-initiated, shared decisions with youth, while active participation consists of the other two rungs. This modified ladder of youth participation is applied to comprehend and evaluate the status of students' participation situation that may be influenced from the program.

5.6. Quantitative Data Collection and Procedure

The following figure (Figure 5.9) offers an overview of measurement intervals and objectives throughout the program. The following sections describe the measurements per sample.

5.6.1. Intervention Group Measurement Interval

The pre-test questionnaire was delivered to the intervention group (N=140) short after a brief overview of the research at the beginning of the first GCED course in July 2013 (baseline or T1). Due to the nature of research objectives, the intervention group was tested most frequently throughout the program. After completing the GCED course, the study measured the global citizenship learning outcomes (T2), which allowed to test the first research question related to the changes of before and after. For the follow-up tests for the retention of GCED learning outcomes and transfer to actual participation, the study further

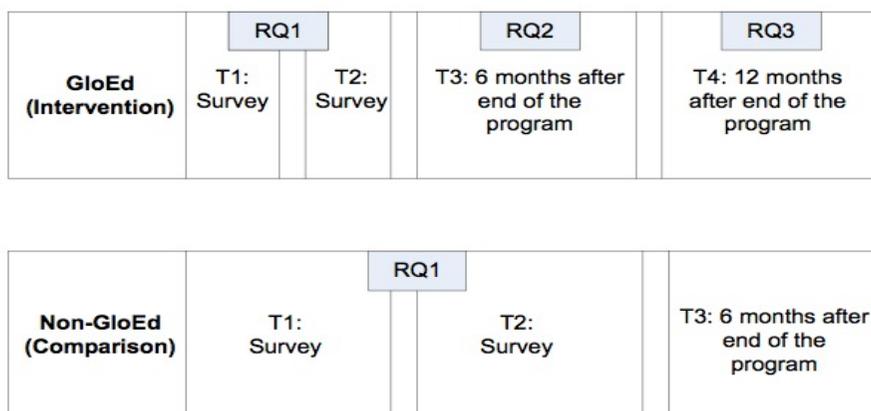


Figure 5.9. Intervention measurement intervals

undertook additional surveys in 6 months (T3) and 12 months (T4) after the GCED course. These T2-4 measurements were done similarly to the first measurement²⁵⁾ The questionnaires are always anonymous but are coded for matching the post-questionnaires to the pre-questionnaires. In this process, a seven letter personal code is used: 1) first letter of student's last name, 2) his/her birthday month (01-12) and 4) last four digit of his/her cell phone number. Figure 5.10 displays the measurement intervals for the intervention group. T1 is the pre-test beginning point and T2 represents the post-test on the last GCED class.

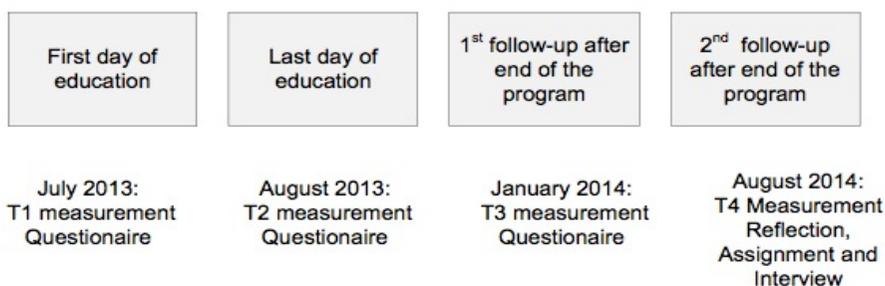


Figure 5.10. Measurement for intervention group

5.6.2. Comparison Group

As aforementioned, a single group, before/after design for evaluating education program suffers from maturation and history threat; therefore, the study used the comparison group to assess the GCED learning outcomes. As explained in the Section 5.3, the intervention (GloEd) and

25) The administration and collection of the questionnaire in the classes and follow-up email or calls

comparison (non-GloEd) groups are similar in age and other characteristics measured at T1. In order to minimize the possibility of selection bias while supporting causal inferences, non-participants who have similar attributes and characteristics as an intervention group were selected as a comparison group.²⁶⁾ The study first collected information about the characteristics that might have influenced the participants' selection into the intervention group. Examples may include previous experience or exposure to GCED-related activities in early years. Along with participants' characteristics measured at baseline, this information was used to predict each respondent's probability to join the program.

During the year of 2013, the data for T1 was acquired. The comparison group (N=166) was selected in an effort to detect hidden biases due to failure to comparison for an unobserved covariate. For the convenience of collecting a large number of data, the comparison group was selected using two approaches: First, through a major help from participants' schools of origin by approaching teachers in charge of external affairs; second, through social networking service, specialized global education program targeting high school students. Of all of the respondents, 85.1% provided their email address for contact purposes. Survey data was collected at two points: baseline survey was administered in summer 2013 and a week after the program was over.

26) This dissertation study is a quasi-experimental design that does not use random assignment of student participants in the GCED program. Non-randomized groups include GloEd participants and non-participants who are dissimilar to each other based on a variety of covariates (Rosenbaum & Rubin, 1983).

5.6.3. Data Analysis Procedures

Data analysis procedures consist of statistical analyses of the questionnaire dataset with the computer software package.²⁷⁾ The sequence of the data analysis procedures is as follow: first, data was tested for selection biased; second, variables were analyzed to examine the appropriateness for empiriacal analyses; and lastly, scales were tested for reliability and validity.

Hypothesis 1

For the first hypothesis, a difference-in-differences (DID) approach was utilized. As Albouy (2013) described, DID is often used in program evaluation studies since it compares an intervention and a comparison group (first difference) before and after the program (second difference). The mean difference between the before and after values of the learning outcome indicators for each of the intervention and comparison groups are calculated, then followed by the difference between these two mean differences. The second difference, or DID, is the estimate of the effectiveness of the program. Such that, this study measured the pure program effects in terms of the change between the baseline Y_1 and post-intervention values Y_2 of the same measures, and these change were compared between program members Y^i , and comparison group members Y^c . Following the description above, the DID estimate of program impact can be described as:

27) Statistical Package for the Social Science (SPSS) 22

$$Y_2^t - Y_1^t - (Y_2^c - Y_1^c)$$

The basic linear model for DD estimation is as follow:

$$Y = \beta_0 + \beta_1 T + \beta_2 A + \beta_3 T \cdot A + \varepsilon$$

where

Y = global citizenship scale

T = A dummy variable of GloEd pilot program
(intervention=1)

A = T_{start} or T_{final} ($T_{\text{final}}=1$)

$T \cdot A$ = interaction term

ε = error term

β_0 = intercept

The expected values of quantities of the pure program effect can be shown in Table 5.4 and Figure 5.11 to clarify this model described above:

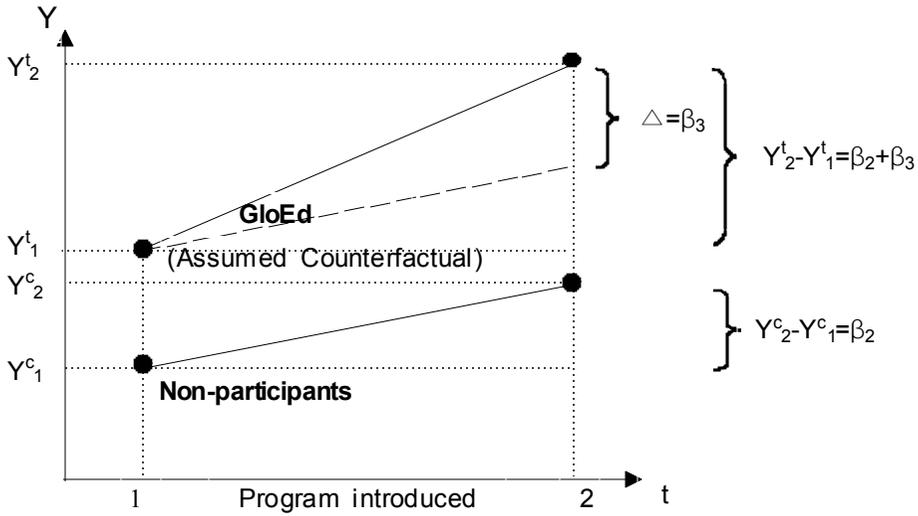


Figure 5.11. Difference-in-Differences in GloEd

Table 5.4.
Quantities of Interest in the DD model

	Pre-Intervention Outcome	Post-Intervention Outcome	Difference
Treated Units	$\beta_0 + \beta_1 + \varepsilon$	$\beta_0 + \beta_1 + \beta_2 + \beta_3 + \varepsilon$	$\beta_2 + \beta_3$
Intervention Units	$\beta_0 + \varepsilon$	$\beta_0 + \beta_2 + \varepsilon$	β_2
Difference-in-Differences	-	-	β_3

Firstly, difference scores between T_{start} and T_{final} for each group were measured. The differences scores of the comparison group then subtracted the differences scores of the intervention group. Furthermore, one-sample t-tests were conducted on the difference scores. To confirm the result of the DID framework, a second test with a repeated measures test was further conducted to check the previous results.

Hypothesis 2

For hypothesis 2, a repeated General Linear Model (GLM) was chosen. In order to test whether students' learning outcomes decreased significantly over the time, $T_{\text{final}+6\text{months}}$ and $T_{\text{final}+12\text{months}}$ are referenced to T_{final} . Meanwhile, the reference value T_{start} is also reviewed in order to check whether the learning outcomes decreased even below the starting level.

Hypothesis 3

Hypothesis 3 involves a dependent variable that is the degree of youth participation. It consists of the following options: none, tokenism and active. For this design, the ordered logistic regression is appropriate (Fullerton). It is an extension of standard binary logistic regression, which is applicable to equations with categorical dependent variables. It is based on the proportional odds assumption that if a series of binary logistic regressions of category 1 vs. 2, category 2 vs. 3, and so on, were estimated, the parameters would be identical for each model. For instance, if the dependent variable Y takes value 1 (none), 2 (passive) and 3 (active), P_1 becomes $P_{(Y=1)}$, P_2 becomes $P_{(Y=2)}$, and P_3 becomes $P_{(Y=3)}$. This ordered logistic regression estimates the relationship between the cumulative logits of Y and independent variables, assuming linear relationships between logits and explanatory variables.

$$\log\left(\frac{p_1+p_2}{p_3}\right) = \text{intercept}_2 + b_1x_1 + b_2x_2 + \dots + b_kx_k$$

$$\log\left(\frac{p_1}{1-p_1}\right) = \text{intercept}_1 + b_1x_1 + b_2x_2 + \dots + b_kx_k$$

The ordered logistic model assumes that the parameters are the same.²⁸⁾ Maximum likelihood estimation is used to obtain estimates of the parameters. To simply put, if parameter b_i is positive, then the log odds of noneaction is higher for higher values of X_i . The ordered logistic regression model for this hypothesis can be expressed as:

$$\log\left(\frac{\pi}{1-\pi_1}\right) = \text{intercept}_1 + (b_1x_1 + b_2x_2 + \dots + b_kx_k)$$

where π_i is the probability of $Y \leq i$. Therefore, if the coefficient b_i is positive, then the log odds of taking none action is lower for higher values of X_i .

28) For the Ordered Logistic Regression, SPSS always tests the proportional odds assumption. In the case of hypothesis 3, the proportional odds assumption appears to be held since the significance of Chi-Square statistic is $.514 > .05$.

5.7. Preparatory Test

In order to ensure that the data is sufficient, preparatory tests were undertaken; these tests entail checking for selection bias, data normal distribution, reliability as well as validity of the measurement. As Acton et al. (2009) suggested, the standard “cut-off points for accepting hypothesis have been used: $*p \leq 0.05$, $**p \leq 0.01$, $***p \leq 0.001$ ” (p.1) throughout the empirical analyses sections.

5.7.1. Selection Bias

As mentioned in the previous sections, all the samples of GCED program operate on a voluntary admission basis. This may possibly generate a selection bias of participants in the intervention groups with higher average values in the overall scores of global citizenship learning outcomes compared to the comparison group. To test for significant differences in the means of both groups, the study performed an independent samples t-test as shown in Table 5.5.

Table 5.5.
Test For Selection Bias

	SR_{Tstart}	GC_{Tstart}	CE_{Tstart}
N			
Intervention Group	140	140	140
Comparison Group	166	166	166

	SR_{Tstart}	GC_{Tstart}	CE_{Tstart}
Mean			
Intervention Group	3.1863	3.1242	3.5008
Comparison Group	3.2122	2.8920	3.4118
Levene's Test			
F	49.63***	61.460***	43.519***
Equality of Means			
t	-.460	3.760***	1.760
df	279.510	283.149	245.477

Note. * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$, Total group, T_{start}

Hildebrand et al. (2001) (also cited in Lorz, 2011) suggested the following two steps for the test interpretation: first, Levene's test for equality of variances; and secondly, the t-test depending on the result of Levene's test. For instance, all constructs indicate significant differences in variance between the groups. Therefore, independent t-samples test needs to be adjusted for interpretation of equal variances not assumed (Lorz, 2011). Furthermore, there is a significant difference in GC construct; thereby, a significant selection bias exist in GC between the intervention group and the comparison group. Thus, the study utilizes DID, as described in section 5.6.3, in order to eliminate the possible effect of selection bias.

5.7.2. Tests of Variables

As the first two hypotheses rely on the normality assumption of a dependent variable, the study tested the normality of GCED scores. Meanwhile, two tests were further conducted in order to investigate whether the variables are sufficient for analysis.

Normal Distribution Test

The data was reviewed in two ways in order to test normal distribution. Firstly, each variable was visualized in histograms to provide a first view of the value distribution. Secondly, the variables of the key constructs were tested for skewness. Skewness is the symmetry of the distribution; and, a value of 0 would represent a perfect normal distribution (Lorz, 2011).²⁹⁾ Bernard (2000) asserted, “since virtually all distributions of real data are skewed, what really matters is how much” (p.522). Table 5.6 indicates a normal distribution of the key constructs as the range of skewness is between -.906 and +.625.

29) “0 to +2 is deemed acceptable for parametric tests and assumes a normal distribution. A negative value indicates the distribution to be on the left side on the histogram. Kurtosis measures the flatness (-value) or peakedness (+value) of a distribution and is within the range of -2 to +2, acceptable for parametric tests” (Lorz, 2011: 63).

Table 5.6.

Descriptive for reviewing skewness and kurtosis

	GCE		SR		GC		CE	
	T _{start}	T _{final}						
M	3.133	3.450	3.200	3.591	2.998	3.316	3.452	3.737
S	.451	-.669	.625	-.626	-.016	-.589	-.172	-.906
K	-.443	-.947	-.293	-.971	-.689	-.742	2.029	1.086

Note: Valid N=306 for T_{start}, N=293 for T_{final}.

M: Mean, S: Skewness, K: Kurtosis

5.7.3. Reliability Test

The dependent variable of hypotheses 1 and 2 is the level of global citizenship. As discussed in Section 5.5, while other scholars proposed the global citizenship scale, the scale has not tested in the South Korean contexts, especially to upper secondary students. Therefore, the study analyzed the reliability and validity of the global citizenship measures. Reliability is a capacity of measurement to produce consistent results (Sarantakos, 2012). At the development stage, a separate test was conducted. As suggested in Lorz (2011), this study asked ten respondents to complete the questionnaire. After five days later, they were asked to complete the similar questionnaire again. An analysis of all answers of questionnaires indicated a high Pearson correlation of 0.713, which was significant. This suggests that test reliability of the instrument is high. The study further tested the internal consistency reliability to measure each construct and examines the homogeneity using Cronbach's alpha coefficient. Table 5.7 in the next page provides an overview of the Cronbach α coefficients of all scale which are all minimum $>.88$. As Creswell (2003) claimed, a general rule of thumb in

the field is that scales are deemed to be internally consistently when this number is above 0.6. It can be therefore concluded that the internal consistency of global citizenship is acceptable level.

Table 5.7.
Overview of Cronbach Alpha Coefficient of Scales

	Correlated-item total correlations T_{start}	Cronbach α T_{start}	Correlated- item total correlations T_{final}	Cronbach α T_{final}
SR		.886		.931
SR 1.1	.825		.839	
SR 1.2	.838		.891	
SR 1.3	.855		.899	
SR 1.4	.532		.705	
SR 1.5	.823		.892	
SR 1.6	-.247		-.001	
SR 2.1	.821		.885	
SR 2.2	.734		.851	
SR 2.3	.332		.651	
SR 3.1	.658		.669	
SR 3.2	.661		.752	
SR 3.3	.431		.544	
SR 3.4	.426		.495	
GC		.938		.951
GC 1.1	.799		.711	
GC 1.2	.820		.893	
GC 1.3	.859		.887	
GC 1.4	.410		.568	

	Correlated-item total correlations T _{start}	Cronbach α T _{start}	Correlated- item total correlations T _{final}	Cronbach α T _{final}
GC 2.1	.699		.711	
GC 2.2	.774		.815	
GC 2.3	.695		.757	
GC 2.4	.687		.541	
GC 2.5	.474		.663	
GC 2.6	.784		.884	
GC 3.1	.693		.827	
GC 3.2	.833		.849	
GC 3.3	.841		.890	
CE		.944		.967
CE 1.1	.610		.683	
CE 1.2	.743		.933	
CE 1.3	.666		.777	
CE 1.4	.640		.754	
CE 1.5	.661		.719	
CE 1.6	.704		.785	
CE 1.7	.602		.730	
CE 1.8	.643		.708	
CE 2.1	.746		.868	
CE 2.2	.827		.929	
CE 2.3	.769		.778	
CE 2.4	.765		.868	
CE 2.5	.652		.825	
CE 2.6	.704		.832	
CE 3.1	.571		.761	

	Correlated-item total correlations T_{start}	Cronbach α T_{start}	Correlated- item total correlations T_{final}	Cronbach α T_{final}
CE 3.2	.575		.631	
CE 3.3	.756		.738	

5.7.4. Validity Test

Once the reliability of the measurement instrument is confirmed, reviewing validity of the survey should be conducted as a final step before the testing of the hypotheses. As Litwin (1995) indicates, validity refers to “how well it measures what it sets out to measure” (p. 33; *also cited in* Lorz, 2011: 65). During this procedure, an exploratory factor analysis was conducted.³⁰⁾ At first, the exploratory factor analysis indicated that variables within construct of global citizenship learning outcomes were loading on the social responsibility, global competence and glocal civic engagement constructs. Table 5.8 provides an overview of the component matrix.

30) Factor analysis is deemed an appropriate method for examining construct validity (Nunnally & Bernstein, 1994; *also cited in* Lorz, 2011: 129).

Table 5.8.
Explorative Factor Analyses

	Component			
	1	2	3	
SR				
SR 1.1		.735 ^a	.482	-.232
SR 1.2		.931 ^a	.157	-.168
SR 1.3		.755 ^a	.518	-.214
SR 1.4		.692 ^a	.189	-.020
SR 1.5		.920 ^a	.171	-.195
SR 1.6		-.023	-.049	.960 ^a
SR 2.1		.867 ^a	.287	.127
SR 2.2		.916 ^a	.065	.051
SR 2.3		.224	.885 ^a	-.027
SR 3.1		.527	.579	.065
SR 3.2		.780 ^a	.236	.110
SR 3.3		.527	.252	.032
SR 3.4		.133	.926 ^a	-.057
Total values		6.126	2.773	1.129
% of Variance		47.122	21.333	8.681
Cumulative % of variance		47.122	68.456	77.137
GC				
GC 1.1		.777 ^a	-.527	.035
GC 1.2		.884 ^a	.215	-.308
GC 1.3		.898 ^a	.151	-.165
GC 1.4		.589 ^a	.666	.052
GC 2.1		.758 ^a	-.130	.493
GC 2.2		.826 ^a	-.168	.338

	Component			
	1	2	3	
GC 2.3		.797 ^a	.036	.443
GC 2.4		.638 ^a	-.482	-.051
GC 2.5		.670 ^a	.430	.288
GC 2.6		.877 ^a	.133	-.010
GC 3.1		.812 ^a	.172	-.408
GC 3.2		.863 ^a	-.195	-.351
GC 3.3		.893 ^a	-.189	-.182
Total values		8.255	1.375	1,089
% of Variance		63.503	10.580	8.377
Cumulative % of variance		63.503	74.084	82.461
CE				
CE 1.1		.228	.903 ^a	.111
CE 1.2		.609 ^a	.551	.340
CE 1.3		.204	.898 ^a	.222
CE 1.4		.103	.546	.790 ^a
CE 1.5		.180	.870 ^a	.290
CE 1.6		.787 ^a	.131	.361
CE 1.7		.057	.594	.741 ^a
CE 1.8		.594	.071	.562
CE 2.1		.658 ^a	.175	.621
CE 2.2		.632 ^a	.499	.421
CE 2.3		.751 ^a	.151	.421
CE 2.4		.646 ^a	.155	.671 ^a
CE 2.5		.817 ^a	.310	.108
CE 2.6		.828 ^a	.385	.047

	Component			
	1	2	3	
CE 3.1	.817 ^a		.276	-.016
CE 3.2	.327		.673 ^a	.145
CE 3.3	.449		.514	.434
Total values	5.655		4.723	3.296
% of Variance	33.264		27.780	19.391
Cumulative % of variance	33.264		61.044	80.435

Note. Extraction Method: Principal Component Analysis, Rotation Method: Varimax with Kaiser Normalization. Component Scores

a. Items maintained for subsequent analyses.

5.8. Qualitative Data Collection Procedure

In order to set the quantitative findings regarding the three hypotheses into perspectives, a subsequent qualitative section follows as a means of triangulation while enhancing the richness of the analysis. Thus, the research employed an open-ended, relying on semi-structured interviews in thirty-two individuals who participated in the GloEd program.

5.8.1. Sample Selection

In line with the quantitative phase, the qualitative phase uses purposive sampling. The aim of utilizing a purposive sample is to select significant cases with certain qualitative representativeness (Creswell, 2003). Among several purposeful sample types, this study adopts confirming sample strategies to follow up on the quantitative findings in order to test or explore further specific findings.

In the process of sample selection, twenty-three students who represent each group were selected in January 2014, covering all student clusters (gender, age, recognition of prior learning experience, age, type of schools) while eight students from non-GloEd group were additionally selected in the same month in order to gain deeper insights. As described in section 5.9, ethical considerations are brought forward during the arrangement of the interview appointments by means of going through the informed consent letter (Appendix C). A brief demographic profile of the selected interviewees is presented in Table 5.9.

Table 5.9. *A Sample Demographic Table in the Qualitative Study*

No.	Gender	RPL	School Type	Age	Group
1	Male	Yes	Regular	15	GloEd
2	Male	Yes	Regular	16	
3	Male	Yes	Regular	17	
4	Male	Yes	Regular	18	
5	Male	Yes	Special	16	
6	Male	Yes	Special	17	
7	Male	No	Regular	15	
8	Male	No	Regular	16	
9	Male	No	Regular	17	
10	Male	No	Regular	18	
11	Male	No	Special	16	
12	Male	No	Special	17	
13	Female	Yes	Regular	16	
14	Female	Yes	Regular	17	
15	Female	Yes	Regular	18	
16	Female	Yes	Special	16	
17	Female	Yes	Special	17	
18	Female	No	Regular	16	
19	Female	No	Regular	17	
20	Female	No	Regular	18	
21	Female	No	Special	16	
22	Female	No	Special	17	
23	Female	No	Special	18	
24	Male	Yes	Regular	17	Non-GloEd
25	Male	Yes	Special	16	
26	Male	No	Regular	16	
27	Male	No	Special	17	
28	Female	Yes	Regular	16	
29	Female	Yes	Special	17	

No.	Gender	RPL	School Type	Age	Group
30	Female	No	Regular	17	
31	Female	No	Special	16	

5.8.2. Collection Procedure and Data Analysis Procedure

The qualitative analysis mainly aims to provide deeper insights from the quantitative analyses. Hence, based on the interpretation of the quantitative results, an open ended, semi-structured interview is used. This follow-up interview is designed to examine the extent, nature and quality of the pilot participants' experiences and thoughts about the program. In regards to the qualitative analysis methods for drawing conclusion, triangulation, along with the foregoing quantitative phase, is the key element of verification. The structure of the interview consisted of two parts. First, the purpose of the research was introduced, highlighting the overview and importance of this research. Interviewees were informed that all the records would be coded anonymously. Then, the second part consisted of interviews that followed design examples of previous researches utilizing open-ended and semi-structured interviews (Warren, 2002). Using a structure similar to Trigwell and Prosser's (1991), the participants were given opportunities to share what they have experienced during the program. They were also asked about their moments and experiences that trigger (intend or not intent to) to participate in global/local community engagement. For the interview, two guidelines were provided: firstly, interviewees were asked to describe the overall experience of the pilot program in as much detail as possible. They were then asked to explain why participating the

program motivated or de-motivated them to further take actions.

The assignment was first introduced at the end of the program and then notified via email and in person shortly after the 2nd follow-up of the program. Since the program occurred a year ago, they may not be fully recalled. Hence, participants through the in-depth interview were given a chance to revisit the program experience while talking. During the process, the participants were provided an enough time frame to response. Then, the analysis of the interview follows the systematic analysis procedure to analyze the given qualitative content (Mayring, 2003). The steps are as follows (Figure 5.12).

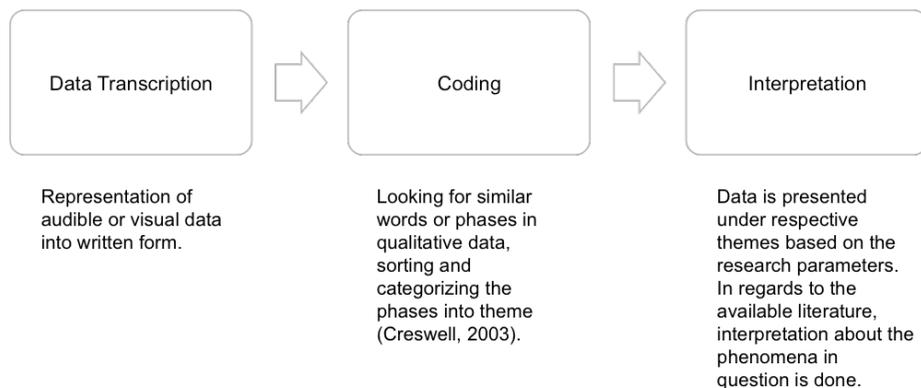


Figure 5.12. Qualitative data analysis procedures

5.9. Role of the Researcher

In this study, the researcher's involvement with data collection. During the first quantitative phase, the researcher oversaw the pre- and post-learning assessment and collected data using the standardized process.³¹⁾ The data analysis was then performed using three statistical analysis techniques.³²⁾ Based on the values for statistical significance, the overall results were interpreted.

During the qualitative stage, the researcher assumed a participatory role since her personal involvement with the topic as well as "the sustained and extensive experience with participants" (Creswell, 2003, p. 184). Meanwhile, the researcher was also an instructor in the pilot program. The instructor has overseen the course and interacted with students and therefore she knew most of the GloEd participants through her classes and meetings. Therefore, it was possible that she developed supportive relations with some participants during the data collection. As Locke, Spirduso and Silverman (2000) suggested, these experiences possibly offered a chance for subjective interpretations of the results and create a potential for bias.

However, in order to achieve the accuracy of both the quantitative and qualitative findings while controlling the possibility of bias, extensive verification procedures, such as triangulation of data resources and in-depth descriptions of the cases, were further utilized. Moreover, the researcher's academic advisors did a careful audit on the research procedures as well as data analysis.

31) The process includes the convenience sampling among naturally existing groups, and reliability and validity checks of the instruments.

32) DID, 3-GLM, OLS

Chapter 6

RESULTS AND DISCUSSION

6.1. Introduction

This chapter presents the statistical analysis results and their interpretation. The first part demonstrates the overall impact of GCED on its learning outcome (hypothesis 1). The second section illustrates the gained knowledge retention of GCED (hypothesis 2) and the third section investigates if students' learning outcomes affect the level of actual youth participation (hypothesis 3). Lastly, qualitative data analyses are summarized at the end of the chapter.

6.2. Statistical Analysis of Impact of GCED

6.2.1. General Intervention Effect on Learning Outcomes

Hypothesis 1: Overall, the pilot GCED program positively influences global citizenship learning outcomes within the following global citizenship dimensions: (1) social responsibility, (2) global competence (3) civic engagement.

The hypothesis 1 analyzed the impact of GCED on the construct of social responsibility, global competence and civic engagement. Figure 6.1 gives an overview of the changes in the indices for learning

effectiveness of GloEd verses non-GloEd learners. The overall constructs of GloEd at T_{start} are about the same as non-GloEd at T_{start} .

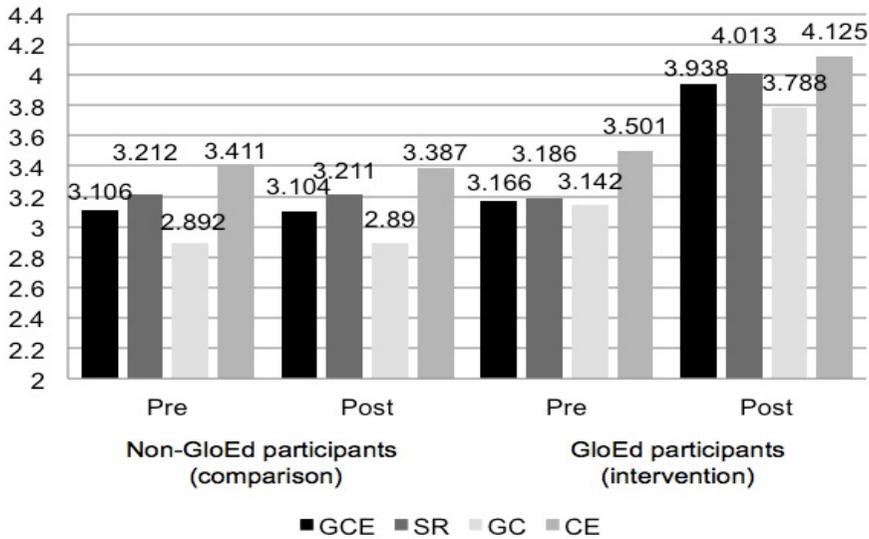


Figure 6.1. Learning outcomes of GloEd and non-GloEd participants

When comparing the period before (pre) and after (post) the GloEd program, a 24 percent increase in the overall learning outcome rate was seen (25%, 20% and 17% in SR, GC and CE respectively) whereas the results in the comparison group were remarkably stable. Meanwhile, comparison of means by intervention status shows that the intervention group had scored slightly higher than the comparison group before the intervention took place.³³⁾ To take into account of the differences of intervention and comparison group in the before stage, the study applied the difference-in-differences (DID) approach.

33) Statistically, the numbers are significant (See Table 6.1).

Table 6.1 presents the results of the simple DID estimators and value-added specification obtained using t-tests. Columns (3) and (6) in the table display the difference in the overall global citizenship learning outcomes before and after the program for both participants and non-participants.

Table 6.1.

Comparison for Global Citizenship Learning Outcomes using Simple Difference-in-Differences (Comparison of Means)

	GloEd			Non-GloEd			DD
	(1)T _{start}	(2)T _{final}	(3) D	(4)T _{start}	(5)T _{final}	(6) D	(7) DD
GCE	3.166	3.938	.772***	3.106	3.104	-.002	.774***
SR	3.186	4.013	.827***	3.212	3.211	-.001	.828***
GC	3.142	3.788	.646***	2.892	2.890	-.0019	.738***
CE	3.501	4.125	.624***	3.412	3.387	-.0245	.649***

Note. *p≤0.05, **p≤0.01, ***p≤0.001.

SR: Social Responsibility, GC: Global Competence, CE: Civic Engagement.

As indicated above, the magnitude of impact estimated by the single and DID methods is different. The single difference estimate is difference in learning outcomes between the GloEd and non-GloEd participants (Column (2) - Column (5)) following the intervention, that is, $SD = 3.938 - 3.104 = 0.834$. The DID estimate is the difference in the overall learning outcomes of the intervention group at T_{start} and the following the intervention minus the difference in the learning outcomes of the comparison group at the T_{start} and following the intervention (Column (2) - Column (1) - { Column (5) - Column (4) }), that is, $DID = (3.938 - 3.166) - (3.103 - 3.105) = 0.772 - (-0.002) = 0.774$. DID allows the initial difference in learning outcomes between

intervention and comparison groups to be removed whereas single difference does not. It hence resulted in an underestimate of program impact. Likewise, the GloEd group shows higher global citizenship in each learning construct (SR, GC, CE). The size of educational effect is 0.828, 0.676 and 0.649 respectively. To test the significance, t-test was further conducted. In terms of direct comparison between intervention and comparison group, all construct significantly changed in the intervention group (GCE, SR, GC, CE, $p < 0.001$). In the comparison group's case, on the other hand, no significant change was found in the entire construct, which means that there was only significant difference when the program was initiated. To further refine the DID analysis after controlling other variables, the study performed the multivariate DID regression. The result is reported in Table 6.2.

Table 6.2.

Regression Results for Global Citizenship Learning Outcomes

	B	Std. Error	Beta	t	Sig
	(1)	(2)	(3)	(4)	(5)
GCE					
(Constant)	3.105	.037		83.554	.000
GloEd	0.60	.55	.051	1.093	.275
Post	-.002	.054	-.001	-.030	.976
GloEd*post	.774	.078	.555	9.866	.000
Dummy variables					
Gender (ref = male)	.113	.040	.094	2.848	.005
RPL (ref=yes)	.127	.039	.107	3.225	.001
Age	.084	.033	.085	9.945	.010

	B	Std. Error	Beta	t	Sig
	(1)	(2)	(3)	(4)	(5)
School(ref=regular)	.045	.028	.053	1.597	.111
DID	.776	.077	.557	10.024	.000
SR					
(Constant)	3.212	.037		85.746	.000
GloEd	-.026	.055	-.022	-4.69	.639
Post	-.001	.054	-.001	-.027	.979
GloEd*post	.828	.079	.593	10.474	.000
Dummy variables					
Gender	.071	.040	.059	1.766	.078
RPL	.131	.040	.110	3.318	.001
Age	.095	.033	.096	2.902	.004
School	.029	.028	.034	1.004	.316
DID	.831	.078	.595	10.618	.000
GC					
(Constant)	2.892	.041		70.680	.000
GloEd	.232	.060	.182	3.838	.000
Post	-.002	.059	-.002	-.033	.974
GloEd*post	.666	.086	.441	7.707	.000
Dummy variables					
Gender	.198	.043	.152	4.561	.000
RPL	.118	.043	.091	2.711	.007
Age	.061	.036	.057	1.687	.092
School	.078	.031	.085	2.518	.012
DID	.668	.085	.442	7.891	.000

	B	Std. Error	Beta	t	Sig
	(1)	(2)	(3)	(4)	(5)
CE					
(Constant)	3.412	.035		96.161	.000
GloEd	.089	.052	.082	1.698	.090
Post	-.024	.051	-.022	-4.78	.633
GloEd*post	.649	.075	.504	8.662	.000
Dummy variables					
Gender	.071	.038	.064	1.861	.063
RPL	-.016	.038	-.015	-4.23	.673
Age	.026	.031	.028	.821	.421
School	.034	.027	.043	1.255	.210
DID	.650	.075	.505	-5.07	.000

Again, regression-adjusted DID estimates turned out to be statistically significant, positive effects of GloEd on students learning outcome, with GCE increasing the overall learning outcomes by 0.774 points (without controlling students characteristics), and 0.776 points after controlling other covariates. These covariates include gender, recognition of prior learning experiences (RPL), ages and types of schools. Similarly, the regression-adjusted DID estimates for SR, GC and CE outcomes showed consistent, statistically significant increases ($p < 0.001$). The difference in SR raw scores is 0.828, while the regression-adjusted difference is 0.831 respectively. Likewise, 0.666 and 0.649 were found as raw differences in GC and CE, while their regression-adjusted differences are 0.668 and 0.650, respectively. Meanwhile, the gender, RPL and age variables were significant, but the types of schools were not. In

specific, the results indicate the interaction of being older male students with previous learning GCED learning experiences was a significant positive predictor of the GCED learning outcomes.

In sum, the regression for the differences between GloEd group and comparison group before and after the GloEd program displayed that it had positively influenced the intended learning outcome in significant ways. In the direct comparison between GloEd group and comparison group, there were significant changes indicated for social responsibility, glocal competence and glocal civic engagement, respectively (SR, GC, CE, $p < 0.001$). Taking these results into account, the first hypothesis is supported.

6.2.2. Validation of Gained Learning Outcomes: Retention

Hypothesis 2: The more time that elapses after the completion of a GCED program, the weaker is the gained knowledge in relation to global citizenship.

As hypothesis 1 was statistically supported, the study needs to evaluate whether the learning outcomes persist even after the end of GCED program. Were the students able to retain their momentum for knowledge acquisition and practice? In order to test the second hypothesis, the participants were twice surveyed in six and twelve months after the program. For this, a 3-Level General Linear Model (GLM) repeated measure with simple contrasts was applied, as depicted in Table 6.3.

Table 6.3.
3-Level GLM Repeated Measures Models

F	GCE	SR	GC	CE
(1) Reference T_{final}				
Pillai's Trace	.440	.107	.463	.544
6 months after vs. T_{final}	.077	.002	.183	.381
12 months after vs. T_{final}	.111*	.096*	.088*	.539*
(2) Reference T_{start}				
Pillai's Trace	.367	.887	.842	.858
6 months after vs. T_{start}	.108	.820	.841	.851
12 months after vs. T_{start}	.082	.882	.829	.801

F	GCE	SR	GC	CE
Mean				
T _{final} (end of pilot)	3.977	4.026	3.788	4.120
6 months after end of pilot	3.958	4.028	3.817	4.029
12 months after end of pilot	3.885	3.957	3.732	3.973
T_{start} (beginning of pilot)	3.267	3.182	3.126	3.494
6 months after - T _{final}	-.018	.002	.029	-.091
12 months after - T _{final}	-.092	-.069	-.056	-.147
6 months after - T _{start}	.6917	.8455	.691	.535
12 months after - T _{start}	-.619	.775	.606	.479
N	129	129	129	129

Note. *p ≤ 0.05, **p ≤ 0.01, ***p ≤ 0.001

In the model (1), the repeated measures are tested against T_{final} (end of the program) as T_{final} is the reference. It indicates that there is no significant difference six months after the completion of the GloEd program. Twelve months later, however, SR, GC, and CE (all p < 0.05) have significantly decreased their values.

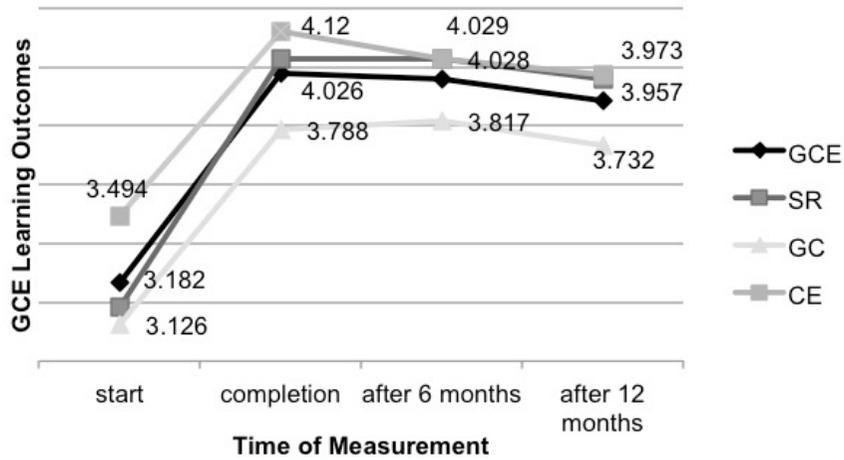


Figure 6.2. Change in gained knowledge retention

Then, the model (2) was calculated with the reference set at T_{start} (beginning of program). In this test, whether students' learning outcomes after the GloEd program fall below the initial value were measured. The mean values in the bottom part of the table (Table 6.3) indicate a difference score of $T_{start} - T_{final+6months}$. The test result indicated that no global citizenship construct fell below the initial value significantly. Hence, the test supports the second hypotheses.

6.2.3. Validation of Gained Learning Outcomes: Application of Knowledge into Action

Hypothesis 3: The more significant the global citizenship learning outcomes promoted through the program, the greater the probability of a learner actively being involved in actual local/global community engagement.

The significant change in the entire construct indicates that the students discover that they have increased the perceived level of inter-dependence/connecteness as well as social concerns to others, to society and to the planet and necessary skills to take actions after the course. However, it is still questionable if the overall increases in learning outcomes are actually leading to actual youth participation. Hypothesis 3 therefore aims to see if GCED learning outcomes influence on the actual community engagement, which implies the degree of youth participation (DOP). Table 6.4 presents the Case Processing Summary for the regression.

Table 6.4.
Case Processing Summary

		N	Marginal Percentage
DOP	None	7	5.4 %
	Passive	90	69.8 %
	Active	32	24.8 %
Gender	1.0 (male)	47	36.4%
	2.0 (female)	82	63.4%

	N	Marginal Percentage
RPL .0 (no)	79	61.2%
1.0 (yes)	50	38.8%
School 1.0 (regular)	43	33.3%
2.0 (special)	86	66.7%
Valid	129	100.0 %
Missing	11	
Total	140	

Under the assumption that the level of DOP status had a natural ordering (none to active), the response variables,³⁴⁾ DOP, were treated as ordinal. The distances between contiguous levels were further identified into eight subcategories (see Chapter 5). Running the model for the GloEd participants' subset, 129 students with valid records for every variable included were recorded. Of the 129 subjects with valid data, 7 were categorized as none dop; 90 were reported as tokenism and 32 were active.

34) dependent variables

Table 6.5.
Test of Parallel Lines

Model	-2 Log Likelihood	Chi-Square	f	Sig
Null Hypothesis	115.427			
General	111.174	4.253	5	.514

Note: The null hypothesis states that the location parameters (slope coefficients) are the same across response categories. a. Link function: Logit

The test of parallel line makes judgment concerning the model adequacy. The null hypothesis in the model stated that the corresponding regression coefficients were equal to all levels of the outcome variables. The general (alternative) hypothesis indicated that the corresponding regression coefficients were different across all levels of the outcome variables. There was an insignificant difference for the corresponding regression coefficient across the response categories, as the Chi-Square test result 4.253 with df 5 and p value 0.514. This suggests that the assumption of parallel lines was held in the complete model with logit link function.

Table 6.8 displays the result of adding the six-predictor scales into the ordered logistic regression model. In this case, the pseudo R-square value in Nagelkerke is .512, meaning that the overall combined scales model accounted for 51.2 percent of the variation in the outcome variables. Threshold indicates the response variable in the ordered logistic regression. In this case, the threshold estimate for [DOP=1.00] is none and tokenism dop and the threshold estimate for [DOP=2.00] is the cutoff value between tokenism and active dop. The followings are the predictors in the model.

Table 6.6.
Parameter Estimates and Pseudo R-Square

Independent Var.					
GCE Learning Outcomes (T _{12months})					
	Estimate	Std.Err	Wald	df	Sig.
Threshold					
dop=1.00	40.630	9158	19.682	1	.000
dop=2.00	46.581	.9546	23.811	1	.000
Location					
GCED 12th	10.708	1.725	38.516	1	.000
Age	.151	.360	.177	1	.674
School	.429	.336	1.627	1	.202
RPL	.557	.471	1.397	1	.237
Gender	-.222	.532	.175	1	.676
Cox and Snell	.399				
Nagelkerke	.512				
McFadden	.337				

The findings from the above analyses indicate that the GCED learning outcomes at T_{12months} construct increases the probability of engaging in actual youth participation. For instance, a one-unit increase in GCED learning outcomes results in a 10.708 unit increase in the ordered log-odds of being in higher DOP category. Meanwhile, the other variables in the model are held constant.

In sum, the statistic results rejected the null hypothesis, indicating that it had a positive correlation with dop. In contrast, age, recognition of prior learning, school types or ages were not necessarily associated with the actual participation. Hence, hypothesis 3 was supported.

6.3. Qualitative Results

As discussed earlier, the qualitative analysis of the in-depth interviews is utilized to triangulate the quantitative findings while providing richness beyond mere statistical significance (Creswell, 2003). In the first part of this section, the overall interviews concerning participant's personal experiences and perspectives of the GloEd program are summarized. The second part entails the participant's perspectives on the quantitative findings in order to gain more in-depth insights. Here, the purpose of the open-ended questions was to provide insight into students' beliefs as to whether or not, and why GloEd contributed to their global/local community engagement in their own words.

6.3.1. General Participant's Responses on the GloEd Program

Most interviewees reflected that the GloEd program distinguished itself from other programs in terms of its structure and format. By offering a 'complete package' deal that consists of classroom learning, educational mentoring and networking, as well as youth action program, it was perceived as the program beyond simply offering learning materials.

I had never really thought about what global citizenship meant. If I had cared, I would probably have thought of relating it to my future career like college admission or job opportunities at international organizations. Then, through the program, I began to realize how shallow I had been. I learned to think of the big picture beyond my very sheltered and test-score-driven

school lives. I now feel much more responsible for society and the future after the program since it has offered me a space to think, ask questions and find question about the underlying global and local challenges (Student 22).

I have participated in a several different GCED programs before, but it was nothing like GloEd. Most of the past programs were [usually] one-time only without any follow-ups. These program mainly focused on reading about topics of global issues or listening to the lectures, often followed up by small activities. However, I know that just reading and discussing about the issues, in my opinion, do not really help much to acknowledge and understand the on-going problems around the world. Unlike the others, this program has helped me to question my own views of the world through different learning modules, particularly during the AC and youth action (Student 16).

Participations of the program particularly found few-on-one mentoring situations, which enabled to address the specific needs of the individual students, to be highly effective and unique.

GloEd gave me an opportunity as a high school student to learn about what it means to be a global citizen and why it is important for us to actively engage in our local/global communities. Starting from the very first week, I have fallen in love with the mentors because they provided me possibly

everything that they learned from their academic/field experiences while giving me a better understanding of what I can do in the future and how to prepare for it (Student 14).

I had never had a mentor before and to be honest I was never really looking for one. When I registered the program, whether I liked it or not, I met four mentors along with the other ten linkers from different fields. This was a truly rewarding experience as I got an opportunity to interact with graduate students and professionals in a more relaxed setting. Not only it helped me to engage more in the program, but also I was able to gain a deeper insight about my mentors' academic and professional practices which were difficult to find out by my own (Student 1).

Respondents have agreed that the 'Mentor-Mentee' framework, which paired graduate students or field experts with participants during the program, was a unique system. In addition, students generally reflected positive thought about the selectivity of program tracks (Student 4, Student 17, 20). Several participants commented that the track selectivity enabled students to learn the materials better depending on their appropriate level.

6.3.2. Hypothesis 1: General Intervention Effect on Learning Outcomes

In order to respond the first hypothesis, a handful of open-ended questions were used to gather qualitative with responses that were naturally more subjective, relating students' experiences and perspectives about the program and their learning outcomes. The measures were explored by responses provided by participants who took part in the GloEd experience and those who did not. Almost all respondents that participated in GloEd reported that the program helped to enhance their global citizenship attributes including social responsibility, global competence and civic engagement. An increase in global citizenship learning outcomes was mainly attributed to the constructivist learning environment, mentorship and youth action as profound learning experiences. The following responses help to summarize these points:

Having the opportunities to think about the issues that we are facing now as well as its possible causes, I can now acknowledge different levels of complexity surrounding the issues. When a particular problem from local or global community was introduced, for example, we were always encouraged to draw a 'why and how chain' to consider the possible circumstances or reasons behind the selected problems. (Student 10).

Although each experience may be distinctive and each person that partakes in the experience gets something different, this program has provided opportunities to become global citizens.

It was not just about raising money for charity or providing simple solutions to complex issues. Rather, it taught me to understand how we are interconnected and interdependent or acknowledging the complexity of global issues. (Student 21).

Engaging in discussion on current local or global issues and undertaking different initiatives during the program have definitely helped me on how to be socially responsible and globally competent while being able transfer these skills into action. It also gave me the confidence that I can make a difference (Student 8).

'Assessment Centre' (AC) was an unique and helpful experience because I had a chance to identify global issues or problem indirectly through the GloEd village as well as identifying and solving the given problems together with my teammates (Student 3).

Respondents also reported that they found educational activities to be personally meaningful. For instance, they were constantly asked to connect with their own previous knowledge and experience; thereby, highlighting the value of an assigned activity in personally relevant ways. A number of participants noted that the mentors and linkers also helped to guide students when and how certain activities were connected to real life and why they were worth pursuing.

When someone asks what it means to be a global citizen, we often tend to think associate the term with renowned world leaders, like UN Secretary-General Ban Ki Moon, President Obama or Malala. However, GloEd taught me that we can also be global citizens. The program emphasized this core belief: “if you want to change the world, start with yourself”(Student 12).

During this program, I was able to engage in interactions with mentors and peers from different backgrounds and interests, and reflected on my developing and changing knowledge, perception and attitudes. I have now come to look at aspects of my everyday life and how, in this globalized society, the world impacts upon other people and environment (Student 5).

Few students reported that the GloEd program has made them find further interests in particular areas. One respondent noted:

Remember when I presented about the female genital mutilation and summer brides problems in Egypt? For that project, my team quite spent a lot of time researching and I really began to think about to what extent their cultural and societal misbelief created such tragedy. Since then, I particularly felt interested in gender issues and education (Student 19).

However, quite a few stated that they already fostered some sense of “social responsibility’ and ‘willingness to engage in community activities,” due to the factors mentioned above and to “seek out.” GloEd activities to further extend their civic engagements. A few examples are provided here:

I believe the willingness to participate in GloEd requires one to be interested in civic engagement and social responsibility. I have always been interested in similar activities since I was a child. I love to volunteer am currently volunteering for an issue that I find quite interesting and important in today’s society. It was these interests that led me to pursue GloEd. It certainly solidified my need to be engaged in both local and global social issues (Student 16).

A few interviewees further felt that GloEd has played a limited role to impact on their learning outcomes and action. In fact, one respondent noted that GloEd is too ideal from her to employ gained knowledge into real setting as follow:

I don't think GloEd particularly influenced my understanding of global citizenship. If any, true global citizenship may indicate that your individual actions may not be as effective as you once thought they might. Personally, an idea of “I can change the world” sounds too ambitious and idealistic for persons like us. I am barely surviving through my high school years

because there are constant pushes that are placed on me to make the top universities. Thinking about global issues sound appealing, however, given the situation in Korea and being in high school here, it's nonsense at this point (Student 23).

When it came to respondents who did not participate in the GloEd program (N=8), a half of them already had experiences in GCED from other institutes. They stated that GloEd would not have impacted their global citizenship in anyway. Responses given below were widespread among the subgroup that did not participate in the program:

As I did not participate in the program, I cannot confidently say that it affected me directly. (I participated in the model UN program.) My friend, on the other hand, participated GloEd. She first said it was a whole package ranging from the educational program to mentoring and networking as well as youth action activities. (Do I think my model UN program experience was helpful?) Yes, in some certain aspects, I got to learn how the international organizations works. But, that doesn't mean that I have become a global citizen. I think it's just for building my competence (Student 29).

I have taken similar GCED programs last summer. I did not feel that just hearing about global citizenship and the issues that the world is currently facing made me more socially responsible or globally competent (Student 25).

For respondents who did not take GloEd with no previous exposure to GCED, almost all felt as though GCED had little to do with fostering global citizenship. One response, for instance, noted:

I have not participated in GloEd's activities nor other GCED programs, thus it has not influenced me (Student 30).

The interviews indicate that the GloEd experience had a positive influence on their overall learning outcomes. Their comments suggested that participation in GloEd played an important factor in influencing social responsibility, global competence and civic engagement.

6.3.3. Hypothesis 2: Validation of Gained Learning Outcomes – Retention

The second hypotheses: 'the more time that elapses upon the completion of a GCED program, the weaker the gained knowledge towards global citizenship' is recognized to a great extent by the qualitative analysis. The following responses help to summarize these points:

Pertaining the GCED learning outcomes seemed to be achievable for the first six months though the gained knowledge/skill and attitude gradually faded away over a year. Consider the nature of our competitive education system, it is almost impossible to retain what we learned in real life

(Student 15).

My school, perhaps almost all schools that I know in this country, fosters 'one size fits all' model. Especially for students in my age, college admissions are basically a 'make it or break it' moment; thus, there's no room for freedom of such activities. I shared my GloEd experience with my teachers. They seemed to be proud of me getting involved in 'global'-related activities. Then, most of them said, "Okay, you can continue this after getting accepted to colleges." (Student 23).

My school do not encourage any outside school activities because these extracurricular programs do not hold any value to college admission anymore. It used to be hot... maybe about two to three years ago. But, since the MOE announced that they do not take account to any activities that we have done outside the school. It became useless. In terms of that, teachers do not encourage me doing something that are irrelevant to school work. For a while, they allow us to do whatever we do. But, as I keep getting involved, they begin to consider me as an outlier (Student 18).

Once the [summer or winter] break is over, I am forced to get back to study. And, as semester goes on, I feel like my mental has shifted away from what I had learned and onto the heavy schoolwork (Student 6).

Quite many students (34%) shared frustration about their discouraged school environment. Some expressed skepticism towards the society advocating 'young global citizen' or 'creative talent' which sounded pretentious; yet, respondents generally indicated that GloEd's unique program was helpful in terms of the gained knowledge retention. A few examples are provided here:

As I said, I've participated in a number of different GCED program. But, the majority of classes played a series of video clips, then lecture, then sometimes followed up by small discussion. GloEd was a lot different because not only we were actually able to engage in class, but also it offered us follow-up activities to maintain our learning outcomes (Student 16).

I did not know much about global citizenship or international development and GloEd was my first GCED experience. If it was a typical regular program, my memory will fade away easily. Surprisingly, it did not. All the activities were memorable, but if someone asks me to pick the most helpful activity during the program, I would probably say assessment center, which we literally built an artificial village based on the real world bank dataset, find out the problem and come up with projects. Not only the mentors facilitated the process, they also gave us valuable feedbacks and comments. I think, as a high school student, it is almost impossible to get this type of opportunity (Student 5).

I really liked the youth action activity when my team presented about cultural ODA. We spent 5 weeks to study, research and prepare for the presentation. I was so happy to talk about my favorite boy group singer's philanthropic work while researching on 'global citizen festival' (Student 18).

The responses are both positive and negative in tone; yet, the results revealed here are consistent with other trends that indicate most upper secondary students in South Korea face greater pressure to succeed academically and have less time to be exposed to activities that do not directly relate to schoolwork.

6.3.4. Hypothesis 3: Validation of Gained Learning Outcomes - Application of Knowledge into Action

During the interview, many student indicated that they were in the process of dealing with their own personal difficulties; yet, it seemed that they still attempted selfless moves to improve someone the lives of others. From the quantitative finding, 94% reported that they participated in their local/global community, whether directly or indirectly. During the interview, 19 students (82%) reported that they participated in community engagement after the program. There are a multitude of examples of active participations:

In last March, my school friends and I planed a special campaign for the International Day for the Elimination of

Racial Discrimination. We made posters on racism and human rights in Korea and other countries and put them up around the school like hallway. We also enabled the students to participate in by answering the survey questions. We selected students who came up with innovative and thoughtful ideas and presented awards. Surprisingly, we've got quite a few great comments for the future plan. Just like how I was not really aware of this issue before the program, many students were reluctant to get involved in at first. But, thankfully, students began to show their interests and actively participate in this activities. Teachers were also surprised to see us handling the event without help (Student 13).

After the ferry tragedy in last April, my school completely restricted any discussion about it in school because the school was so concerned with getting 'possibly' distracted in class by the news and rumors; or even unwrapping the underlying problems of our society (and this includes the Korean education system). We were both explicitly and implicitly forced to remain silence. I asked to myself, "Wait a minute, is this really right? We always show our grief and support when there are natural disaster or tragedies. Why not to this?" After researching numerous examples of school safety guidelines used in other countries, I wrote a long letter along with a tentative school security drill to my headmaster, appealing him that this is not about political views, but an example of how the school, as a social center, should be

towards the human tragedy that may also happen to us. Of course, I was called to the headmaster's office with my teacher. He kept staring at me, without blinking. Then he said, "I am so glad that we have a brave young man how to act upon serious concerns. I am going to discuss this in detail with faculty." Then, my suggestion has been accepted and included in school disciplines (Student 2).

After the AC project, I have particularly become interested in 'appropriate technology' which can be used to help people from marginalized group. I luckily met an engineering professor via Facebook and he recommended me to register for the center for creative young entrepreneur. I finally got an opportunity to create a small social venture with friends who also have passion and same interests. I shared an item introduced in the AC project and now we are in the process of commercialization (Student 11).

I am working on a short journal regarding the perception of youth on youth labor. I don't have deep knowledge of youth labor, I am now getting help from experts (Student 7).

There were further corroborated stories of respondents rallying together during the youth labor protest, putting up the save the world t-shirt and cleaning up the Han river; young mentees who were interested in gender issues organized a small talk among her school friends and teachers; and atypically, one of the mentees dropped out the school to

get more engage in the social action. The values that GCED aims to promote seemed to be hard-wired into the participants. Meanwhile, 17 students directly attributed their engagement to the GloEd program. Comments like the ones below were widespread:

I certainly believe my willingness to participate in community engagement has increased as a result of experiencing the GloEd program. To me, it served as a motivator. To see people of my age, from all different backgrounds and socioeconomic status and being active in, not only their local community but also their global community showed that I too could make a positive difference (Student 8).

I believe that GloEd motivated me to participate in the community. I started to volunteer for an issue that I found quite interesting and important in today's society. I am now involved in the green environment projects. GloEd program definitely encouraged me to partake in this activity and I am continuing this beyond the school (Student 22).

Meanwhile, only two credited other factors³⁵⁾ for sparking respondents' desires to be engaged. As explained by one participant:

35) family influence, high school classes or extracurricular program and religious activities.

I am not quite sure if it is GloEd, or just that [my family] encouraged me to get involved in community service. I believe that the family environment that you grew up in is a huge factor. My parents believed in exposing us to as many parts of world and as many cultures and experiences as they could since we were young. Yes, at the certain aspect, I suppose the GloEd program did contributed to my understanding of becoming global citizens, but I don't know if I became engaged solely because of GloEd

(Student 2).

6.3.5. Summary

Despite some exception, the open-ended semi-structured interview revealed that the GloEd program successfully contributed to social responsibility, global competence and civic engagement of the majority of participants compared to non-participants. When it came to retaining the global citizenship constructs, however, it was apparent that 'one size fits all' education in South Korea made students difficult to retaining GCED learning outcomes in the long term due to their education circumstance. Students reported that approximately one semester would be the longest duration that they can pertain their learning outcomes without extra educational interventions. Additionally, many respondents indicated that profound impact that their GloEd experience has had on their lives; from affecting their educational paths and career choice, to instilling a passion and interest for actual participation in their communities. This suggests that a positive correlation exists between the

knowledge, skills and values learned in the program and the changes applied in later years.

6.5. Conclusion

As the purpose of this chapter was to provide much needed empirical evidence of the learning outcomes associated with the GloEd program, the results were discussed with the goal of advancing the understanding of social responsibility, global competence and civic engagement as intentional outcomes of GCED, as well as maintaining the gained learning outcomes and transforming them into action. In the next chapter, investigation conclusions are drawn and recommendations are made based on the results of the quantitative and qualitative analysis and the reviewed sources.

Chapter 7

CONCLUSIONS

7.1. Introduction

GCED has been rapidly acknowledged and promoted as an important educational medium; nevertheless, little seems to be known about students' experiences of the GCED programs. More importantly, there is a limited measurable evidence of its effectiveness or impact on the learners. In this light, there have been increased calls within current GCED debates for evaluation studies that investigate a range of perspectives and the influence of education on students' experiences. In response to this, there have been attempts in recent days to assess the effectiveness of GCED programs. Notwithstanding, with the narrow-bounded evidence of its effectiveness, much of the planning in implementing and evaluating GCED is largely left for local educators to 'figure out' based on their limited educated assumptions. Thus, bridging the gap between theory and empirical research has become a central goal of this dissertation. For this, the purpose of study was to examine student learning, retention, and transfer from a GCED program to actual youth participation. Three research questions were selected as follows:

Research Question 1: What outcomes have students achieved as a result of participating a GCED program?

Research Question 2: What was the retention pattern of the students after the completion of the GCED program?

Research Question 3: Does gained learning of students' global citizenship transform into actual youth participation?

Based on the results in the previous chapter, the study found that GCED (GloEd program) impacted the overall GCED learning outcomes including social responsibility, glocal competence and civic engagement constructs, which increased significantly and more strongly than in the comparison group. Upon completion of the GloEd program, SR, GC and CE decreased significantly but only after twelve months. In analyzing the correlations with GCED learning outcomes and actual youth participation, the statistical results indicated that the GloEd program significantly increased the likelihood of students' participation in their local/global communities.

This final chapter is threefold: (1) discusses an interpretation of the results; (2) presents several research implications and contributions of this dissertation; (3) presents the limitations and directions for future research based on the results of this research.

7.2. Discussion of Results

7.2.1. Evaluation of GloEd Program

To date, GCED evaluation studies have evidently reported a positive outcome of GCED. Out of nine evaluation studies in the literature review, all reported a positive outcome of GCED except Kim's (2011) study (see chapter 3.1). Methodological defects were further identified in the overly positive studies. When filtering the 9 studies by the criteria of an ex-ante/ex-post, comparison group study design with sample size of more than 100, only one study was left (Hartman, 2009). Looking at the available literature, Kang and Oh's (2015) research was most closely related to the first hypothesis, in which both studies utilized Morais and Ogden's (2010) Global Citizenship Scale model to measure the GCED learning outcomes, particularly for South Korean secondary school students. However, while using ex-ante/ex-post analysis, Kang and Oh's study did not utilize a control group. As aforementioned in Chapter 3, simply observing the changes affected by the GCED program does not demonstrate the program's causal effectiveness, since many other factors may also affect students' learning outcomes over time. Thus, the first hypothesis test result of this study is consistent with the other studies: the GCED program tested had significant outcome on its learning outcomes.

How, then, did the GloEd make a significant result on the students' learning outcomes? Chapter 3 provided some possible reasons for GloEd's positive and significant results. From a methodological perspective, this study used an ex-ante/ex-post method and a control/comparison group, with a relatively large sample ($n > 100$) and longitudinal research design ($t > 12$ months). The limitations therefore

identified in the methodology of previous evaluation studies may be notably excluded. In reply to the potential sample bias ³⁶⁾ due to voluntary participation, using a difference-in-differences (DID) approach as one of the key methodological strategies used in this study allowed for the removal of potential voluntary bias between GloEd participants and non-GloEd participants. In particular, if voluntary participation into GloED and the quality of students is correlated in an unobserved manner. However, this DID intended to reduce the possible selection bias; thus, producing a valid estimate of program impacts. From theoretical perspectives, ToC helped map out the programs through comprehensive stages, thereby defining all the necessary and sufficient conditions required to bring about a given outcome. Using the constructivist learning method further helped increase the participants' motivation for active learning in GCED. Here, active learning implied that students actively participate in the constructivist learning process. As Balleck (2006) has reported, "the use of active learning in the form of simulations, student presentations, and problem-solving situations will better prepare students to understand" [and be able to comprehend at their level of understanding of learning goals (p.1). Students learned more and enjoyed learning when they were actively engaged in the construction of their own knowledge, skills and values. They were encouraged to learn how to understand, rather than just memorize facts. They also engaged more in collaborative activities, which parallels the real world. They learned to respect multiple perspectives, fulfill responsibilities and contribute to teamwork. While some critics in the

36) Comparing students who participate and did not participate in the GCED program may become problematic if there are unobserved reasons for why some of them participate in the program and others did not.

literature argue that constructivism lends itself to a learning “free-for-all,” GloEd brought structure to the approach with scaffolding and cooperative learning in dialogic constructivism. Considering that the target students were youth of ages ranging from 15 to 18, these techniques ensure that students’ understanding is built up, through the use of assessments, such as KWLs or the AC at each stage. As their abilities and understanding in particular areas improved, the supports were gradually removed.

When asked if GloEd contributed to participants’ global citizenship as a whole in the interview, many responses (84.7%) indicated that their experiences with GloEd have profoundly influenced not just the learning outcomes but also their life: from affecting their educational paths and career choice, to instilling a passion for volunteering and being proactively involved in civic engagement. Such a positive correlation was reported in the quantitative findings. Most of them attributed such results to the program format, which is based on student-centered, active learning approaches. For instance, during the class, the ‘why chain’ was often used to penetrate underlying problems. This activity encouraged multiple linking and the use of a range of thinking and problem-solving skills. In addition, the AC overhauled the program based on “cooperative learning” and “problem-based learning,” increasingly effective approaches whereby students can analyze authentic scenarios, applying disciplinary practices as an expert would. These approaches go beyond the vignettes instructors typically use by centering entire programs on such scenarios – true-to-life problems of the classroom.

Meanwhile, the magnitude of the impact was the largest in SR, followed by GC and CE. The earlier chapter indicates that SR refers to perception and participation (Morais & Ogden, 2011), which is considered as a starting point for global citizenship; thus, providing one possible reason for relatively higher achievement than other constructs.

7.2.2. Validation of Gained Learning Outcomes: Retention

Decreases in the values of learning outcomes after the end of a GCED program were anticipated. The more the time that elapses, and the more opportunities for social network of global citizen-minded students breaks up; therefore, the weaker the outcomes become. The data revealed changes in students' learning outcomes over time. All the constructs decrease their learning outcomes significantly twelve months after the completion of the GCED program. The learning constructs, however, seem to be stable for the first six months after the completion of the program. The time indication implies practical guidance to both researchers and practitioners in regards to when to support or follow up with further GCED programs. Nevertheless, the quantitative finding supports that all the learning constructs still remain well above the initial level after twelve months.

As discussed in the theoretical framework, it is arguable whether the result of a constructivist learning approach on student's retention is derived from the method itself or to a positive influence resulting from the utilization of a different approach. In this regard, Narli et al. (2008) reported that positive effects of active learning approaches in constructivist learning environments depended on student

achievement and ideas. The study further indicate that even fourteen months after instruction, the constructivist group of students remembers learned material more clearly than those of the comparison group (Narli et al., 2008). It may be hence indicated that the constructivist learning environment is effective in maintaining student knowledge. Unlike Narli et al.'s study, however, this study did not utilize the comparison group for the hypothesis, as the central question was to find whether GloEd participants retain their momentum for learning acquisition and practice. The decline in GCED is not considered as a failure of the program, but rather an inevitably anticipated effect as the conventional education does not have adequate and alternative support systems to maintain the social learning outcomes. Thus, there is potential room for improvement.

7.2.3. Validation of Gained Learning Outcomes: Application of Knowledge into Action

Global civic engagement, as mentioned earlier, refers to “participation in the community at a range of levels, from the local to the global, through actions such as volunteerism, political activism and community participation” (Morais & Ogden, 2011: 4). The most centric component in hypothesis 3 does not focus on binary options of action, but rather on the degrees (quality) of the form and whether the action is authentic and meaningful. In this light, following the quantitative results, Table 6.9 further categorized students’ degree of participation into Hart’s (1992) eight action sub-categories, thus gaining a deeper understanding of how GCED learning outcomes affect the degree of youth

participation. Looking at the findings from Table 6.9, two important characteristics regarding youth participation are highlighted.

Table 7.1.
Ladder of Youth Participation

	Types	N	Key Examples
Non-participation	Manipulated	4	A publication uses students' artwork; however, the whole document was written by adults with minimal credits to the students. ¹
	Decoration	2	Students present about "environmental problems" at the conference with a given script from adults. ²
	Tokenism	1	Students were asked by adults to be on a panel and represent youth. They are not given the opportunity to consult with peers or understand the role. ³
Passive	Assigned and informed	18	A conference creates position for students on a panel and speakers. They decide how to select their representatives and work with adults to understand their role. ⁴
	consulted and informed	54	A local council runs several consultations to get students' advice and input for the new youth initiatives. Students tell the council about features in the initiatives they want to take. ⁵
	Adult initiated,	19	NGOs ask students for event

	Types	N	Key Examples
	shared decisions with youth		ideas for youth week. They suggest having a charity event. The coordinator and students work together to make decision and apply for funding. ⁶
Active	Youth lead and initiate action	29	A group of students get permission from their schools to organize the global citizenship-related event. The students make the decision and the school provides support. ⁷
	Youth and adults share decision making	2	Students organize youth civil society organization and they partner with adults in different organizations and together lobby the government for resources. ⁸

Note: ¹⁻⁸ Hart (1992)

Firstly, it is not an ‘either-or’ phenomenon, meaning that simply including a young student is not equivalent to the true participation. Rather, students must have a certain level of responsibility and empowerment to get more involved in an action. Secondly, the type and quality of the partnership between young people and adults become critical. For instance, the low end of the ladder consists in adding students to a program discussion panel without offering them any role in administration or management within the activities. Meanwhile, the examples of the highest level of participation include the integration of students into different levels of an organization, such as participating in day-to-day decision-making or serving in steering committees. Both quantitative and qualitative findings indicate that the GloEd program enabled students not only to explore the issues that personally affect

them, but also to articulate and advocate on behalf of values and issues that can transcend national, cultural, and ethnic borders, with a growing group who felt the same, and saw the world in the same way.

While linking the degrees of youth participation with constructivist learning, researchers presupposed that cooperative learning based on a constructivist approach pedagogically helped in accumulating students' knowledge, competence and action. Through the various learning activities that are connected to real life, students learned that they have the rights to express their aspects and to be heard. Thus, youth active participations in local and global society were followed through the study.

7.3. Implications and Contributions

As aforementioned throughout this dissertation study, this research aims to provide empirical evidence of student learning outcomes from the GCED program that has been specifically designed for the study, thereby contributing a better understanding and critical evaluation of the learning and changes in GCED experiences of the learners. The central research question guiding this dissertation study was: to what extent is the GCED program effective? Based on the results and discussion presented throughout the chapters, the following implications for both academics and practitioners have been provided.

7.3.1. Theoretical Perspectives

There were two theoretical implications and contributions obtained through this research. First, the earlier chapter (Chapter 3) exposed a limited theoretical understanding of the GCED evaluation process within the current literature. Such absences of a theoretical foundation may have an effect on the success of GCED program implementation. Researchers (Davies, 2006; Sandy & Mayer, 2009) have in the past cautioned that in the face of ongoing circumstances, it may be ‘more difficult for GCED to establish its legitimacy as a research field,’ with the risk of it soon being replaced by alternatives. In response to this call, this dissertation study has made a first attempt to shed some light on the process of evaluating GCED, built upon the integration of the *Theory of Change* (Harries, Hodgson, & Noble, 2004) and *Constructivist Learning Theory* (Devries, 2002). The ToC offered a theoretical model to explain the process of how the GCED program experience may help students to not only achieve intended learning outcomes, but also to maintain the gained learning outcomes while naturally increasing their participation in youth action. Furthermore, unlike most existing GCED evaluation models, which applied linear causality concepts to measure intended learning outcomes, this GCED ToC model distinguished itself by avoiding oversimplification of the GCED learning and change processes. During the theoretical construct of the GCED ToC, the study hypothesized that employing a systematic ToC design would contribute to achieving equivalent or better results in students’ GCED learning outcomes not only in short-term, but also in intermediate and long terms. To ensure this, greater attention was given to investigate pedagogically sound GCED instructional approaches; both

quantitative and qualitative results in this study have affirmed that CLT served as a deliberative method for designing and developing the content as well as teaching and learning GCED. Therefore, at a theoretical level, this study introduced a constructive methodology to elicit and validate critical factors for implementing and evaluating the GCED program.

In relation to the second theoretical implications, as Shoemaker, Tankard and Lasorsa (2003:15) argued, “concepts are the building blocks of theories, the things being studied, compared, and related to one other.” Likewise, the concept of GCED was of further relevance to the GCED impact study since it served as a foundation for the empirical evaluation of the GCED program. To date, the concepts of GCED or global citizenship have become more ambiguous and contested. This study found that the concept of GCED has inevitably led to endless disputes about its proper meanings and ideologies, as the concept may have been constructed on cluster concepts where it was defined by a weighted list of different characteristics. Due to the elusive nature of the contested concept of global citizenship, both designing and implementing the GCED programs have come with many unforeseen challenges. To cope with this, the study conducted a concept analysis in length, based on Sartori’s (1984) *concept reconstruction* method, to provide a more accurate and lucid understanding of GCED. Despite the fact that the application of concept analysis has been widely recognized as a critical component that enhances interdisciplinary conceptual understanding, studies utilizing the conceptual analysis methods in the GCED field have been severely limited. Thus, this study enriched the existing literature on the concept of GCED as

Sartori's concept reconstruction method served as "a highly needed therapy for the current state of chaos" in the interdisciplinary arenas (p.50). Nonetheless, the concept analysis on GCED in this study is still limited in time and context as the concept itself continues to evolve. Therefore, further research should be carried out to expand its conceptual frameworks.

7.3.2. Methodological Perspectives

The literature review of GCED impact studies in Chapter 3 analyzed the current strands of the literature, questioned the positive representation of GCED and provided explanations for the overly-positive results. While the previous chapters pointed to many gaps, which were followed up and tested in this study, several methodological implications were drawn concerning: (1) research methods and designs, and (2) statistical methods.

First, the study employed a sequential explanatory mixed methods model (SEM) with the usage of a quasi-experimental design. Although SEM is considered as the most widely and frequently used method in educational research (Creswell, 2003), there seemed to be a limited number of studies employing a SEM with a quasi-experimental design in GCED. In the overview of impact studies on GCED, presented in chapter 3, three studies out of the nine GCED impact studies employed a mixed-methods approach (Hartman, 2009; Seo & Park, 2014; Sung, Lee, & Kim, 2013); yet, only Hartman's (2009) was found to be methodologically robust as the other two failed to utilize a control group (Seo & Park, 2014; Sung, Lee, & Kim, 2013) and a

sample size of $n > 100$ (Seo & Park, 2014). Nonetheless, even if Hartman's study successfully used robust methods for the analysis of GCED impact, his study did not necessarily reveal the theoretical underpinnings of the intervention since the method itself allowed the researchers to search for explanations of the quantitative findings from qualitative analysis. This dissertation study laid out the theoretical perspectives in detail and explained how these embedded theories (ToC and CLT) have adequately accounted for the phenomenon.

Secondly, the study employed complex statistical analyses to determine whether the GCED program could reach the anticipated results not just only in the short-term, but also in intermediate and longer terms. The study specifically selected and utilized difference-in-differences (DID), a 3-general linear model (GLM), repeated measures and an ordered logistic regression to increase the methodological rigor and internal validity/external reliability of the findings. As covered in the previous chapters, DID was performed to gauge whether the GCED program increased participations' intended learning outcomes as compared to students who had similarities in baseline characteristics but did not participate in the program. Although DID has been considered a refined version of the ex-ante/ex-post methodology, due to the complexity of its data analysis, the techniques are still sparse in GCED impact studies. Therefore, this study adds to the existing literature on GCED impact by providing unbiased estimates of GCED learning outcomes based on the recommended instructional design model while further advancing the understanding of mechanisms that may contribute to improve GCED learning outcomes. In addition to the first model, this study has led to a more profound analysis of

duration and transfer of learning after the completion of the program. While the existing literatures focused on students' learning outcomes either before or after the GCED programs, they nevertheless did not offer a 'deeper' analysis that moved beyond its sphere of application. Exceptionally, this dissertation study was not relied on to measure the short-term learning outcomes. Rather, the study went beyond what are "normally" considered to be the bounds of end-line measures of students' learning outcomes.

To conclude, the study has increased methodological rigor while promoting more original research. It can thus be considered a valuable addition to existing methods for evaluating the impact of GCED.

7.3.3. Practical Perspectives

While a significant number of educational research studies have overlapped considerably with the fundamental values intended to guide the learning and change practices, the common core lies in that GCED fosters adequate knowledge, skills and attitude to empower students to see themselves as agents of social change at both a local and global level. With this in mind, the purpose of this study rests on the ability to serve as a framework for possible future collective actions across borders.

In Korea's case, the intensity of interest in GCED has become sufficiently noticeable since the government actively began to promote GCED at the national level. There have nevertheless been major issues and challenges associated with implementing GCED: (1) a limited

number of subject experts in GCED, (2) a lack of educational materials that meets the needs of students and local levels, and (3) limited understanding of GCED; (4) limited GCED materials in Korean languages ³⁷); and (5) an integration of GCED in the existing educational infrastructure (Auh, 2015; Park, 2015). Under such circumstances, it would seem that GCED in South Korea has been largely monopolized by a few major civil society organizations, UNESCO Asia Pacific Center for Education for International Understanding (APCEIU) and KOICA, which they publicly and purposefully disseminated educational practices in order to promote and support the organizations' advocacy activities. However, the ranges of program that they recommended often seemed distant from an "integrated approach" towards developing global citizenship (Ahn, Park, Kim, & Sim, 2015). Thus, the questions of how GCED should be (1) developed, (2) delivered and (3) evaluated continued to go unanswered and challenged.

Concerning evaluation, problems have escalated due to the following assumptions. First of all, these programs often had restricted access that, if opened, would be revealed as enclosing priorities that the organizations would prefer not be made public. The rationales may or may not be due to the political reasons that the programs favor certain target groups, while competing agendas result in poor program accommodation. Secondly, most organizations did not want to recognize that they had been given the responsibility of carrying out poorly theorized or conceptualized programs. Again, this may have been linked to the first problem that the programs simply needed to meet political

37) Most GCED materials is in English that are developed largely from the institutions in the West hemisphere.

imperative, but without much expectation of their effectiveness. Third, given the nature of the above problems at hand, the public disclosure of the GCED learning outcomes, if negative, may influence potential funding streams since financial support has usually been allocated to places with excellent techniques in applying for funds. In this light, this dissertation study, based on an integration of ToC and CLT, subsequently contributes to the current practices in GCED as it develops a transparent framework of analysis for mapping the GCED program; thereby, both practitioners and students can ultimately benefit.

The universal framework on teaching and evaluating GCED is still regarded as being at the “infant stage” with minimal theoretical understanding and guiding principles; this study therefore further contributes by providing another perspective to help answer the question of ‘why GCED may or may not have a significant and positive impact.’ Having completed the preliminary intervention program, the results indicate that GCED is still of crucial importance in influencing changes in students’ perception of the world. Some may argue that their learning outcomes seem insignificant or temporary; yet, one may “never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has” (Sommers & Deenen, 1984: 158; *can also be found in* Mead, 1930). It may only be one small step for students, but it can be considered as a leap in pointing to a new direction of GCED approach. What may be needed in the future is a better understanding of the mechanism of effectiveness on GCED program as well as a refinement of the overall GCED goals in relation to the students.

7.4. Limitations and Future Research

As anticipated in the beginning of this study, several limitations should be considered in order to provide guidance for future work. The first limitation is related to the use of Sartori's (1984) concept reconstruction method to clarify the existing concept of GCED for the purpose of empirical analysis. Here, a conceptual flaw is possible since the process required a high level of rigor and interplay of different analysis processes. Nonetheless, the objective of concept construction was to add variation and depth in order to understand the evolving construct of GCED. Therefore, further researches is needed to improve concept analysis for GCED.

The second limitation is that since the focus of this study was to understand the effectiveness of GCED on students' intended learning outcomes, historical discourses concerning global citizenship were not conceptualized for the reason that they were beyond the scope of this study. Instead, the study focused on specifying the nature of its concept; thereby, extracting the variables or content for the empirical analysis. A more rigorous analysis of GCED discourses may have provided an interesting historical narrative in order to understand the underpinning mechanisms that shape GCED; however, these aspects open more possible research paths for the future.

As a third limitation, it must be remembered that the processes of learning are often complex and unpredictable; therefore, even where a rigorous ToC model has been applied, it cannot anticipate every unforeseen inquiry. Thereby, gathering empirical evidence to test ToC remains a challenge. This study thus attempted to clarify the designed research plan for implementing and evaluating ToC by importing CLT

for robust instructional design to minimize the challenges and control the learning environment as much as possible. To date, there has been no previous related research integrating a ToC and CLT to measure educational impact; therefore, this study was in effect built from the ground-up. The GCED intervention program is therefore, to a certain extent, vulnerable to possible overlooked variables. In this respect, there is more room for careful and detailed research required in the future.

A fourth and last limitation should finally be considered. Greater attention was given in this study to the review of the nine existing GCED evaluation studies in order to create a blueprint for rigorous research design that meets and exceeds the latest standards in the GCED evaluation research field. A sample size of 306 matched pair ($T_{\text{start}}/T_{\text{final}}$) in the intervention and comparison group was reasonable. However, when it is compared with any recent published work, its size can be argued with the possibility of external validity. This study was therefore designed to overcome such unanticipated limitations by utilizing ex-ante/ex-post sampling with the use of a comparison group. All the programs provided the same results, which supports the evidence of strong validity. Nevertheless, future researches may benefit from a larger number of students nationwide or even on multinational levels.

7.5. Final Remarks

As the concept and practice of GCED continues to evolve, this study can never be more than a ‘snapshot’ of the realm at a given moment. Nevertheless, there are still many aspects of in GCED that will not change with regards to instilling universal common values within the next generation. Meanwhile, if a desired outcomes is that students gravitate naturally towards GCED, rather than needing to be pushed into it, there are needs for more tailor-designed contents and contexts at both the practical and policy level. GCED could then become more relevant to students’ lives. Notwithstanding, regardless of the national status of either developed or developing countries, GCED should be introduced into the student curriculum as it glocalizes points of views and provides to the students with a means of learning about and practicing social responsibility, global competence and civic engagement. Thereby, rather than paving a path to a personal capital gain or to the creation of so-called “global” leaders, as it was commonly proposed in the twentieth century, GCED encourages a learning to change, and paves the path to a better world.

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APPENDIX

A. Program Overview



*“If you can change yourself,
you have already started to change the world!”*
- GHANDI

Starting as a pilot, **GloEd: Education for Better Development** (Hereafter, GloEd) aims to become the center for global citizenship (GCED) and international development education in South Korea. By promoting GCED and development education for K-12 in South Korea,, we support an education that enables students to become responsible citizens in a glocalized world.

Main Projects of GloEd



EDUCATION

GCED
Dev. Education
IDEAL & LEAD



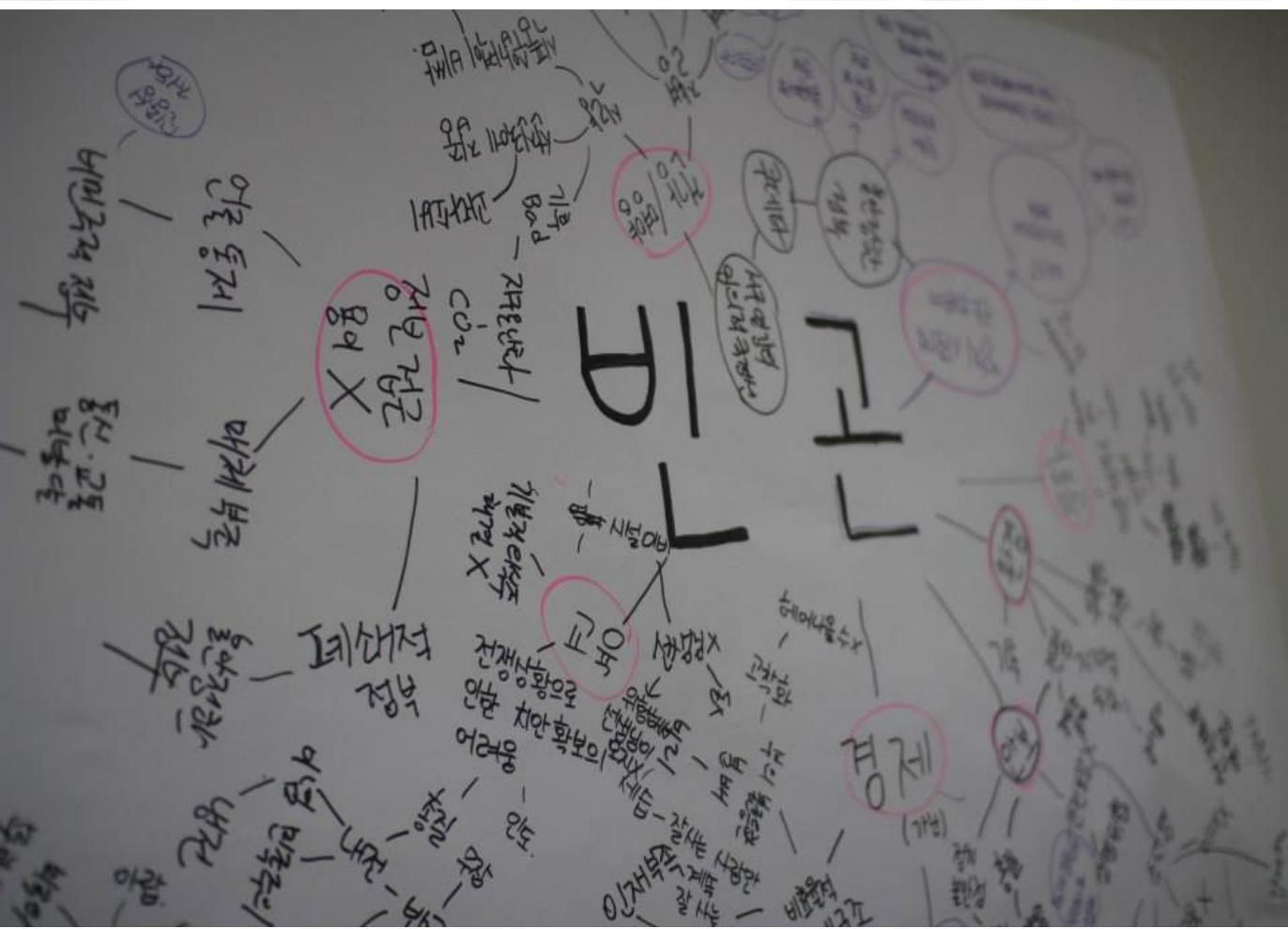
**MENTORING
/NETWORKING**

Field experts
and students



YOUTH ACTION

Youth-led
Initiatives



Global Citizenship Education

GloEd's global citizenship education program empowers students to engage and assume active roles, both locally and globally, to face and resolve glocal challenges and ultimately to become proactive agents for a more just, peaceful, tolerant, inclusive, secure and sustainable world. It further helps students to construct a better community that may have a ripple effect at global level in a long run by employing the understanding of and respect to their local communities.

Four Pillars of GloEd

Equip students with the necessary knowledge to understand both local and global issues around the world.

Motivate the students to infuse and apply the think – global citizenship dimensions in practice.



Learning Content





교육 프로그램

한글서체
한글서체

Coursework

IDEAL

Identify the problem
Define the problem
Examine the options
Act on a plan
Look at the consequences

LEAD

Leadership
Education
And
Development

Basic Course

Advanced Course



Becoming a global citizen

The first step to make the world a better place

Keyword:
global citizen, international development, globalization

Global citizenship education is comprised of the knowledge, skills and values that prepare people for living together in an interdependent world and to act to address inequality.

- 1) Awareness of the connection between our lives and the lives of others.
- 3) Action to address injustice/inequalities in the world.



Development & Cooperation

Keyword:
Poverty, MDGs, sustainable development, Korea, ODA

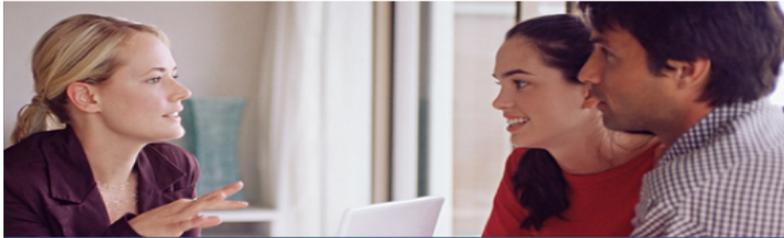
Raise awareness of poverty and the role of international society to tackle it through various activities, discussions, presentations and lecture.

Case Study



Case Study Project related to global citizenship and international development





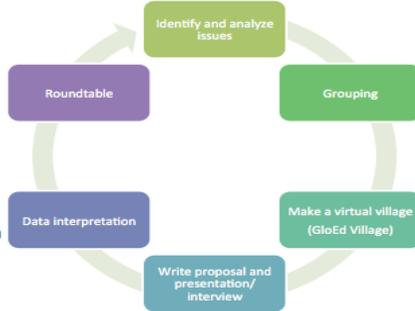
Q & A

GloEd's Assessment Center (AC)

GloEd's Assessment Center (AC) is designed to explore the cognitive, affective and psychomotor abilities of students.

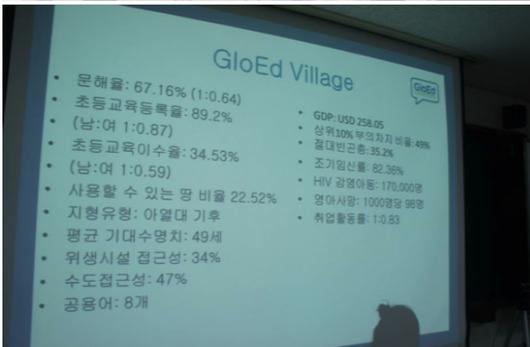
AC simulates real-life tasks in the field of international development, enabling to assess a student's knowledge, skills and attitudes in a realistic setting. The AC delivers insight into how a student can genuinely respond to the issues and tasks commonly faced in the projects. Furthermore, it offers the student an authentic experience that enables them to understand what will be expected of them in the project.

In this sense, GloEd offers a wide range of custom designed AC exercises. These consists of challenging tasks in a variety of formats including role plays, presentations, group exercises and debates.



How is AC helpful?
While ACs are typically used for recruitment, they are also often used to promote and provide development feedback for employees or students. It is this use of ACs that is potentially more relevant for educators as it can foster knowledge/skills/attitude and not simply test them. GloEd has adopted AC approaches into collaborative activities for students, aligned self-assessment, peer/mentor observation and formative feedbacks to improve their attributes.

How does AC work?
AC typically lasts for one or two modules. The AC environment is structured and formal but friendly and welcoming, which allows all students an equal chance to perform at their best on multiple dimensions. It is important to note that students are not competing against each other; rather, it is a cooperative learning process.



Mentor – Mentee - Linker

GloEd's mentoring program provides students with well-around supportive service and intensive mentoring provided by qualified graduate students and professionals from different fields. Through a combination of different program services including mentoring, counsellings and networking sessions, students participated in the program are able to receive customized supportive service at their needs.



Mentor: A person who guides a less experienced person by building trust and modeling positive values.

Mentee: A person who is advised, trained, or counseled by a mentor.

Linker (GloEd's unique network group): A individual who helps to bridge between mentor and mentee (education/international relations/ economics/ public health/social venture/psychology/journalism/public administration).



Youth Action

GloEd's youth action refers to activities that intentionally seek to impact young people not only in their local communities but also in the global community. Students can choose any topics of interest and design and develop projects/initiatives (either individually or collectively) during the program.



B. Course

B-1. Course Syllabus 38)

GloEd Learning Content (IDEAL)

Title	Becoming a global citizen: the first step to make the world a better place
Description	<p>Global citizenship education is comprised of the knowledge, skills and attitudes that prepare people for living together in an interdependent world and to act to address inequality.</p> <p>1) Awareness of the connections between our lives and the lives of others</p> <p>2) Action to address injustices/inequalities in the world</p>
Keyword	global citizenship education, international development, globalization, multicultural
Learning Objectives	<p>1) Critical awareness</p> <ul style="list-style-type: none">- of the interconnected and interdependent nature of the world- of global issues and trends (e.g. human rights, development, peace and etc)- about the connections between our lives and the lives of others- of our own and other's perspectives, values and attitudes- of our roles and responsibilities to act as a global citizen

38) All classes are subject to change in class format, instructor and class time as needed.

	<p>b) Action</p> <ul style="list-style-type: none"> - to understand how the choices we make and actions we take have repercussions for others in the world - to choose which issues to act upon and an appropriate form of action - to develop the skills, values and attitudes to address global injustices - to make the world a better place
Contents	<p>Distribute handout of the key elements of global citizenship (from Oxfam Education GB)</p> <p>Opening: Are you a global citizen?</p> <p>Theme 1: Global Citizenship</p> <p>a. What does being a global citizen mean to you?</p> <p>Activity 1. (Group)</p> <ul style="list-style-type: none"> - 'What does being a global citizen mean to you' - Debrief activity <p>** Tip: Compare with knowledge, understanding/skill/value and attitude chart and make them understand that global citizenship is more than just understanding others.</p> <p>Lesson:</p> <p>Distribute the info sheet on the history of global citizenship. Note that the term is not a relatively new term, it has been existed since the ancient society.</p>

Activity 2. (Group Discussion)

Introduce 'model global citizen'

- Option 1. Students get into groups with different historical global citizen models' information. List what characteristics or activities have made them become global citizens and find similarities with other groups.
- Option 2. Students get into groups and talk about which traits makes them global citizens and each team member move around and present about their own models to other groups.

b. Why is 'Global Citizenship' important?

Lesson:

- Globalization and its impact
- Fast changes in the 21st century society
- Think about the quote "By the time you've finished your breakfast, you've relied on half of the world." - Martin Luther King

Activity 1. (Group Discussion)

Korean Citizenship vs. National Citizenship

- Interconnection and interdependence
- What are Korea's social, political, economic and physical connections with other world?

Activity 2. (Group)

Compare and contrast different types of citizenship using group work.

- Organize students into groups, assign a typical citizen

Activity 3. (Group Discussion)

Rights and Responsibilities

Topic: What are the rights of a global citizen?

- Open discussion.

c. NGOs in a global context

Introduction: Slide Show

- Introduce students to the UN and World Bank through using a series of images. Have a debrief discussion about what impressions the pictures made on their perception of these organizations.

Lesson: Civil Society Paradigm Shift

- Introduction to NGO

http://www.accu.or.jp/litdbase/literacy/nrc_nfe/eng_bul/BUL15.pdf

Lesson: The effort and meaning behind the acronym

Video: Year in review 2013

	<p>Activity 1. Create NGOs they would like to work with and explain why</p> <p>Theme 2: Making a change</p> <p>Video: global citizenship</p> <p>1. Can one person make a difference?</p> <p>Lesson: Provide examples of youth work around the world</p> <p>Activity 1: 100 small things to make a difference (Group)</p> <p>Activity 2. (Group Discussion and Round Table)</p> <p>2. Participate in the global community as well as your own community</p> <p>Activity 1. How can I act to improve the world in which I live?</p> <p>3. Wrap Up</p> <ul style="list-style-type: none"> - Briefly introduce about the second session. - Class Evaluation
<p>Contingency Plan</p>	<p>If students need more activities,</p> <p>Case Study:</p> <p>Surprising facts about Africa - challenging and</p>

	stereotypes
Reference	<ul style="list-style-type: none"> · Are you a 'global citizen'? <p>Available: http://theyee.ca/Views/2005/10/05/globalcitizen/</p> <ul style="list-style-type: none"> · How do you understand global citizenship? <p>Available: http://www.southampton.ac.uk/citizenized/activities/global_citizenship/taskthree_homepage.html</p> <ul style="list-style-type: none"> · Clarifying Assumptions of Global Citizenship <p>Available: http://www.southampton.ac.uk/citizenized/activities/global_citizenship/taskone_clarifying.html</p> <ul style="list-style-type: none"> · Comparison Table: Soft and Critical Global Citizenship: <p>Available: http://www.southampton.ac.uk/citizenized/activities/global_citizenship/taskthree_comparetable.html</p>

Title	International Development Cooperation
Description	Students will be able to raise awareness of poverty and the role of international society to tackle it through various activities, discussions, presentations and lectures.
Keyword	Poverty, MDGs, Beyond 2015, Korea, ODA
Learning Objectives	<p>Part 1: Students will explore the definitions of poverty and develop students' understanding of poverty.</p> <p>Part 2: Students will learn about what MDGs are and its effects and influences in the eradication of poverty</p> <p>Part 3: Students will understand graphic and written information</p> <p>describing the progress of different regions of the</p>

	<p>world in meeting the MDGs to learn about the challenges and strengths of MDGs.</p> <p>Part 4: Students will learn about the emergence of post-MDGs and give out ideas of where and how we should head to tackle world poverty.</p> <p>Part 5: Students will understand the ODA history of Korea and its current strengths and weaknesses in the international development cooperation sector.</p>
Contents	<p>Part 1 :Learning about Poverty of today</p> <ul style="list-style-type: none"> -Greetings/ Review last class/Introduction of today's lesson - Agree/ Disagree activity of poverty - Group discussion to define poverty - Short lecture of poverty (definition/status/facts/statistics) - Wrap up <p>At last, inform the students that in order to tackle such poverty, MDGs emerged which we will learn about next class.</p> <p>Part 2: Tackling poverty through MDGs</p> <ul style="list-style-type: none"> -Starter activity of MDGs - Background information of MDGs through handouts and PPT <p>Brief introduction of how, when, where, why, who and what (MDGs) emerged and why it is important.</p> <ul style="list-style-type: none"> - Getting to know MDG Activity - If then, If not then Activity

-
- Quick Win activity
 - Wrap up by sharing the results of quick win with the class.

Part 3: Tackling poverty: Assessing progress on the MDGs

- Opening activity
- Mapping world progress on MDGs activity
- Reporting world progress on MDGs through each others' work
- Wrap up

Part 4: Beyond 2015

- Background information of post 2015
- Discussion
- Presentation
- Feedback
- Wrap Up

Part 5: ODA in Korea

- Brief review of what we have learned so far. Then raise questions to students where and how they think Korea stands in the international development cooperation sector.
 - A short lecture will be given about how Korea became one of the donor countries from a recipient country and its challenges and progress.
-

	<ul style="list-style-type: none"> - Q&A <p>Students may ask any questions and answers will be discussed together.</p> <ul style="list-style-type: none"> - Wrap up <p>Class evaluation</p>
Contingency Plan X	

Title	Why, What and How do we aid?
Description	The course is designed to help students to understand why we give aid by discussing the misconception of aid and to think how we give the money. In order for answering that, students will make the list of good aid principles and they will practice developing their own projects based on the principles. Lastly, through role-play activity, students will understand different interests of each stakeholders and think about the best ways to deliver aid.
Keyword	Role, good aid principles, myth of aid, funding
Learning Objectives	<ul style="list-style-type: none"> · Students will assess and analyse how mainstream negative public perception of aid differs from the reality. · Students will understand why we give aid and think about how we give the money. · Students will think critically about the best ways to deliver aid
Contents	<p>Theme 1. Why do we need aid?</p> <ul style="list-style-type: none"> a. myth or truth of aid b. what makes good aid? <p>Theme2. What should we aid?</p> <ul style="list-style-type: none"> a. What should we fund?

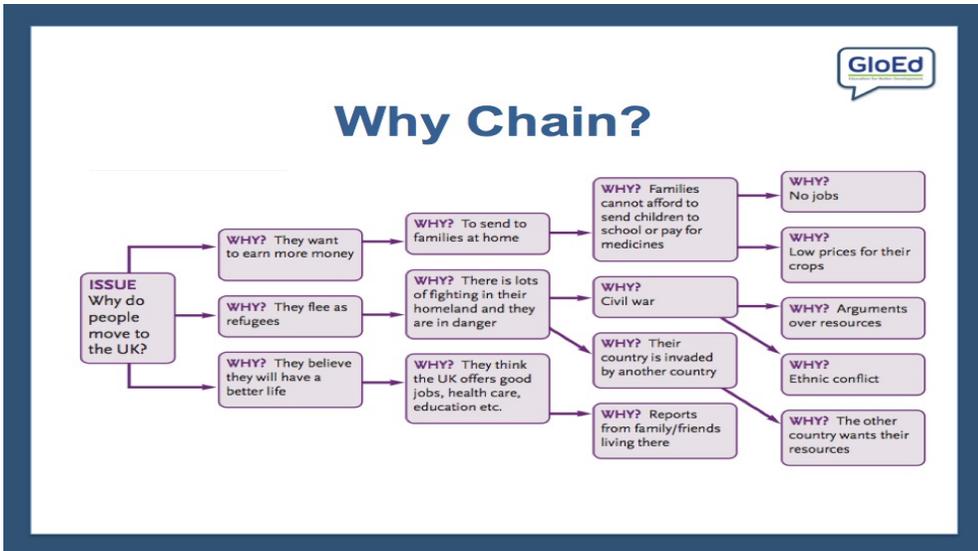
	<p>b. Which projects will get fund?</p> <p>Theme3. How should we aid?</p> <p>a. Role Play</p> <p>b. plenary activity</p>
Contingency Plan	If students need more activities,

B-2. KWL Chart



K 내가 이미 알고 있는 것 What I Know	W 알고 싶은 것 What I Wonder	L 배운 점 What I Learned

B-3. Why Chain?



B-4. Newsletter

뉴스레터 활동

1주	2주	3주	4주	5주
전반적 이슈소개 관심 이슈설정 전체 계획 설정	관심분야 공유	초안 공유 피드백	본인계획 추가 마무리	발표
관심분야에 대한 조사		초안 작성	재작성	

THE GLOBAL CITIZEN
U.S. International Learning November 2015

C. Assessment Center

C-1. GloEd Village

GloEd Village



- 문해율: 67.16% (1:0.64)
- 초등교육등록율: 89.2% (남:여 1:0.87)
- 초등교육이수율: 34.53% (남:여 1:0.59)
- 사용할 수 있는 땅 비율 22.52%
- 지형유형: 아열대 기후
- 평균 기대수명치: 49세
- 위생시설 접근성: 34%
- 수도접근성: 47%
- 공용어: 8개
- GDP: USD 258.05
- 상위10% 부의차지 비율: 49%
- 절대빈곤층: 35.2%
- 조기임신률: 82.36%
- HIV 감염아동: 170,000명
- 영아사망: 1000명당 98명
- 취업활동률: 1:0.83

GloEd Village



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- 취업활동률: 1:0.83

C-2. AC Criteria

AC. I: Discussion

이름:



1. 토론 태도	
경청 (Respect)	필기 ok 상대방이 이야기할 경우 호응도가 높고 긍정적인 편
비언어적 표현 (Eye-contact, gesture, etc)	Eye contact = excellent 입술을 만지거나 머리를 만지는 버릇이 있는 듯함. 제스처는 적당한 편
협력 (Cooperative)	호응 good. 상대방의 이야기를 긍정적으로 받아들이고 팀워크에 기여하는 편
2. 논리의 흐름	
일관성 (Consistency)	큰 맥락부터 세부적인 부분까지 일관적으로 진행성 있게 논리를 전개하는 편
논리력 (Logic Flow)	문제점 파악 및 이를 위한 대처점에 대한 포인트를 잘 추려내는 편
3. 기여도	
조정/중재 (Intervention)	조정/중재 능력 뛰어난 편
참여도 (Participation)	매우 높은 편

NOTE	
<p>제한된 시간에 팀원들과의 협력작업에서 자신의 존재감을 드러내기 힘든데 현경멘티는 여러면에서 빛나보였음. 특히 본 프로젝트에 대한 지속가능성에 대한 문제점을 의식하면서 자신의 주장을 전개했던 점은 인상 깊었고 상대방의 이야기 중 자신의 의견에 반하는 점이 있다 하더라도 이를 포용하려고 노력하는 점이 돋보임.</p> <p>-본인의 개인제안서 내용이 프로젝트에 많이 반영된 것으로 보임. 문제점에 대한 인식, 대상선정, 내용 설계는 좋지만 상대적으로 기대효과 및 문제점에 대한 제시가 적극적으로 반영이 되었더라면 좋았을 듯 함. - 전문교육 내에서도 여러 분야가 있음. 대상이 7-13세라고 할 때 이들을 위한 프</p>	

[AC. I 개인용]

<p>젝트가 무엇이 있을지 좀 더 자세히 구체화 할 필요가 있음</p> <p>- 장학금 지급이 초등교육에서만 이루어 질 때 상위학교 진학시는 어떻게 될지 후속 프로그램에 대한 생각도 sidenote로 이야기해줬으면 좀 더 흥미로웠을 듯...</p>
--

AC. I: Discussion and Negotiation

이름: 교육팀

1. 제안서 내용	
구성 (constructive)	초등학교 이수완료라는 목표를 두고 대상, 내용, 기대효과 등을 구성한 점은 좋았음 (프로젝트의 구체화)
창의성 (creative)	전문교육 및 장학금이라는 아이템은 평이했음.
현실가능성 (realistic)	전체적인 맥락에서 현실가능성은 높은 편이나 규모 및 전문교육 분야가 무엇인지에 따라 현실가능성이 달라질 수 있음. 이에 대한 부분에 대해 앞으로 구체화할 필요는 있음 (예산 산출)
2. Team work	
소통 (communication)	전체적으로 조화를 이루면서 팀워크를 진행한 편. 제한된 시간 내에서 적절한 의사소통을 거쳐 각자의 맡은 일을 해냄
지지도 (Supportive)	처음에는 서로의 의견이 하나로 좁혀지지 않았으나 점차 타협점을 찾아나감
3. 발표	
전달 (PT skill)	전체적 구성은 좋았음 (사업의 목적, 대상, 활동내용, 기대효과 및 문제점, 타임라인까지 설명) 이외에도 소요 예산에 대해 예상하여 제시해줬으면 좋았을 듯.

NOTE
무난한 아이템을 가지고 현실성 있는 프로젝트를 설계한 점은 좋았음 (그러나 이러한 사업아이템은 코이카에서 좋아하지 않을 가능성도 있음 - 기존에 제시된 교육 프로젝트에서 다를 것이 없기 때문에). 조금 더 창의적이면서도 현실성을 잃지 않는 프로젝트 제안이 필요하며 비교적 활동내용이 다른 그룹에 비해 구체화 되어 있으나 이마저도 더 세분화될 필요성이 있음. 예를 들어 무슨 전문교육 및 장학금을 생각하고 있는지 이에 투입되는 액터들을 단순히 나열함에 그치지 않고 이들을 설득할 수 있는 방법 및 지속유지할 수 있는 방법에 대한 고민들도 필요함

AC. II : Interview

이름:

1. 태도	
자세 (attitude, eye- contact, gesture, etc)	
2. 표현력	
프로젝트 이해 (understanding)	
전달력 (delivery)	
3. 내용	
독창성 (creativity)	

NOTE

C-3. Assessment Center (Questions for Data Comprehension)



Question 1.



Question 2.



Question 3.



Question 4.



Question 5.



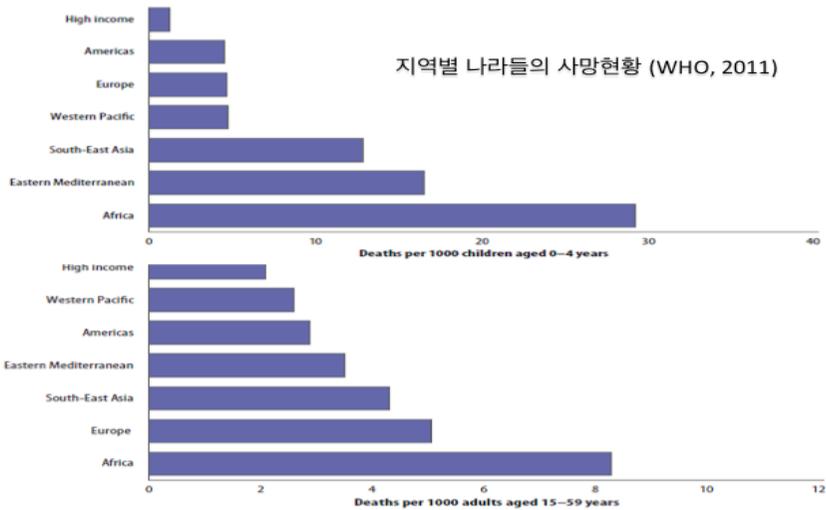
SECTION 2 (15 mins)
통계 분석

소득그룹별 나라들의 10대 사망원인 (WHO, 2008)



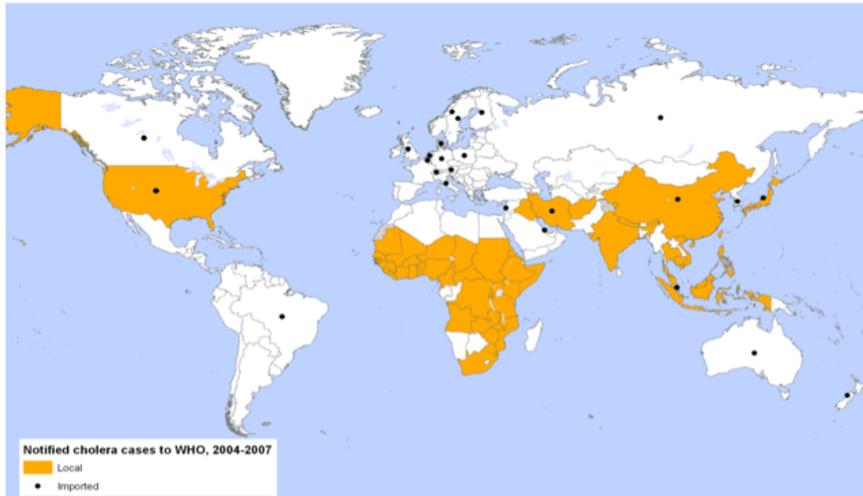
저소득 국가	고소득 국가	중소득 국가	세계
하부 호흡기 감염질환	허혈성 심장질환	허혈성 심장질환	허혈성 심장질환
설사병	뇌졸중 & 뇌혈관 질환	뇌졸중 & 뇌혈관 질환	뇌졸중 & 뇌혈관 질환
HIV/AIDS	기도, 기관, 폐암	만성 폐쇄성 폐질환	하부 호흡기 감염질환
허혈성 심장질환	알츠하이머 & 치매	하부 호흡기 감염질환	만성 폐쇄성 폐질환
말라리아	하부 호흡기 감염질환	설사병	설사병
뇌졸중 & 뇌혈관 질환	만성 폐쇄성 폐질환	HIV/AIDS	HIV/AIDS
결핵	결장 직장암	도로 교통사고	기도, 기관, 폐암
조산 & 저체중아	당뇨	결핵	결핵
출산 질식사 & 트라우마	고혈압성 심장질환	당뇨	당뇨
신생아 전염병	유방암	고혈압성 심장질환	도로 교통사고

지역별 나라들의 사망현황 (WHO, 2011)



Question 7.

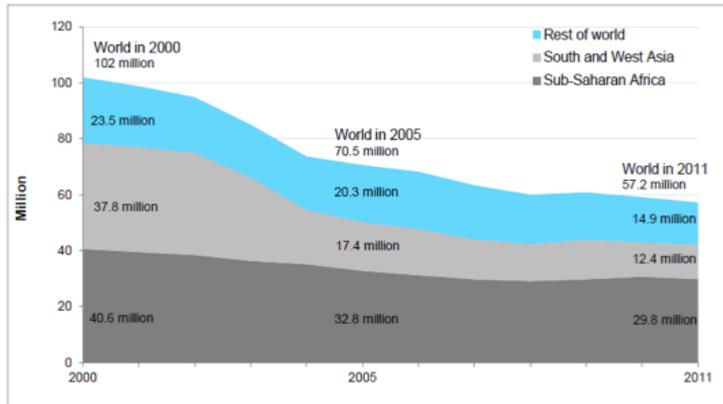
Notified cholera cases to WHO, 2004 - 2007



Question 8. 지역별 학교 중도탈락 현황



FIGURE 1. NUMBER OF OUT-OF-SCHOOL CHILDREN BY REGION, 2000-2011



Source: UNESCO Institute for Statistics database.

Section 3. (10 mins) 논리 추론



“Before you finish eating breakfast in the morning,
you’ve depended on more than half the world.”

- 마틴 루터 킹 목사 -

Question 10.

이해관계-갈등-충돌-빈곤

Question 9.



“Culture is the be all and end all of development”

문화는 발전의 본질이고 궁극적인 것

- 세네갈의 초대 대통령, 시인:
생고르(Senghor 1906-2001)



세계화- 지속가능한 발전- 문화(적 다양성)- 경제



탈리반에 의한 아프가니스탄의 바미안 서대불 문화훼손

C-4. Answer Sheets of Data Comprehension

Assessment Center



SECTION 1 (10 mins) 미디어 정보 해석 (Question 1-5)

사진에서 드러나는 국제개발협력에서의 개발당면문제를 기술하시오.

Question 1.

Question 2.

Question 3.

Question 4

Question 5.



SECTION 2 (15 mins) 통계 분석 (Question 6-8)

통계 자료를 해석하고 유추할 수 있는 사실을 기술하시오.

Question 6.

Question 7.

Question 8.

Assessment Center



Section 3. (10 mins) 논리 추론 (Question 9-11)

다음에 제시된 글을 보고 의미하는 바를 세계화의 맥락에서 쓰시오 (Question 9). 제시된 단어를 보고 국제개발협력의 문제를 연관된 논리로 기술하시오 (Question 10-11)

Question 9.

Question 10.

Question 11.



Section 4. (25 mins) 사례평가 분석을 통한 결과물 도출 (Question 12)
국제개발협력 사업의 실제 사례를 보고 제시된 틀에 맞추어 평가하여 분석하시오.

C-5. Roundtable

AC, IV: Round Table

이름:

1. 토론 태도	
경청 (Respect)	
자세 (attitude)	
2. 협상력	
설득력 (persuasive)	
논리력 (Logic Flow)	
3. 문제 해결능력	
조정/중재 (arbitration)	
창의성 (creativity)	

NOTE

D. Youth Action



유스액션

1조	2조	3조	4조
교육	문화예술	북한	여성
세계 모국어의 날 세계 아동노동 반대의 날	대화와 발전을 위한 세계 문화 다양성의 날	세계빈곤퇴치의 날 세계 공정무역의 날 환경의 날 전쟁과 무력의 총물로 인한 환경착취 국제예방의 날	여성 할레 국제무관용의 날 국제여성의 날 인권의 날

E. Classroom Survey

1. 해당 분야에 대한 멘티들의 관심을 유발시켰는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
2. 멘티들이 이해할 수 있도록 충분히 잘 설명하였는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
3. 멘티들의 질문을 적절히 수용하고 성실히 응답하였는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
4. 멘티들을 존중하고 인격적으로 대하였는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
5. 수업 내용의 전달이 명확하고 효과적이었는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
6. 사용된 강좌 자료 및 참고자료가 학습과 적절하였는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
7. 전반적으로 수업에 만족하는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
8. 전반적으로 프로그램 내용에 대하여 만족하는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
9. 본 수업테마가 멘티의 수준에 적절하였는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
10. 그렇지 않다면 난이도는?
 어렵다 어렵지 않다
11. 다른 학생들에게 이 수업을 권하고 싶은가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
12. 이 수업과 관련하여 추가로 하고 싶은 말이 있다면 기재하여 주십시오.

F. Global Citizenship Scale Items

(Morais & Ogden, 2011, pp. 453-454)

(1 = Strongly disagree, 2 = Disagree, 3 = Neither Disagree nor Agree, 4 = Agree, 5 = Strongly Agree)

Social responsibility (SR): global justice and disparities

SR.1.1 I think that most people around the world get what they are entitled to have.

SR.1.2 It is OK if some people in the world have more opportunities than others.

SR.1.3 I think that people around the world get the rewards and punishments they deserve.

SR.1.4 In times of scarcity, it is sometimes necessary to use force against others to get what you need.

SR.1.5 The world is generally a fair place.

SR.1.6 No one country or group of people should dominate and exploit others in the world.

Social responsibility: altruism and empathy

SR.2.1 The needs of the worlds' most fragile people are more pressing than my own.

SR.2.2 I think that many people around the world are poor because they do not work hard enough.

SR.2.3 I respect and am concerned with the rights of all people, globally.

Social responsibility: global interconnectedness and personal responsibility

SR.3.1 Developed nations have the obligation to make incomes around the world as equal as possible.

SR.3.2 Americans should emulate the more sustainable and equitable behaviors of other developed countries.

SR.3.3 I do not feel responsible for the world's inequities and problems.

SR.3.4 I think in terms of giving back to the global society.

Global competence (GC): self-awareness

GC.1.1 I am confident that I can thrive in any culture or country.

GC.1.2 I know how to develop a place to help mitigate a global environmental or social problem.

GC.1.3 I know several ways in which I can make a difference on some of this world's most worrisome problems.

GC.1.4 I am able to get other people to care about global problems that concern me.

Global competence: intercultural communication

GC.2.1 I unconsciously adapt my behavior and mannerisms when I am interacting with people of other cultures.

GC.2.2 I often adapt my communication style to other people's cultural background

GC.2.3 I am able to communicate in different ways with people from different cultures.

GC.2.4 I am fluent in more than one language.

GC.2.5 I welcome working with people who have different cultural values from me.

GC.2.6 I am able to mediate interactions between people of different cultures by helping them understand each other's values and practices.

Global competence: global knowledge

GC.3.1 I am informed of current issues that impact international relationships.

GC.3.2 I feel comfortable expressing my views regarding a pressing global problem in front of a group of people.

GC.3.3 I am able to write an opinion letter to a local media source expressing my concerns over global inequalities and issues.

Global Civic Engagement (GCE): involvement in civic organizations

GCE.1.1 Over the next 6 months, I plan to do volunteer work to help individuals and communities abroad.

GCE.1.2 Over the next 6 months, I will participate in a walk, dance, run, or bike ride in support of a global cause.

GCE.1.3 Over the next 6 months, I will volunteer my time working to help individuals or communities abroad.

GCE.1.4 Over the next 6 months, I plan to get involved with a global humanitarian organization or project.

GCE.1.5 Over the next 6 months, I plan to help international people who are in difficulty.

GCE.1.6 Over the next 6 months, I plan to get involved in a program that addresses the global environmental crisis.

GCE.1.7 Over the next 6 months, I will work informally with a group toward solving a global humanitarian problem.

GCE.1.8 Over the next 6 months, I will pay a membership or make a cash donation to a global charity.

Global civic engagement: political voice

GCE.2.1 Over the next 6 months, I will contact a newspaper or radio to express my concerns about global environmental, social, or political problems.

GCE.2.2 Over the next 6 months, I will express my views about international politics on a website, blog, or chat room.

GCE.2.3 Over the next 6 months, I will sign an e-mail or written petition seeking to help individuals or communities abroad.

GCE.2.4 Over the next 6 months, I will contact or visit someone in government to seek publication on global issues and concerns.

GCE.2.5 Over the next 6 months, I will display and/or wear badges/stickers/signs that promote a more just and equitable world.

GCE.2.6 Over the next 6 months, I will participate in a campus form, live music, or theater performance or other event where young people express their

views about global problems.

Global civic engagement: glocal civic activism

GCE.3.1 If at all possible, I will always buy fair-trade or locally grown products and brands.

GCE.3.2 I will deliberately buy brands and products that are known to be good stewards of marginalized people and places.

GCE.3.3 I will boycott brands or products that are known to harm marginalized global people and places.

G. Global Citizenship Scale Items (Korean)

안녕하십니까?

본 설문지는 한국고등학생들을 대상으로 세계시민교육의 교육효과성을 다각적으로 측정하고자 다음과 같은 설문지를 마련하였습니다. 이 설문에 관한 자료는 철저히 비밀이 보장될 것이며, 본 연구의 목적 이외에는 절대 타용도로 사용하지 않을 것을 약속드립니다.

귀하가 제공한 정보는 실증적이고 심층적으로 분석되어 한국의 청소년을 위한 세계시민교육과 관련된 논문에 유용한 기초자료로 제공될 것입니다.

이를 위해 본 설문조사를 실시하오니 적극적인 협조 부탁드립니다.

▶ 본 설문지와 관련하여 문의사항이 있으신 분은 다음 전화 또는 전자우편으로 연락하여주시면 성실하게 대답하여 드리겠습니다.

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2013년 7월

GloEd: Education for Better Development
서울대학교협동과정글로벌교육협력전공 심희정 올림

[사회적 책임] 해당 칸에 V 표시를 하세요

문항	설문내용	설문태도				
		전혀 아니다 1	아니다 2	보통 이다 3	그렇다 4	매우 그렇다 5
기업의 사회적 책임의 중요성	1 나는 세계 대부분 사람들이 본인의 권리에 합당한 삶을 살고 있다고 생각한다.					
	2 세계의 소수 사람들이 다른 사람들보다 더 많은 기회를 갖는 것은 괜찮다.					
	3 세상 사람들에게 경험하는 보상과 벌은 각자 이유가 있다.					
	4 때로는 무언가 필요로 하는 것을 얻기 위해 다른이들에게 물리적인 행사를 사용하는 것은 필요하다고 생각한다.					
	5 전반적으로 세상은 공정하다고 생각한다.					
	6 어떤 국가나 그룹을 막론하고 다른 나라와 그룹을 식민화하거나 지배해서는 안된다.					
이타주의와 공감	1 세상의 가장 취약한 사람들의 요구는 보통 내 자신의 일보다 더 시급한 일이다.					
	2 세상의 많은 사람들이 가난한 이유는 그들이 충분히 열심히 일하지 않기 때문이다.					
	3 나는 세계 모든 사람들의 권리를 존중하고 생각한다.					
기업별 상호와 개인 책임	1 선진국은 가능한 한 전세계의 소득격차를 줄일 의무가 있다.					
	2 한국은 다른 선진국들이 실시하고 있는 지속가능하고 공평한 행동을 함께 실천해야 한다고 생각한다.					
	3 나는 세상의 불평등 문제에 대한 책임을 느끼지 않는다.					
	4 나는 글로벌 사회에 기여하고 돌려준다는 관점에서 생각하는 편이다.					

[글로벌 역량] 해당 칸에 V 표시를 하세요.

문항	설문내용	설문태도				
		전혀 아니다 1	아니다 2	보통 이다 3	그렇다 4	매우 그렇다 5
자기 인식	1 나는 어떤 문화나 나라에서도 적응할수있다고 자신한다.					
	2 나는 지구 환경이나 사회 문제를 완화할수 있는 곳을 개발하는 방법을 생각하거나 알고있다.					
	3 나는 이 세계에서 가장 걱정되는 문제의 일부에 변화를 가져올 수 있는몇가지 방법을 알고있다.					
	4 나는 내가 걱정하고 있는 글로벌 문제에 대해 다른 사람들과 공유하며관심을모을수있다.					
문화 간의 사소 통	1 나는 다른 문화의 사람들과 상호 작용하고있을 때 무의식적으로 나의 기존 행동과 버릇을 적용한다.					
	2 나는 종종 다른 사람의 문화적 배경에 내 의사소통방식을 적용하는 편이다.					
	3 나는 다른 문화의 사람들과 각각 다른방식으로 소통할수있다.					
	4 나는 한국어 외에 다른 언어를 능숙하게 구사할 수 있다.					
	5 나는 나와 다른 문화적 가치를 갖고있는 사람들과 어울리고 협력하는 것을 환영한다.					
	6 나는 나와 다른 문화의 가치와 관행을 이해하려고 노력하기 때문에 문화/출신에 상관없이 서로의 상호작용을 중재할수있다.					

문항		설문내용	설문태도				
			전혀 아니다 1	아니다 2	보통 이다 3	그렇다 4	매우 그렇다 5
글 로 벌 지 식	1	나는 국제관계에 영향을 미칠 현 재의 문제 및 이슈에 대해 정보를 습득하고 있다.					
	2	나는 많은 사람들앞에서 글로벌이 슈나 문제에 대한 나의 시각이나 생각을 표현하는데 편안한 편이 다.					
	3	나는 글로벌 불평등과 문제를 통 해우려를 표현하는 의견을 SNS, 미디어, 또는 그룹에서 표현한다..					

[지역/글로벌시민참여] 해당 칸에 V 표시를 하세요.

문항	설문내용	설문태도				
		전혀아 니다 1	아니다 2	보통 이다 3	그렇다 4	매우 그렇다 5
시민 단체 참여	1 나는 6개월이내에, 국내외개인및지 역봉사활동에참여에관심을갖고있다. (또는참여했다)					
	2 나는 6개월이내에, 걷거나, 춤, 마라 톤, 그림, 또는자전거일주등다양한 형태의참여를통해세계문제에대해지 지를할의사가있다. (또는지지했다)					
	3 나는 6개월이내에내시간을지역봉사 및해외봉사를위해쓸것이다. (또는봉 사했다)					
	4 나는 6개월이내에세계인권관련단체 및프로젝트, 학술대회등에참여할예 정이다 (또는참여했다)					
	5 나는 6개월이내에경제적, 사회적어 려움을겪고있는국내외사람들을도울 것이다 (또는도왔다)					
	6 나는 6개월이내에글로벌환경문제에 관련된프로그램참여에관심을두고있 다 (또는참여했다)					
	7 나는 6개월이내에세계인류의문제를 고민하고일하는그룹들과교류를가질 의사가있다 (또는가졌다)					
	8 나는 6개월이내에세계문제와관련된 자선활동에참여할것이다 (또는참여 했다)					
정치 적목 소리	1 나는 6개월이내에환경적, 사회적, 또는정치적세계문제에대한나의견 과우려를 SNS나그룹을통해표현할것 이다 (또는표현했다)					
	2 나는 6개월이내에국제웹사이트의정 치, 블로그, 또는채팅방의나의의견 을표현할것이다 (또는표현했다)					
	3 나는 6개월이내에국내외에서개인 이나지역사회를돕기위해추구하는전자					

문항	설문내용	설문태도				
		전혀아 니다 1	아니다 2	보통 이다 3	그렇다 4	매우 그렇다 5
	메일이나서면청원에서명할것이다 (또는서명했다)					
4	나는 6개월이내에글로벌이슈및관심 사에대해공개적조치를취하고있는기 관, 관계부처또는그룹에연락하거나 방문할예정이다 (또는방문했다)					
5	나는 6개월이내에더정당하고공평한 세계를촉진을요구하는내용이담긴표 시 (배지, 스티커, 사인, 팔찌, 책또 는물건)을가지고다닐것이다. (또는참 여했다)					
6	나는 6개월이내에교내외라이브음악, 공연, 연극등을통해젊은사람들이글 로벌문제에대해자신의의견을표현하 는다른이벤트에참여할것이다 (또는 참여했다)					
글 로 컬 시 민 행 동	가능하다면나는항상지역에서재배된 1 제품이나브랜드또는공정무역을통한 물품을구입할것이다.					
	나는판매된수익을통해소외된장소및 2 사람들에게혜택을주는제품을구입할 것이다.					
	나는소외된사람과장소에계약영향을 3 주는제품을적극적으로보이콧할것이 다 (예: 아동노동, 노동탄압등)					

다음은 귀하의 개인적 특성에 관한 질문입니다.

1. 귀하의 성별은 무엇입니까?

(1) 남자 (2) 여자

2. 귀하의 나이 (만)를 표시하세요.

(1) 15 (2) 16 (3) 17 (4) 18 (5) 기타 (정확하게 기재 -----)

3. 귀하의 학년을 표시하세요.

(1) 중 3 (2) 고 1 (3) 고 2 (4) 고3 (5) 기타 (정확하게 기재 -----)

4. 귀하의 학교는 (1) 일반고 (2) 특목고

5. 세계시민교육 및 국제개발협력 관련 프로그램 참가경험이 있나요?

(1) 그렇다 (3) 없다.

6. 있다면, 참가한 단체명 및 시기/기간을 표시해주세요 (1회 이상 참여시 모두 적어주세요)

7. 해외 거주 경험: 있을 시 거주 장소 및 기간 기재

(1) 있다 (2) 없다

8. 해외 연수/ 여행/ 봉사 경험: 있을 시 체류 장소 및 기간, 목적 기재

(1) 있다 (2) 없다

9. 본 프로그램 참가 계기

10. 세계시민교육에 대해 궁금한 점이 있으면 기재해주세요.

H. Statistical Measurement

Test for Bias

Group Statistics						
	GloEd	N	Mean	Std. Deviation	Std. Error Mean	
SR	.0	166	3.2122	.60440	.04691	
	1.0	140	3.1863	.37185	.03143	
GC	.0	166	2.8920	.65496	.05083	
	1.0	140	3.1242	.41456	.03504	
GC	.0	166	3.4118	.57813	.04487	
	1.0	140	3.5008	.27703	.02341	
GC	.0	166	3.1055	.60504	.04696	
	1.0	140	3.1656	.35995	.03042	

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
SR	Equal variances assumed	49.633	.000	-.443	304	.658	-.02597	.05868	-.14144	.08950
	Equal variances not assumed			-.460	279.510	.646	-.02597	.05646	-.13712	.08518
GC	Equal variances assumed	61.460	.000	3.625	304	.000	.23215	.06403	.10614	.35815
	Equal variances not assumed			3.760	283.149	.000	.23215	.06174	.11062	.35367
GC	Equal variances assumed	43.519	.000	1.668	304	.096	.08908	.05339	-.01599	.19414
	Equal variances not assumed			1.760	245.477	.080	.08908	.05061	-.01062	.18877
GC	Equal variances assumed	66.239	.000	1.031	304	.303	.06007	.05828	-.05461	.17475
	Equal variances not assumed			1.074	275.048	.284	.06007	.05595	-.05008	.17022

Reliability Test

		Correlations	
		GCE	Test
gce	Pearson Correlation	1	.713*
	Sig. (2-tailed)		.001
	Sum of Squares and Cross-products	.717	.881
	Covariance	.080	.098
	N	10	10
test	Pearson Correlation	.713*	1
	Sig. (2-tailed)	.001	
	Sum of Squares and Cross-products	.881	2.128
	Covariance	.098	.236
	N	10	10

*. Correlation is significant at the 0.05 level (2-tailed).

Inter-Item Correlation Matrix for Social Responsibility														
after	sr1_1	sr1_2	sr1_3	sr1_4	sr1_5	sr1_6	sr2_1	sr2_2	sr2_3	sr3_1	sr3_2	sr3_3	sr3_4	
.0	sr1_1	1.00	.761	.973	.475	.765	-.300	.597	.563	.465	.637	.515	.305	.477
	sr1_2	.76	1.00	.783	.493	.960	-.269	.723	.807	.217	.452	.646	.432	.194
	sr1_3	.97	.783	1.00	.484	.787	-.304	.623	.580	.510	.638	.517	.362	.499
	sr1_4	.47	.493	.484	1.00	.452	-.078	.542	.516	.040	.428	.444	.092	.222
	sr1_5	.76	.960	.787	.452	1.00	-.302	.703	.780	.228	.465	.615	.444	.194
	sr1_6	-.30	-.269	-.304	-.078	-.302	1.00	-.081	-.073	-.213	-.164	-.125	-.033	-.234
	sr2_1	.59	.723	.623	.542	.703	-.081	1.00	.737	.114	.646	.816	.431	.329
	sr2_2	.56	.807	.580	.516	.780	-.073	.737	1.00	.090	.397	.539	.529	.085
	sr2_3	.46	.217	.510	.040	.228	-.213	.114	.090	1.00	.420	-.057	.206	.748
	sr3_1	.63	.452	.638	.428	.465	-.164	.646	.397	.420	1.00	.619	.107	.474
	sr3_2	.51	.646	.517	.444	.615	-.125	.816	.539	-.057	.619	1.00	.240	.214
	sr3_3	.30	.432	.362	.092	.444	-.033	.431	.529	.206	.107	.240	1.00	.310
	sr3_4	.47	.194	.499	.222	.194	-.234	.329	.085	.748	.474	.214	.310	1.00
1.0	sr1_1	1.00	.804	.923	.750	.830	-.097	.688	.703	.549	.562	.656	.416	.551
	sr1_2	.80	1.00	.848	.730	.971	-.062	.855	.908	.474	.558	.728	.526	.314
	sr1_3	.92	.848	1.00	.690	.873	-.094	.787	.755	.640	.626	.660	.519	.579
	sr1_4	.75	.730	.690	1.00	.716	-.013	.617	.686	.404	.473	.551	.277	.350
	sr1_5	.83	.971	.873	.716	1.00	-.072	.840	.892	.467	.548	.727	.545	.328
	sr1_6	-.09	-.062	-.094	-.013	-.072	1.00	.091	.088	.002	.050	.067	-.058	.029
	sr3_1	.41	.526	.519	.277	.545	-.058	.611	.586	.470	.232	.386	1.00	.297
	sr3_2	.55	.314	.579	.350	.328	.029	.335	.261	.815	.499	.237	.297	1.00
	sr3_3													0
	sr3_4													0

Inter-Item Correlation Matrix for Global Competence													
after		gc1_1	gc1_2	gc1_3	gc1_4	gc2_1	gc2_2	gc2_3	gc2_4	gc2_5	gc2_6	gc3_1	gc3_2
.0	gc1_1	1.00	.583	.718	.101	.663	.685	.651	.713	.390	.636	.472	.733
	gc1_2	.583	1.000	.901	.445	.514	.621	.455	.602	.321	.645	.828	.806
	gc1_3	.718	.901	1.000	.443	.618	.729	.613	.594	.354	.605	.642	.779
	gc1_4	.101	.445	.443	1.000	.268	.326	.500	.191	.464	.493	.371	.223
	gc2_1	.663	.514	.618	.268	1.000	.842	.684	.456	.518	.522	.393	.551
	gc2_2	.685	.621	.729	.326	.842	1.000	.716	.582	.351	.530	.482	.658
	gc2_3	.651	.455	.613	.500	.684	.716	1.000	.472	.462	.641	.315	.449
	gc2_4	.713	.602	.594	.191	.456	.582	.472	1.000	.281	.576	.510	.655
	gc2_5	.390	.321	.354	.464	.518	.351	.462	.281	1.000	.550	.226	.288
	gc2_6	.636	.645	.605	.493	.522	.530	.641	.576	.550	1.000	.643	.628
	gc3_1	.472	.828	.642	.371	.393	.482	.315	.510	.226	.643	1.000	.816
	gc3_2	.733	.806	.779	.223	.551	.658	.449	.655	.288	.628	.816	1.000
	gc3_3	.874	.654	.758	.300	.577	.605	.621	.645	.388	.706	.593	.840
1.0	gc1_1	1.00	.545	.609	.145	.612	.660	.589	.652	.303	.620	.490	.756
	gc1_2	.545	1.000	.954	.663	.553	.679	.612	.417	.647	.786	.910	.805
	gc1_3	.609	.954	1.000	.644	.593	.717	.656	.407	.654	.753	.802	.771
	gc1_4	.145	.663	.644	1.000	.384	.466	.523	.160	.614	.615	.601	.406
	gc2_1	.612	.553	.593	.384	1.000	.812	.792	.405	.648	.716	.506	.519
	gc2_2	.660	.679	.717	.466	.812	1.000	.877	.539	.587	.755	.611	.623
	gc2_3	.589	.612	.656	.523	.792	.877	1.000	.488	.643	.699	.567	.546

	2_4																	
	Ce	.327	.518	.350	.076	.299	.612	.141	.479	.553	.633	.642	.616	1.00	.727	.587	.418	.441
	2_5																	
	Ce	.433	.666	.464	.207	.406	.713	.175	.437	.508	.687	.596	.498	.727	1.00	.699	.344	.573
	2_6																	
	Ce	.309	.517	.346	.063	.448	.465	.076	.358	.423	.486	.567	.380	.587	.699	1.00	.552	.481
	3_1																	
	Ce	.558	.456	.585	.480	.696	.117	.519	.294	.348	.425	.358	.377	.418	.344	.552	1.00	.620
	3_2																	
	Ce	.575	.598	.641	.619	.623	.539	.588	.465	.508	.630	.499	.551	.441	.573	.481	.620	1.00
1.	Ce	1.00	.695	.912	.636	.761	.421	.679	.373	.474	.714	.377	.460	.561	.657	.406	.662	.550
0	1_1																	
	Ce	.695	1.00	.792	.798	.725	.794	.748	.665	.798	.870	.740	.808	.760	.816	.656	.614	.720
	1_2																	
	Ce	.912	.792	1.00	.766	.882	.465	.807	.458	.541	.800	.531	.526	.646	.652	.442	.628	.630
	1_3																	
	Ce	.636	.798	.766	1.00	.839	.473	.910	.522	.635	.708	.540	.664	.470	.506	.418	.489	.615
	1_4																	
	Ce	.761	.725	.882	.839	1.00	.407	.901	.379	.524	.707	.515	.508	.530	.498	.464	.536	.579
	1_5																	
	Ce	.421	.794	.465	.473	.407	1.00	.437	.626	.798	.744	.712	.794	.694	.780	.772	.325	.615
	1_6																	
	Ce	.679	.748	.807	.910	.901	.437	1.00	.451	.563	.699	.528	.599	.516	.463	.359	.523	.588
	1_7																	
	Ce	.373	.665	.458	.522	.379	.626	.451	1.00	.645	.675	.746	.658	.651	.588	.637	.507	.469
	1_8								0									

	2_4																	
	Ce	.327	.518	.350	.076	.299	.612	.141	.479	.553	.633	.642	.616	1.00	.727	.587	.418	.441
	2_5																	
	Ce	.433	.666	.464	.207	.406	.713	.175	.437	.508	.687	.596	.498	.727	1.00	.699	.344	.573
	2_6																	
	Ce	.309	.517	.346	.063	.448	.465	.076	.358	.423	.486	.567	.380	.587	.699	1.00	.552	.481
	3_1																	
	Ce	.558	.456	.585	.480	.696	.117	.519	.294	.348	.425	.358	.377	.418	.344	.552	1.00	.620
	3_2																	
	Ce	.575	.598	.641	.619	.623	.539	.588	.465	.508	.630	.499	.551	.441	.573	.481	.620	1.00
1.	Ce	1.00	.695	.912	.636	.761	.421	.679	.373	.474	.714	.377	.460	.561	.657	.406	.662	.550
0	1_1																	
	Ce	.695	1.00	.792	.798	.725	.794	.748	.665	.798	.870	.740	.808	.760	.816	.656	.614	.720
	1_2																	
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	1_3																	
	Ce	.636	.798	.766	1.00	.839	.473	.910	.522	.635	.708	.540	.664	.470	.506	.418	.489	.615
	1_4																	
	Ce	.761	.725	.882	.839	1.00	.407	.901	.379	.524	.707	.515	.508	.530	.498	.464	.536	.579
	1_5																	
	Ce	.421	.794	.465	.473	.407	1.00	.437	.626	.798	.744	.712	.794	.694	.780	.772	.325	.615
	1_6																	
	Ce	.679	.748	.807	.910	.901	.437	1.00	.451	.563	.699	.528	.599	.516	.463	.359	.523	.588
	1_7																	
	Ce	.373	.665	.458	.522	.379	.626	.451	1.00	.645	.675	.746	.658	.651	.588	.637	.507	.469
	1_8								0									

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.598*	.358	.350	.47646	.358	46.820	7	589	.000

a. Predictors: (Constant), school, DD, gender, RPL, age, after, GloEd

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	74.402	7	10.629	46.820	.000 ^b
	Residual	133.711	589	.227		
	Total	208.113	596			

a. Dependent Variable: SR

b. Predictors: (Constant), school, DD, gender, RPL, age, after, GloEd

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Beta	Lower Bound
1	(Constant)	1.748	.551		3.174	.002	.666	2.829
	GloEd	-.034	.055	-.029	-.627	.531	-.142	.073
	after	-.003	.054	-.003	-.056	.955	-.108	.102
	DD	.831	.078	.595	10.618	.000	.677	.984
	gender	.055	.041	.046	1.348	.178	-.025	.135
	RPL	.119	.040	.100	2.957	.003	.040	.198
	age	.071	.034	.072	2.091	.037	.004	.138
	school	.003	.029	.004	.120	.905	-.053	.060

a. Dependent Variable: SR

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.607 ^a	.368	.361	.47168	.368	49.008	7	589	.000

a. Predictors: (Constant), school, DD, gender, RPL, age, after, GloEd

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	76.325	7	10.904	49.008	.000 ^b
	Residual	131.043	589	.222		
	Total	207.368	596			

a. Dependent Variable: GC

b. Predictors: (Constant), school, DD, gender, RPL, age, after, GloEd

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Beta	Lower Bound
1	(Constant)	1.903	.545		3.491	.001	.832	2.973
	GloEd	.049	.054	.042	.912	.362	-.057	.156
	after	-.003	.053	-.003	-.057	.954	-.107	.101
	DD	.776	.077	.557	10.024	.000	.624	.928
	gender	.100	.040	.083	2.475	.014	.021	.179
	RPL	.116	.040	.097	2.908	.004	.038	.194
	age	.050	.034	.050	1.476	.141	-.016	.116
	school	.020	.028	.023	.687	.492	-.036	.075

a. Dependent Variable: GCE

국문초록

최근 시시각각 변하고 있는 전 세계의 도전과제에 대처하기 위해 개인 또는 지역, 국가 중심의 사고 체계를 뛰어넘는 새로운 교육적 방안으로써 세계시민교육이 급속도로 많은 주목을 받고 있다. 현재 대부분의 세계시민교육의 연구가 개념 및 담론적 이론, 커리큘럼에 치우쳐져 있는 데 비해 아직까지 교육 프로그램에 대한 실증적 효과성 분석 및 논의는 상대적으로 부족한 편이다. 이러한 맥락아래 본 연구는 세계시민성을 증진시키고자 개발된 프로그램의 시범운영을 통해 세계시민교육의 실증적 효과성을 지식획득, 지속, 행동변화의 다각적 측면에서 도출하고 검증하고자 하였다. 이를 위해 우리나라 중고등학교 360명을 대상으로 한 설문조사와 31명을 대상으로 한 인터뷰를 실시하였다. 먼저 혼재되어 있는 세계시민교육의 개념을 조작화하여 실증 연구에서 효과적으로 적용하고자 Morais 와 Ogden (2011)의 세계시민성의 개념적 모델 (사회적 책임, 글로벌 역량, 시민사회 참여)을 사용하여 프로그램 실시 전, 후 및 6개월, 12개월 이후 학생들의 세계시민성의 수준 차이를 비교함으로써 학습결과를 측정 비교했다. 이후, Hart (1992)의 청소년 참여 단계를 사용하여 세계시민성 수준과 실제 참여활동의 상관관계를 살펴보았다. 한편, 본 연구는 전반적인 세계시민교육 프로그램의 효과적 설계 및 실행, 평가 방법을 위해 변화이론 (Theory of Change)와 구성주의 학습이론을 채택, 적용하였다.

본 연구는 결과단계 분석결과는 다음과 같다. 먼저, 실험집단과 비교집단 간 학생들의 세계시민성 수준에 상당히 유의미한 차이가 있었는데 이는 학생의 상황과 수요에 맞춰 구성된 프로그램의 중요성을 보여주었다. 한편 학습자들의 프로그램 이후 세계시민성의 지속성을 지켜본 결과 우선 6개월 간은 수준의 변화가 없었음을 알 수 있었

다. 그러나 12개월 이후 학생들의 수준은 유의미하게 줄었으나 여전히 교육 시작 전보다 높기 때문에 교육의 지속성이 있다고 해석되었다. 또한 입시 위주의 교육이나 주변 환경 등의 변수가 학습지속성을 상쇄할 수 있는만큼 세계시민성에 대한 지속적인 재교육이 필요하다고 보여진다. 마지막으로, 세계시민성 수준이 높을수록 학생들의 참여 활동 수준 또한 높아짐을 알 수 있었다.

결론적으로 본 연구는 세 가지 차원에서 성과 및 시사점이 도출되었다. 첫째, 이론적 차원에서는 세계시민교육 프로그램 효과성을 위해서는 계획단계에서부터 평가단계까지 체계적으로 아우를 수 있는 틀과 교육적 수요와 상황을 고려한 교육 프로그램의 중요성을 확인할 수 있었다. 또한 실제 교육 현장과 긴밀히 맞닿아 있는 교육인만큼 현재 혼재되어있는 세계시민교육에 대한 정의 및 개념을 좀 더 체계적인 개념분석 틀에 근거하여 조작화하고 적용되어야 함을 확인하였다. 둘째, 방법론적 차원에서 본 연구는 단기적 학습 성과 뿐만 아니라 중장기적인 학습의 효과성을 도출하는데 기여하였다. 또한 이중차감법, 일반선형모형 및 순서형 로지스틱 회귀 모형 등 여러 분석방법론을 통해 보다 정확한 분석결과 도출 및 결과에 대한 내/외적 타당성을 높이고자 했다. 마지막으로 실용적 측면에서 본 연구는 세계시민교육의 개발, 실행 및 평가를 위한 틀을 설계하기 위한 고려사항 및 권장사항을 제공하는 한편 학습 활동을 촉진하는 방안으로서 변화이론 및 구성주의 학습을 소개함으로써 더 나은 학습과 변화를 달성하는데 기여하였다.

주요어: 세계시민교육, 변화이론, 구성주의교육, 효과성, 지속성, 청소년참여

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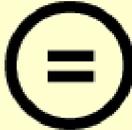
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**Learning to Change:
Program Evaluation of Global Citizenship
Education in South Korea**

세계시민교육 프로그램의 교육효과에 대한
실증연구: 지식획득, 지속, 그리고
행동변화를 중심으로

2015 년 8 월

서울대학교 대학원
협동과정 글로벌교육협력
심 회 정

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지도교수 고 길 곤

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Learning to Change:
Program Evaluation of Global Citizenship
Education in South Korea

by

HeeJung Raina Sim

A thesis submitted to the Department of Education in
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ABSTRACT

Learning to Change : Program Evaluation of Global Citizenship Education in South Korea

HeeJung Raina Sim

Global Education Cooperation
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A staggering number of studies, programs, and organizations exist that explore the dynamics of global citizenship education (GCED); yet, despite its continuous development and interests, there is still little evidence of the effectiveness of GCED, and more importantly, of how GCED can be effectively taught and delivered. Recently, a few empirical studies on the effectiveness of learning GCED have surfaced. However, little causal research has been done to confirm the effectiveness of GCED and how it compares to “traditional” learning activities. Such problems may lead to difficulties for GCED to establish its legitimacy as a research field and may result in soon being replaced by alternatives.

In response, this dissertation study addresses major gaps in the literature by evaluating the effectiveness of a GCED program implemented among South Korean secondary school students. The

theory of change (ToC) and constructivist learning theory (CLT) were integrated as the underlying theoretical frameworks guiding the empirical inquiry. To measure the effectiveness of GCED on individual students, the study employed both quantitative and qualitative approaches. For the quantitative phase, a difference-in-differences, longitudinal¹⁾, repeated measures research design was done, with a total of three hundred and six (306) matched pairs. In the qualitative phase, a content analysis of thirty-one (31) open-ended and semi-structured interviews, using confirming sampling was conducted.

The results attest to a significant effectiveness of GCED on students' learning outcomes when the program was designed with the usage of sound instructional theory, CLT. The participant group had a significantly higher level of social responsibility, global competence, and civic engagement than the comparison group which did not participate in the GCED program. Furthermore, these positive learning outcomes on participants persisted for more than a year. While the GCED learning outcomes had diminished over time, the level of global citizenship indicated higher than that of the group without the GCED program. Most importantly, the study found a positive correlation between the GCED learning outcomes and the degree of youth participation.

From a theoretical aspect, this research contributes to the GCED assessment that was built upon a utilization of ToC and CLT. The study further enriches the existing literature by providing a systematic conceptual analysis of GCED to serve as a foundation for the empirical evaluation. From a methodological point of view, the study provides rigorous, reflective and relevant methods of measuring the impact of GCED not only in the short term, but also in

1) up to 12 months

intermediate and longer terms. The study further offers the use of sophisticated statistical analyses, such as a difference-in-differences, a 3-general linear model (GLM), repeated measures and an ordered logistic regression to improve the methodological rigor and internal validity, as well as external validity of the findings. From a practical perspective, the study provides considerations and recommendations for designing frameworks for the GCED program development as well as guidelines to facilitate the learning activities that are largely focused on ToC and CLT, thereby achieving better learning and change.

Keywords: global citizenship education, theory of change, constructivist learning theory, impact study, retention, youth participation

Student Number: 2012-30432

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ABBREVIATIONS

AC	Assessment Center
CE	Civic Engagement
CIPP	Context, input, processes and products
CL	Constructivist Learning
CLT	Constructivist Learning Theory
CSO	Civil Society Organization
DD	Difference-in-Differences
DoP	Degrees of Participation
ECC	Essentially Contested Concept
EFA	Education for All
ESD	Education for Sustainable Development
GC	Global Competence
GCE	Global Citizenship Education Learning Outcome (as a part of assessment criteria)
GCED	Global Citizenship Education
GEFI	Global Education First Initiative
GLM	General Linear Measure
IDEAL	Identify the problem; define the problem; examine the options; act on a plan; look at the consequences,
KOICA	Korea International Cooperation Agency
LEAD	Leadership, Education and Development
OECD	Organization for Economic Co-operation and Development
OLS	Ordered Logistic Regression
PSA	Propensity Score Analysis
SDG	Sustainable Development Goal

SPSS	Statistical Package for the Social Science
SR	Social Responsibility
RPL	Recognition of Prior Learning
ToC	Theory of Change
UNESCO	The United Nations Educational, Scientific and Cultural Organization

Chapter 1

INTRODUCTION

*“I believe that (the) educational process has two sides
- one psychological and one sociological...
Profound differences in theory are never gratuitous or invented.
They grow out of conflicting elements in a genuine problem.”*

- John Dewey, *My Pedagogic Creed* (1897)

1.1. Importance of Educating Global Citizenship as a Research Subject

The past decade has witnessed exponential growth in the interest in global citizenship education (GCED) across the world (Su, Bullivant and Holt, 2013), and South Korea is no exception. The number of GCED-related programs in South Korea has increased threefold from 2005 to 2015 (Lee, 2009; Sim & Kim, 2015). As the UN General-Secretary Ban Ki-Moon introduced ‘fostering global citizenship’ as one of the key priorities²⁾ in his Global Education First Initiative (GEFI) in 2012, the South Korean government began to recognize its importance as a promoter of paradigm shift in education; hence, it actively supported GCED as a part of the national education agenda. In a bid to promote and support GCED, the government further pushed its efforts to lobby for GCED to be at the heart of the Sustainable Development Goals education targets,³⁾ promoting quality education for

2) The key priority areas of GEFI include: putting every child in school, improving the quality of education, and fostering global citizenship (GEFI, 2012).

all (Chung, 2014; Ministry of Foreign Affairs of the Republic of Korea, 2013).

In an interconnected and interdependent world, the promotion of GCED is essential for citizens to understand that their individual and collective actions have a local/global impact, and to be called upon to engage in positive actions for their communities and beyond. Such goals and objectives of GCED support the conventional wisdom: “All education is good, and the more of it one has, the better” (Orr, 1994, p.5). Researchers have contributed to this belief and therefore emphasized the effectiveness of GCED at both the community and global level (Davies, 2006). Nevertheless, only a few studies critically review the conceptual definition of GCED and evaluate its effectiveness (AUCC, 2006). To date, most studies have been qualitative (Massy, 2014; Mahlstedt, 2003; Streitwieser & Light, 2010; Perdue, 2014), while efforts towards the quantification of educational impact have recently been undertaken by a relatively small number of researchers (Anthony, Bederman, Miller, & Yarrish, 2014; Gisolo & Stanlick, 2012; Hartman, 2009; Kang & Oh, 2015; Kim & Shin, 2014; Kronfli, 2011; Sung, Lee, & Kim, 2013). Even among the quantitative studies, many seem to have severe methodological deficiencies, which strongly limit the validity and reliability of the results. For instance, out of nine quantitative evaluation studies, most of them are ex-post examinations without properly measuring the direct effectiveness of GCED programs

-
- 3) “The vision of post-EFA is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed Sustainable Development Goals (SDGs).” “The new vision is fully captured by the proposed SDG 4 “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all” and its corresponding targets” (UNESCO, 2015). The SDGs will be agreed at the UN summit in September 2015 in New York and replace the Millenium Development Goals (MDGs).

(Anthony, Bederman, Miller, & Yarrish, 2014; Gisolo & Stanlick, 2012; Kim & Shin, 2014; Kronfli, 2011) or do not utilize comparison groups (Anthony, Bederman, Miller, & Yarrish, 2014; Gisolo & Stanlick, 2012; Kang & Oh, 2015; Kim, 2011; Sung, Lee, & Kim, 2014). If the GCED evaluation studies is filtered by counting only studies, using an ex-ante, ex-post design with comparison groups and a sample size (n) of more than 100, then only one study is left to be examined further (Hartman, 2009). Such investigation may support the claim that limited rigorous empirical research designs are being used to validate the values and outcomes of GCED. Thus, undisputedly many researchers and practitioners have called for more research into the evaluation of GCED, especially requiring a more rigorous research design (Brigham, 2011; Pigozzi, 2006). Davies (2006) identified the need for research on both the short and long-term evaluations of GCED. She noted (as cited in Boum, 2007): “There is a need for assessing the impact of teaching and learning on young people’s attitudes and dispositions to challenge injustice and violence” (p.33).

In sum, despite continuous efforts to expand GCED program offerings worldwide, it still remains questionable whether these programs are effective and how they affect the learners. Given the importance of GCED and the dearth of empirical research on its effectiveness, it is, therefore, of theoretical and practical relevance to study the effectiveness of GCED.

1.2. Research Purpose and Questions

The purpose of this research is to examine student learning, retention, and transfer from a GCED program to actual youth participation, thereby advancing the existing literature by bridging the gap between different studies that probe the effectiveness of GCED. In order to advance the theoretical development of the subjects while generating methodological and practical implications, the following research questions have been chosen.

1.2.1. GCED Learning Acquisition and Outcomes

As aforementioned in section 1.1, there are few and ambiguous results of learning outcomes regarding the effectiveness of GCED. The first research question hence concerns with assessing the outcomes of a GCED program.

Research Question 1: What outcomes have students achieved as a result of participating a GCED program?

Just as all educational programs, GCED contains intended educational objectives/outcomes. To evaluate the effectiveness of a GCED program, the study should nevertheless clarify the conceptual boundary of GCED and the dimensions of its impact, as well as their operationalized measurement. Not surprisingly, many competing and even contradicting definitions on GCED have been proposed. If the study neglects the

ambiguity of the GCED concept and intended educational objectives/outcomes, definitions of GCED impact may be misleading; thereby arriving at erroneous conclusions, which is what has been found in former literature. Therefore, this first research question calls for additional steps which consist of setting a conceptual boundary of GCED, identifying dimensions of intended GCED outcomes, and developing an appropriate educational instrument to measure them.

1.2.2. Validation of Learning Effectiveness: Retention

Retention refers to “the persistence of original learning over a period of no practice” (Edwards, 2010). In educational program assessment, ‘retention’ of educational outcomes is often regarded as one of the most complex and often-studied issues since it can directly/indirectly indicates the effectiveness of programs (Lang, 2003). Nevertheless, the persistence of GCED learning outcomes, as Davies (2006) has argued, remains a research gap since the existing literature still often focuses on short-term outcomes of GCED. Therefore, the second research question aims to measure the persistence of GCED learning outcomes over time.

Research Question 2: What was the retention pattern of the students after the completion of the GCED program?

Assuming that there was a positive outcome of GCED, how long does this result last? In addition, if the strength of gained learning outcomes

diminishes after the completion of the GCED program, then there would be a serious need to reconsider and redesign the GCED program. To answer the second research question, data are collected from the assessments used before and after the intervention program, and from the follow-up survey questions which are mostly identical to questions used to determine what construct the students retain. In addition to the survey, the study further investigates student retention of GCED learning outcomes using semi-structured interviews.

1.2.3. Validation of Learning Effectiveness: Transfer

Traditionally, transfer of learning is often defined as applying what one has learned in one situation to another (Reed, 1993). While decades of research have dealt at length with how to turn knowledge into practice/action (Carr & Kemmis; 2003; Nisbet, 2010), the attained global citizenship learning outcomes have yet to be empirically linked to subsequent actual youth participation.⁴⁾ Green (2012) highlighted some of the key features of GCED which are: “voluntary action that can extend from local to [global] collectives, the practice of cultural empathy, and a focus on active participation in social and political life at [both] the local and global level” (p.124). Thus, this research is concerned with whether students are able to transfer their gained learning into action, in this case, youth participation.

4) Definition of youth vary significantly. In general, young people, young adults and adolescents may be used interchangeably – all referring to people 10 to 24 years of age. The term youth participation, engagement, action and involvement are also used interchangeably, though the term youth-adult partnerships is used in a narrower sense, referring to one aspect of youth participation (Collins & Clark, 2013).

Research Question 3: Does gained learning of students' global citizenship transform into actual youth participation?

This question is used to guide sufficient and meaningful practice to help ensure that the GCED learning outcomes are retained and recognized as appropriate to apply to all relevant situations. In this case, a simple binary measurement that classifies parts as 'yes' or 'no' can be used to measure action prediction. However, in order to investigate the correlations between the GCED learning outcomes and youth participation in depth, the study further subdivides the types of youth participation, which provides a more robust measurement.

1.3. Research Relevance

Given the importance that GCED has in today's educational movement and direction, this dissertation study is relevant. First of all, this research meets the growing demands for more evaluation studies of GCED programs. The academics and practitioners of GCED need to continuously review the impacts of the educational program to enhance the learning outcomes which they endeavor to facilitate. Meanwhile, students and funders of the program including the government may seek empirical studies that validate the effectiveness of programs. The relevant evaluation information can be the key condition necessary to make GCED more sustainable.

Another contribution is the utilization of rigorous research design. To produce better scientific evidence, this research combines

both quantitative and qualitative approaches to evaluate of the GCED program. In the quantitative approach, the study employs before/after, treatment/control design to minimize internal validity threats including maturation, history and selection bias. The study analyzes the collected data using the difference-in-differences (or ‘double-difference, DID) method, which calculates program effects better than simple intervention and control group comparison. Meanwhile, the study further performs interviews to validate the statistical findings. Given that the survey is not sufficient for analyzing educational impacts, interview and in-depth analysis on the perceptions and behavior changes of students is necessary.

This dissertation study also analyzes the effectiveness of GCED using multiple operationalizations. Instead of single measures of GCED goals, three values including ‘social responsibility,’ ‘global competence,’ and ‘civic engagement’ are used as dependent variables. At the same time, the study considers a time variable as the gained learning outcomes from GCED may not persist. Finally, as it is expected that the gained learning outcomes should transform into action, this study tests if GCED affects students, in that they go on to participate in more activities related to their local/global communities. Therefore, this dissertation can access the effectiveness of a GCED program on the intended educational substances, the persistence of learning outcomes and knowledge-to-action relationships.

As such, this study elaborates the effectiveness of GCED in depth. Furthermore, it deals with three important research gaps based on those identified literature. First, a GCED pilot program is tested with respect to its effectiveness and added to the current discourse on

the GCED evaluation studies. Second, the retention period of GCED learning outcomes after the end of the program is explored. This is of importance from theoretical and practical perspectives. If a GCED program has positive effects on its learning objectives, then how long does this impact last? Lastly, the links between GCED and actual community/global participation are analyzed and discussed. Since a validation of the correlation between learning outcomes and student's actual participations is empirically lacking, the research gap opens a potential to further design and implement a framework for transferring knowledge into action.

1.4. Research Scope

Although this topic opens up a great number of research opportunities, it is important and sufficient to define the research scope in order to be feasible. First of all, the geographic location will be limited to the metropolitan area of Seoul, South Korea. It may influence on the overall dynamic and attitude that participating students may bring to a GCED program. Secondly, this study mainly targets upper secondary level students. The question of what age level would be the best for GCED is not the focus of this research, although it may be an intriguing future research topic. Thirdly, whilst one of the strengths of this dissertation research is that longitudinal aspects are considered by following the program participants' development throughout a year, the research scope does not further track them for more than a year after participating the program in order to assess the possible conversion/transfer of learning outcomes into actual actions and

behaviors. However, this may be fruitful ground for a possible follow-up research in the future. Fourthly, the content and context of a GCED program as such is not a focus of this study; however, the GCED programs analyzed in the study are found to be incompatible with testing. Hence, the study develops and utilizes a pilot GCED program based on appropriate pedagogical models. Lastly, exogenous factors that influence GCED learning outcomes during the time of the program (e.g., family or friends) will not be separately considered. Rather, these factors are indirectly captured through attitudinal variables.⁵⁾ but are not specifically identified or isolated.

5) background information

1.5. Dissertation Structure

The exposition of this dissertation is shown in Figure 1.1.

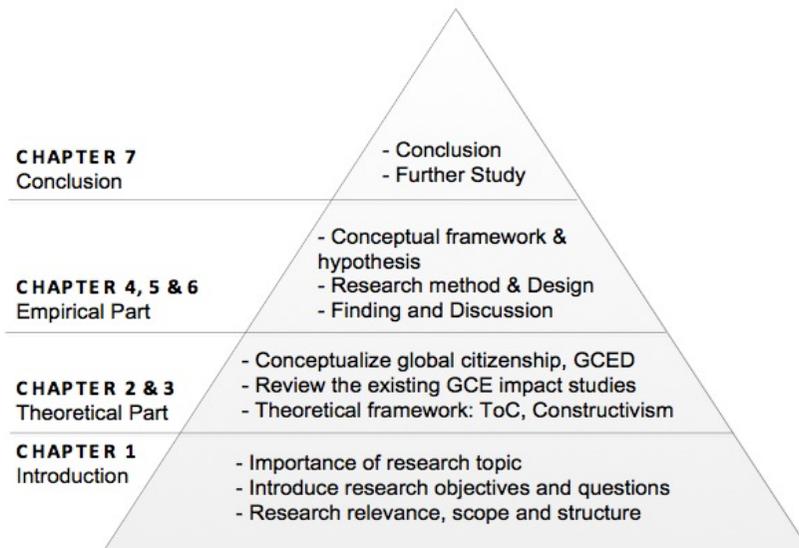


Figure 1.1. Overall dissertation structure

The first chapter (Chapter 1) introduces the overall research topic, outlines three research questions and elaborates on its research relevance. It also reviews the scope of the research and concludes with the overall structure of dissertation. Chapter 2 conducts conceptual analysis of the concept of GCED and global citizenship, to better understand the theoretical and normative basis upon which empirical measures are to be based. Chapter 3 analyzes the current strands of literature in the field of GCED evaluation and provides theoretical frameworks throughout the study. Then, Chapter 4 presents research hypotheses as well as the overall conceptual framework of the

dissertation. Chapter 5 describes the methods used in detail; data acquisition methods and measurement intervals are also explained. It also presents the operationalization of the methods and the key variables for data analysis. Chapter 6 presents the results of the empirical analysis for the research questions. Lastly, the study concludes with Chapter 7, which further elaborates the discussion of the empirical results, elaborates the implications and contributions for theory, practice and methodologies. It also discusses the limitations of the research and provides further directions for future avenues of research.

Chapter 2

CONCEPTUAL ANALYSIS OF GLOBAL CITIZENSHIP AND GCED

“Concepts are a central part of our theories.”

- J.S. Mill (1994)

“Before we can investigate the presence or absence of some attribute or before we can rank objects or measure them in terms of some variable, we must form the concept of that variable.”

- Barton and Lzarsfeld (1955)

2.1. Introduction

The concept of GCED has created significant research interest in the education field at all levels; yet, scholars to date have provided limited answers to the question of whether and how GCED itself may or may not impact on students' learning outcomes. Such ambiguity has to some degree been caused by the difficulty in interpreting and developing GCED from multiple points of view with conflicting agendas and understandings. Therefore, it proved even more difficult to attain a consensus on indicators to measure GCED. Davies (2008) noted, “[GCED] is a contested field as definitions of ‘global citizenship’ are not without problems” (p.1) Moreover, scholars continue to argue that it lacks clarity of research scope or understanding of the conceptual framework at large (Maringe & Foskett, 2010). Johnson (2010) asserted that the term GCED is often used with a sense of ambiguity and

specifically for its significance on meaning and values, “which can potentially cause disjuncture between the intention and practice, [and outcomes]” (p.6) for GCED practitioners, policy makers and academics.

The primary purpose of this study is to conduct an empirical analysis of GCED with sufficient data and methodological rigor; however, the empirical results may not be supported under different definitions of the term. This chapter therefore aims to review GCED-related literature and provide comprehensive GCED concepts while delineating the scope and conditions under which it applies. Specifically, it identifies how the conceptual and theoretical understandings of GCED have been proposed from different contexts in literature, categorizes major competing definitions, and finally discusses how it can be applied as a stepping-stone for future empirical analysis.

2.2. Global Citizenship and GCED: A Review of Concepts and Reconstruction Process

Collier and Mahon (1993) wrote that stability and shared understanding of concepts are “very essential foundation[s] of any research community” (p.845). Historically, conceptual contestation or confusion has been dealt with in the field of Social Science.⁶⁾ Thus, the issues surrounding the definition of GCED can be alleviated through conceptual analysis strategy. In order to construct a fundamental and

6) Looking at relevant insights from GCED research and educational science, this research actually touches on the field of social science at two points: (1) the promoting global citizenship is a part of social processes taking place within local/global society; and (2) the role of education as an agent or instrument of social change/development has widely been recognized throughout the time.

operational definition of GCED, this study follows Giovanni Sartori's (1984) approach. According to Sartori (1984), who has a high reputation in the field of Social Science, there are three most common ways to simplify a newly introduced concept in an emerging field: (1) anatomy, (2) concept formulation and (3) concept reconstruction. The first consists of "sorting out the constituent elements of a given concept, which are its characteristics, properties, or attributes" (p.11). The second involves creating a new concept, whereas the third entails collecting representative concepts that are already formed and extracting essential characteristics out of them. Considering the purpose of methodological discussion, the method of concept reconstruction is a feasible approach and seems most adequate. Hence, different GCED definitions – several with backgrounds in fundamentally distinct approaches – are collected and empirical research can be carried out with a background of essentially distinct GCED concepts.

2.2.1. Strategy for the Concept Reconstruction

A concept is a general understanding of a unifying idea that is comprised of three elements, namely, (1) term, (2) meaning and (3) referent; each component interacts and is interdependent with the two other components (Sartori, 1984). For instance, the intention (connotation) of a concept "consists of all the characteristics or properties of a term that is assignable to a term under the constraints of a given linguistic-semantic system" (1984: 24). On the other hand, the extension (denotation) of a concept consists of the referent.

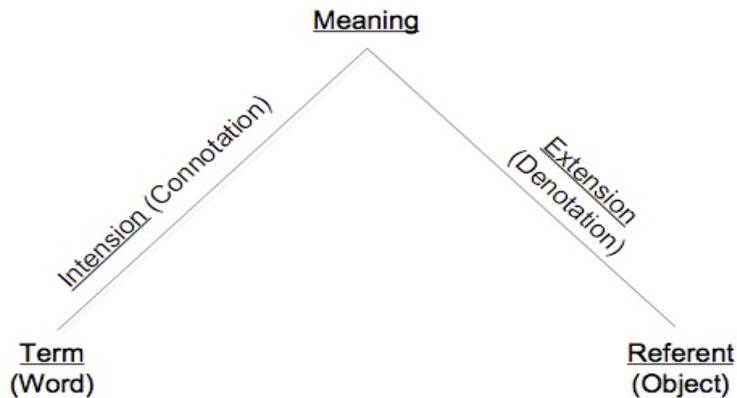


Figure 2.1. The basic scheme of a concept
(Source: Sartori, 1984)

How, then, does concept reconstruction using those elements really work? The semantic reconstruction of a concept begins with a review of the relevant scholarly literature. The process consists of compiling lists of explicit definitions, extracting their key characteristics, and organizing them in a matrix (Sartori, 1984). While definitions are typically numerous, characteristics are relatively much fewer. For instance, there are more than a hundred definitions of the concept of ‘consensus’ from the relevant academic literature; yet few concepts even have as many as nine characteristics including: diachronic, societal level, society as unit, goal agreement, procedure agreement, policy agreement, individual measure, legitimacy source and moral foundation. Based on this, the notion of consensus can be reconstructed as ‘a form of accepted agreement, varied in its unit or level, consisting of societal goals, and the acceptance of the policy decision making process. It can also act as a source of legitimacy or a moral basis.’ Likewise, once the

connotation of a concept is systemized, determining the scope of extension should follow. With this in mind, it is always necessary to measure the degree of boundlessness and denotative discrimination. For instance, if one defines a table as a wooden structure that has four legs, tables with three or six legs or tables with other structures are then naturally exempted. In this case, if the boundary of this concept is extended as 'a piece of furniture, which provides a level surface on which objects can be placed,' the concept becomes more adequate. Here, the boundlessness of a concept can be remedied by increasing the number of its properties; and, as additional properties are entered, its discriminating adequacy is improved .

Given this example, the same set of rules may be applied in reconstructing the concept of GCED for the purpose of study: first, collecting a representative set of terms/definition; second, extracting their characteristics; and lastly, constructing matrixes that meaningfully organize such characteristics. However, during the process, the concept may or may not be adequate depending on where its boundary is set. Likewise, the boundlessness of the concept of GCED should be alleviated by increasing the number of its properties as much as possible. Thus, the study also investigates the core characteristics of global citizenship as well as the set of associated, neighboring concepts of GCED (e.g. global education, education for international understanding).

2.2.2. Representative Definition Set of GCED

The following table (Table 2.1) attempts to summarize pertinent concepts of GCED given by international organizations, civil society organizations, academics and research institutions.

Table 2.1.
Outlines of Proposed Concept of GCED

Author	Concept
Davies, Evans, & Reid (2005)	<ul style="list-style-type: none"> ▪ Grown out of the practice of global education, [GCED] focuses on international awareness through participatory learning and by engaging in holistic learning activities (p.6).
O'Sullivan & Pashby (2008)	<ul style="list-style-type: none"> ▪ GCED encourages students to understand globalization, to adopt self-critical approach to how they and their nation are implicated in local and global problems, to engage in intercultural perspectives and diversity, and to recognize and use their political agency towards effecting change and promoting social and environment justice (p.17).
Park (2013)	<ul style="list-style-type: none"> ▪ GCED is education that empowers learners to engage and assume active role both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world (p.34). ▪ GCED provides a transformative experience, giving learners the opportunity and competencies to consider their rights and obligations to promote a better world and future (p.34).

Author	Concept
UNESCO (2013)	<ul style="list-style-type: none"> ▪ Empowering learners to engage and assume active roles, both locally and globally: Education which aims to develop the knowledge, skills, values, and attitudes learners need for securing a world, which is more, just, peaceful, tolerant, inclusive, secure and sustainable; ▪ Conceived as a transformative learning process; ▪ Flexible and variable pedagogical approaches can be applied; ▪ Transdisciplinary field: It applies a multifaceted approach employing concepts, methodologies and theories from related fields.
Oxfam (2006)	<ul style="list-style-type: none"> ▪ Education that helps enable young people to develop the core competencies which allow them to actively engage with the world, and help to make it more just and sustainable place.
Education Above All (2012)	<ul style="list-style-type: none"> ▪ GCED is a transformative learning process, which plays a pivot role in socialization of the future citizens whilst developing their value and attitude. ▪ GCED is an umbrella term covering themes such as life skills education, peace education, and human right education. Of particular, importance in many setting is acceptance of diversity, respect for the rights of others, and the development of collaboration skills to peacefully solve shared problem. ▪ GCED is education that prepares students to play an active role and positive role in their dealing with school, family, society and globally. This includes being active and responsible participants in their own community, and when possible being active and responsible participants in the wider community of human being, their own regions and on Planet Earth.

As illustrated in Table 2.1, distinctive orientations on GCED have been proposed and have emerged across the literature and practices; therefore, formulating a consensus on GCED through comparative literatures seem to be challenging and inconsistent since the terminology is not universally accepted. In this regard, Park (2013: 24) further stressed that confronting the differences in how the very notion of GCED should be constructed is of a higher imperative than articulating the boundaries within which GCED takes place:

Is GCED a conflation of the two discrete meanings in 'global' and 'citizenship education?' Or is it a conflation of the terms 'global citizenship' and 'education?' Upon first glance, the former infuses elements of the global – how the global imagination works at the local level in affecting the individual subject's action – to existing citizenship education, while the latter emphasizes idealized models of global citizenship and cosmopolitan identity into educational contexts. The confusion is exacerbated as theorists draw from a wide range of disciplines and perspectives to explain the different constructs.

His argument is further supported by Peters and et al. (2008), thus there can be no absolute definition of GCED as concept of 'global,' 'citizenship' and 'education' are all contested and still open to debate and revision.

Conceptual Dialogues in South Korea

Pike (2000) argues that despite the fact that the overall ideas or purpose of GCED may be largely consistent at the global level, a more detailed notion of GCED significantly varies at the local level as each country reveals layers of national distinctiveness depending on its historical, cultural, economic and socio-political contexts.

Notably, the notion of GCED has continuously captured the attention of many scholars and practitioners in South Korea since its discourse has often been associated with the impact of globalization (*segzehwa*).⁷⁾ Nevertheless, the existence of conceptual disputes in South Korea has become multifaceted and entrenched, as Sung (2010) suggested, due to the following reasons: (1) an ethnically and linguistically homogeneous society, (2) copied orientalism based on competitive nationalism, (3) low understanding of human rights, (4) the history of the North-South split and (5) the school system. Sung (2010) first argued that the ideology of one nation, one race, and one language has strongly dominated the Korean society for a long time due to its unique geographical condition.⁸⁾ Recently, there are growing numbers of migrants, which challenges such ideology. Nevertheless, more than ninety-eight percent of the population represents Korean ethnicity, and “pure-bloodism” is still wide-spread in the society. Secondly, Sung pointed out that the notions of Korean ethnocentrism and copied orientalism enforce South Korea’s superiority over other minority groups from economically marginalized countries or those

7) The word *segzehwa*, primarily coined by the former President Kim Young Sam (KYS), has become an important and popular lexicon in South Korea over the last decades (Schattle, 2015).

8) South Korea is a relatively small peninsula surrounded by water on three sides without the presence of international borders.

made up of people with darker skin. His argument was further supported by Kang (2014), who described portrayed the unequal power relationship between South Koreans and immigrant groups in contemporary Korean society. Third, Sung argued that despite its remarkable economic growth, there has been relatively little attention given to human rights in South Korea. Similarly, Moon and Koo (2011) pointed out that the wave of democratization in the early 1990s provided the necessary socio-political context for globalization to occur, but the emphasis on global citizenship themes was unable to gain traction until the late 1990s and early 2000s (Moon & Koo, 2011). In this regard, they claimed that “the emergence of GCED may appear to be a peculiar development within the Korean domestic context, but situated within the larger global context of educational reforms, it seems almost natural and taken-for-granted” (p.18). Fourth, Sung reported that the uniqueness of the North-South relationship adds another layer of complexity. According to him, penetrating GCED may be difficult without facilitating peaceful coexistence and reconciliation based on an understanding of the unique conditions of inter-Korean relations. Lastly, Sung claimed that the prevailing educational context in South Korea remains distant from the notion of GCED. College admission in South Korea is still seen as a ‘make-or-break’ moment for many students since admission to top-tier universities is regarded as the first step towards a successful career path. Thus, Korean secondary education heavily focuses on a millennium-old teaching approach of rote memorization and regulation instead of fostering students’ development of creativity, critical thinking skills and collaborative learning (Auh, personal communication, May 20, 2015). This narrow

intellectual and practical focus has further complicated the notion of GCED.

In addition to Sung's arguments, language translation is regarded as an amplification of complexity and confusion in the GCED concept in South Korea. Currently, most GCED research and practice has been translated into Korean from the Western schools of thought; consequently, there have been continuous debates and challenges over its terminology and intentions among Korean scholars and practitioners. As a result, many different discourses dealing with the notion of GCED have been developed. It is beyond the scope of this study to further investigate related literature. However, it is worth noting that this conceptual juxtaposition during the language translation process, as well as the understanding of intended meanings of intention from GCED literature may lead to unavoidable terminology controversies. These are mainly due to the cultural differences between the literature publications and the readers. For instance, there is often a cultural misunderstanding that leads to the assumption that the concept of GCED necessarily means educating to nurture global 'leaders' or 'talents' in response to globalization (KOICA, 2014; Sung, 2010). Thus, a good deal of attention in education seems to have been devoted to organizing different types of programs to meet the demands of parents who wish to have their children educated in programs based on international values and often in contexts beyond their home country.

Associated and Neighboring Concepts of GCED

Meanwhile, the concept of GCED is intertwined with a large number or overlapping educational areas. Since these education contexts are important entry points for GCED, a brief overview of interrelated concepts is given and related literatures is reviewed in Table 2.2. As implied, GCED has emerged throughout the course of history and the rationales behind these educational areas have evolved and developed. Thus, the breadth of meaning and activity covered by the above educational movements should be embraced and the overlap between them and GCED should be recognized. However, GCED still takes a different stand in that it entails a basis for provoking a sense of duty and volunteerism for the common good of humanity as well as the Earth; put simply, it establishes a general framework for social

Table 2.2.
Overlapping Education Contexts within GCED

Overlapping Education	Content of Mutual Concerns with GCED
Global Education	<ul style="list-style-type: none">▪ Global outlook▪ Multiplicity of perspectives▪ Futures▪ Personal development▪ Education for problem solving▪ Engagement in shaping the future

Overlapping Education	Content of Mutual Concerns with GCED
Human Rights Education	<ul style="list-style-type: none"> ▪ Human dignity ▪ Economic, social, political and cultural rights ▪ Rights and responsibility ▪ Education for an in rights ▪ Engagement in actions for justice.
Development Education	<ul style="list-style-type: none"> ▪ Global development ▪ Inequality ▪ Views and perspectives of the marginalized ▪ Economic/political reform ▪ Education for and in development ▪ Engagement in economic/political change.
Education for International Understanding	<ul style="list-style-type: none"> ▪ Cross-regional and cross-cultural understanding and cooperation ▪ Increased senility of and sympathy for others.
Multicultural Education	<ul style="list-style-type: none"> ▪ Transformative learning to alleviate discrimination ▪ Equity, unity within diversity, justice.
Education for Sustainable Development	<ul style="list-style-type: none"> ▪ People-nature interdependence ▪ Future focus ▪ Common agendas for sustainability ▪ Education for sustainability ▪ Personal and societal behavior regarding production and consumption.

(Source: Fricke & Gathercole, 2015: 18)

responsibility for all. GCED represents, and not only in the examples above, a number of overlapping educational fields such as democratic education, peace education, environment education, multicultural education and human education (Park, 2013). To better understand the topic, an integration of insights from many disciplines should be considered. If not, an ambiguity in the meaning of GCED can potentially cause a disconnect between intention and practice for both academics and practitioners. In this light, the following conceptual overview of global citizenship should assist in formulating or clarifying the definition, identifying the elements that are central to the educational vision and contributing other dimensions.

2.2.3. Characterizing the Concept of Global Citizenship

The definitions of global citizenship abound, as the term ‘citizenship’ itself is at the center of debates within and across national borders, either explicitly or implicitly. Tawil (2013) claimed that the concept of citizenship has historically referred to “membership of an individual to a political community defined within the contours of the nation state” (p.2). He further stated:

Such membership involves both a sense of belonging to the national political community, as well as a form of action. Moreover, as a form of action, the notion of citizenship has implications for rights and entitlements, as well as for duties and responsibilities within the context of the nation-state (Davies, 2006; Lynch, 1992). Having said this, citizenship is a

contested notion, subject to a variety of interpretations, not only in divided societies, but also in the case of the relationship between indigenous populations and other cultural minorities and the State. Moreover, the rights associated with citizenship are often denied to migrant groups, in particular to refugees. Any attempt to transpose the notion of citizenship beyond the nation-state to the global level thus becomes even more problematic, particularly from a legal perspective (p.2).

Here, it is important to acknowledge that the traditional conception of 'national citizenship' has been rapidly changing under the impact of the multiple processes associated with globalization, as Tawil argued. These may include the globalization of finance and trade, information and values disseminated worldwide through technology, increased mobility across borders, environmental sustainability, as well as the unification of global governance. The inevitably increased interconnectedness and interdependence of the multiple processes of social, economic, political, technological and environmental change have all been contributing to the expansion of global relations. These post-national notions of citizenship are also partly tied to multi/trans-national communities, civil society, and other groups. Regardless of these global transformation, the state still remains the most core location for citizenship, as Sassen (2005) described, both "as a formal legal status and a normative project or an aspiration" (p.83).

In this sense, the term global citizenship can denote 'citizenship beyond nation-state' while others have suggested that 'cosmopolitanism' or 'planetary citizenship' sound more adequate terms which include the

integrated meanings of global citizenship (UNESCO, 2014). The term global citizenship can be traced back to the ancient Greek, when the early Stoic thinkers used the word in reference to individuals ‘who pledged primary allegiance to the universal ideas of justice and honor over their allegiance to the polis or city-state’ (Dower & Williams, 2002; Schattle, 2008). Nevertheless, the concept continues to shift as researchers propose alternative concepts of global citizenship. The following are definitions of global citizenship repeatedly depicted in literature (Table 2.3).

Table 2.3.
Definitions of Global Citizenship

Concept	Definition Provided
Ignatieff (1993)	An individual’s awareness, loyalty, and allegiance can and should extend beyond the borders of a nation to encompass the whole of humankind.
Brownlie (2001)	More than learning about seemingly complex ‘global issues’ such as sustainable development, conflict and international trade; Also about the global dimension to local issues, which are present in all our lives, localities, and communities. (p. 2)
Hunter et al. (2006)	Having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging that gained knowledge to interact, communicate and work effectively outside one’s environment. (p.23)
Delanty (2007)	An additional dimension to national citizenship rather than as a threatening alternative, as the majority of global citizenship supporters do indeed recognize that the state ... is a reality [that] performs vital functions and therefore its preservation is in the interests of mankind. (p.28)

Concept	Definition Provided
Olson et.al (2007)	A concept that can create bridges between the work of internationalization and multicultural education. Although these efforts have different histories and trajectories, they also share important goals of cultural empathy and intercultural competence mission statements.
Brigham (2011)	(1) a way of understanding – how the world works, links between our own lives and those of people throughout the world; (2) a way of seeing – social justice and equity, other people’s reality, diversity, interconnectedness and the way that people can make a difference; and (3) a way of acting – exercising political rights, critical thinking, and challenging injustice. (p.16)

The earlier concept of global citizenship emphasized an abstract collectivism as a boundary of citizenship while maintaining the aspects of globalization. The concept then became increasingly embraced beyond its initial values and implications over the time. Moreover, the meanings of global citizenship seem to move along a continuum, from vague language to more precise formulations throughout the ages; yet it remains contested at its core. As mentioned in the previous section, confusing or inconsistent concepts of global citizenship can be a source of difficulty in the field of GCED and hence influence the outcome of research efforts. In this light, one might raise a question: why does this conceptual contestation take place?

In response to this question, Gallie (1956) proposed the idea of an ‘essentially contested concept’ to offer a framework of analysis that alleviates the state of confusion and creates clearer understanding. He argued that there are concepts which are inevitably contested, such as ‘citizenship,’ ‘social justice,’ or ‘democracy.’ Gallie’s insight is that an ultimate definition is almost “impossible because virtually every

person or organization that might be a party to the definitional process approaches that process with philosophical values and a pragmatic agenda in mind” (Hunter et al., 2006: 267). Hence, in order to evaluate any contested concepts, he prescribes seven criteria including (1) apprasiveness, (2) internal complexity, (3) diverse descriptibility, (4) openness, (5) reciprocal recognition, (6) exemplars, and (7) progressive competition (Gallie, 1956). Through this approach, Gallie sought to construct a more coherent and rational foundation for the discussion of complex concepts (Collier et al., 2006). Recently, scholars in the fields of education, economics, sociology, political science and management have also applied his theory to the notion of global citizenship (Brown & Morgan, 2008; Carter, 2013; Davies & Issitt; Sears & Hughs, 1996). The analyses suggest that global citizenship may be considered as an ECC in a way similar to Gallie’s description since any attempts to pin down the concept of global citizenship raise all the contested issues that are associated with the term citizenship itself.

Table 2.4.
Global Citizenship as Essentially Contested Concept

Category	Characteristics	Global Citizenship
Apprasiveness	The concept must be signal, appraise or accredit some value an achievement or particular state. ¹	The concept of GC is appraised which encompasses not only positive valuation but also negative valuation.
Internal Complex	It should possess a range of sometimes variable, yet complex qualities. ²	GC can mean one or several different things to an individuals or groups.

Category	Characteristics	Global Citizenship
Diverse Describability	A particular view of the concept may be accepted or rejected by others particularly if their understanding or its use or outcome differs. ³	Some may have called GC 'citizenship beyond borders' or 'citizenship beyond the nation state' while others may call it 'cosmopolitanism' or 'planetary citizenship.'
Openness	The same individuals' use of the concept in one context may differ when used in another with no clue as to the changes in meaning intended by the users. ⁴	The use of the term GC can lack consistency of meaning depending on context (social, cultural, geographic and historical).
Reciprocal Recognition	The concept's contested characteristic is acknowledged but its meaning is defined against other uses, both aggressively and defensively. ⁵	Assumption that some sorts of intervention can lead to making 'whole' again.
Exemplar	The meaning suggested must be likely and plausible. ⁶	Contents exist between different interest groups adding legitimacy to the notion that GC has a number of different meanings.
Progressive Competition for Evaluation Any Contested Concepts	To use an ECC implies that it is used in conflict with others. ⁷	There are a various parties with different interests in GC (i.e. Western schools of thought vs. the rest).

Note: ¹⁻⁷ Gallie (1954); Collier, Hildalgo, & Maciuceanu (2006)

Based on Gallie's criteria, global citizenship can be regarded as an essentially contested concept, meaning that it is a cluster concept, which comprises of "a broad and variable set of criteria where each criterion itself is relatively complex and open" (Connolly, 1983: 12-13). Since the cluster concept in GCED is in line with the current need for multidisciplinary approaches, the contextual effects vary in kind depending on the research questions and/or the socio-cultural factors and perspectives of subjects. Thus, researchers have long been attempting to organize and reorganize the various components of global citizenship, arranging them into meaningful typology and other integrative concepts. To provide examples of how the concept affects interpretation of context, education process and outcomes, Oxley and Morris (2013) have identified and distinguished three major types of categorization of global citizenship: (1) dichotomous, or a polarized categorization of global citizenship, (2) global citizenship attributes and (3) global citizenship-ism, which describes the ideological underpinnings of global citizenship. The following outlines these key types of GC from Oxley and Morris' study while citing more from other literature works.

Dichotomous⁹⁾

The first type of global citizenship consists of models that are characterized by the use of polarized distinction between positive and negative concepts of global citizenship. For instance, Tully (2014) used an implicit polarity by providing an intensely negative imagery to

9) Oxley & Morris (2013)

describe cosmopolitanism, or in his term ‘modern’ types of global citizenship. He further put forward an opposite concept to ‘modern’ global citizenship which he referred to as ‘diverse’ global citizenship. Roman (2004) argued that the central roots of Tully’s philosophical views, represented in both forms of global citizenship, lie in post-structuralist critiques such as those of Derrida and Foucault, and the historical materialism of Hegel, Marx and the Frankfurt School of critical theory, which later on inspired Freire’s notion of educational praxis.¹⁰⁾ In regard to the dichotomous nature of the global citizenship concept, Oxley and Morris (2013) claimed that the presentation and critique of the negative often becomes a powerful rationalization for the positive.

Global Citizenship Attributes¹¹⁾

The global citizen attributes approach consists of models that focus on the desirable attributes of global citizens, often rooted in the work of curriculum development and learning activity design, especially for identifying learning goals and outcomes. In regard to Oxley and Morris’ second approach, other scholars suggest that the ideas included most readily within the contemporary global citizenship discourses can be related to responsibility, awareness, and engagement (Scattle, 2009). In the re-visitation of the contemporary global citizenship discourse, Morais and Ogden (2011) further asserted that there are three overarching and relative consensuses in global citizenship that are consistently noted: (1)

10) “A synergeistic process of reflection and action through which the people would become involved in the organized struggle for their liberation” (Johnson, 2010: 12).

11) Oxley & Morris (2013)

social responsibility, (2) global competence and (3) civic engagement (Morais & Ogden, 2011). Not only do these interrelated constructs align well with the theoretical and philosophical discourses and aspects described in a number of literatures, but they also reflect how different stakeholders have framed global citizenship as well as enunciate ideas that echo with education that fosters global citizenship. The following provides an overview of the GC dimensions which has already been reviewed in depth by Morais and Ogden (2011).

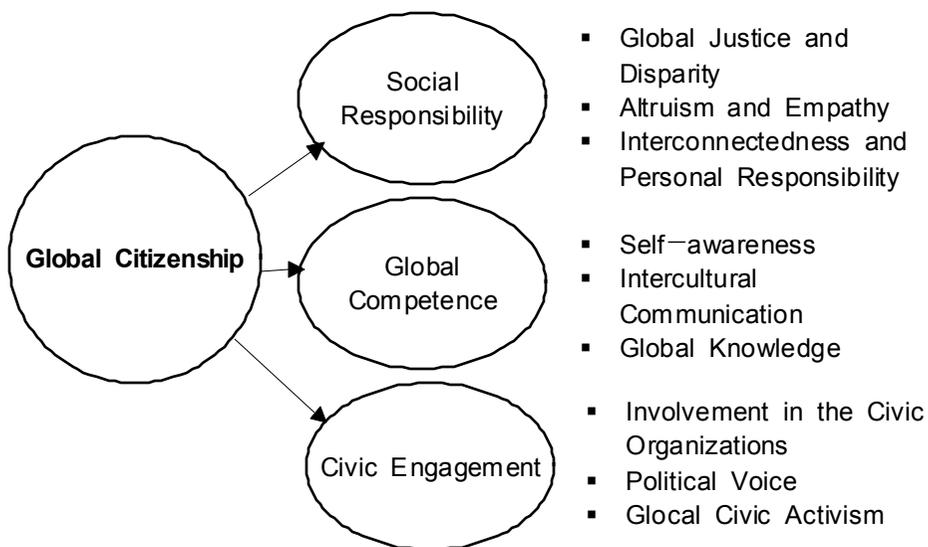


Figure 2.2. Global citizenship conceptual model
(Source: Morais & Ogden, 2011)

Social responsibility. Morais and Ogden (2011) refer to social responsibility as “the perceived level of interdependence and social concern to others, to society and to the environment” (p.447). The objectives of education within the domain of social responsibility include the following : (1) global justice and disparities, in which students evaluate social issues and identify cases and examples of global injustice and disparity; (2) altruism and empathy, or that students are able to examine and understand diverse aspects and construct a basic ethic of social service to address global and local issues; and (3) global interconnectedness and personal responsibility, in which students understand the interconnectedness between local behaviors and their global consequences (p.448).

Global competence. According to Morais and Ogden (2011), global competence is understood as “having an open mind while actively seeking to understand others’ cultural norms and expectations, and leveraging this knowledge to interact, communicate, and work effectively outside one’s own environment” (p.448). According to UNESCO (2013), the core competencies of GCED can be categorized as follows (Table 2.5):

Table 2.5
Core Competencies of GCED

Core Competence	Premise
Knowledge and Understanding	specific global issues and trends, and knowledge of and respect for key universal values (e.g., peace and human rights, diversity, justice, democracy, caring, non-discrimination, tolerance)
Cognitive Skills	critical, creative and innovative thinking, problem-solving and decision making
Non-cognitive Skills	empathy, openness to experiences and other perspectives, interpersonal/ communicative skills and aptitude for networking and interacting with people of different backgrounds and origins
Behavior Capacity	launch and engage in proactive actions

Source: Adopted from UNESCO (2015)

Nevertheless, Morais and Ogden (2011) set the boundary of global competency by means of the following objectives: (1) self-awareness, in that students recognize their own limitations and ability to engage successfully in an intercultural encounter; (2) intercultural communication, in that students demonstrate an array of intercultural communication skills and have the ability to engage successfully in intercultural encounters; and lastly (3) global knowledge, in that students display interest and knowledge about world issues and events (p. 448).

Civic engagement. Finally, Morais and Ogden (2011) refer to civic engagement as “the demonstration of action and/or predisposition toward recognizing local, state, national, and global community issues and responding through actions such as volunteerism, political activism, and community participation” (p.448). Its objectives include: (1) involvement in civic student organizations, or contribution to volunteer work or assistance in global civic organizations (also identified by Howard & Gilbert, 2008); (2) having a political voice, in that students construct their political voice by synthesizing their global knowledge and experiences in the public domain (also identified by Falk, 1994); and lastly, (3) glocal civic activism, in that students engage in purposeful local behaviors that advance a global agenda (also identified by Falk, 1994) (Morais & Ogden, 2011: 448).

Table 2.7 displays Morais and Ogden’s three dimensions which critically leads to global citizenship. They further stressed that all constructs should be “integrated into the curriculum, clearly identified in standards, and assessed in meaningful ways”(p.450).

Table 2.6.
Dimensions of Global Citizenship

Social Responsibility	Global Competence	Civic Engagement
Description		
Interdependence and social concern to others, to society, and to the environment	Understanding one's own and other's cultural norms and expectations and leveraging this knowledge to interact, communicate, and work effectively outside one's environment	Recognizing local, state, national, and global community issues and responding through actions such as volunteerism, political activism and community participation
Core Assumptions		
Global justice and disparities, altruism and empathy and global interconnectedness and personal responsibility	Self-awareness, intercultural communication, global knowledge	Involvement in civic organizations, political voice, glocal civic activism
Sample Perspectives		
<p>"I respect and am concerned with the rights of all people, globally"</p> <p>"No one country or group of people should donate and exploit others in the world"</p>	<p>"I am informed of current issues that impact international relations"</p> <p>"I am able to mediate interaction between people of different culture by helping them understand each others' values and practices"</p>	<p>"I volunteer my time by working to help individuals or communities"</p> <p>"I boycott brands or products that are known to harm marginalized people and places"</p>

(Adopted from Morais and Ogden, 2011)

“Global Citizenship”-ism¹²⁾

Lastly, “global citizenship”-ism distinguishes global citizenship on the basis of its ideological foundations. For instance, Oxley and Morris (2013) provided examples of Schattle’s (2008) and Richardson’s (2008) distinctions for conceptualizing global citizenship. These examples are used to show that the core concerns and intentions behind concept should be regarded from both normative and empirical contexts. Not only do their three approaches effectively distinguish critical features of global citizenship concepts, but they also suggest the expansion of eight principle concepts of global citizenship that are both normative and empirically grounded. Oxley and Morris’ (2013) eight concepts are summarized in Table 2.7.

Table 2.7.
Concepts of Global Citizenship

Concept	Focus/Key Concept
Cosmopolitan types of GC	
Political global citizenship	A focus on the relationships of the individuals to the state and other polities, particularly in the form of cosmopolitan democracy.
Moral global citizenship	A focus on the ethical positioning of individuals and groups to each other, most often featuring ideas of human rights.
Economic global citizenship	A focus on the interplay between power, forms of capital, labor, resources and the human condition, often presented as international development.

12) Oxley & Morris (2013)

Concept	Focus/Key Concept
Cultural global citizenship	A focus on the symbols that unite and divide members of societies, with particular emphasis on globalization of arts, media, languages, sciences and technologies.
Advocacy types of GC	
Social global citizenship	A focus on the interconnections between individuals and groups and their advocacy of the people's voice, often referred to as global civil society.
Critical global citizenship	A focus on the challenges arising from inequalities and oppression, using critique of social norms to advocate action to improve the lives of dispossessed/subaltern populations, particularly through a post-colonial agenda.
Environmental global citizenship	A focus on advocating changes in the actions of humans in relation to the natural environment, generally called the sustainable development agenda.
Spiritual global citizenship	A focus on the non-scientific and immeasurable aspects of human relations, advocating commitment to axioms relating to caring, loving, spiritual and emotional connections.

Source: Adopted from Oxley & Morris (2013: 306)

Although this study is not meant to investigate the eight typologies in any details, the overview provides a useful starting point to analyze the key features of the global citizenship concept at this juncture, while

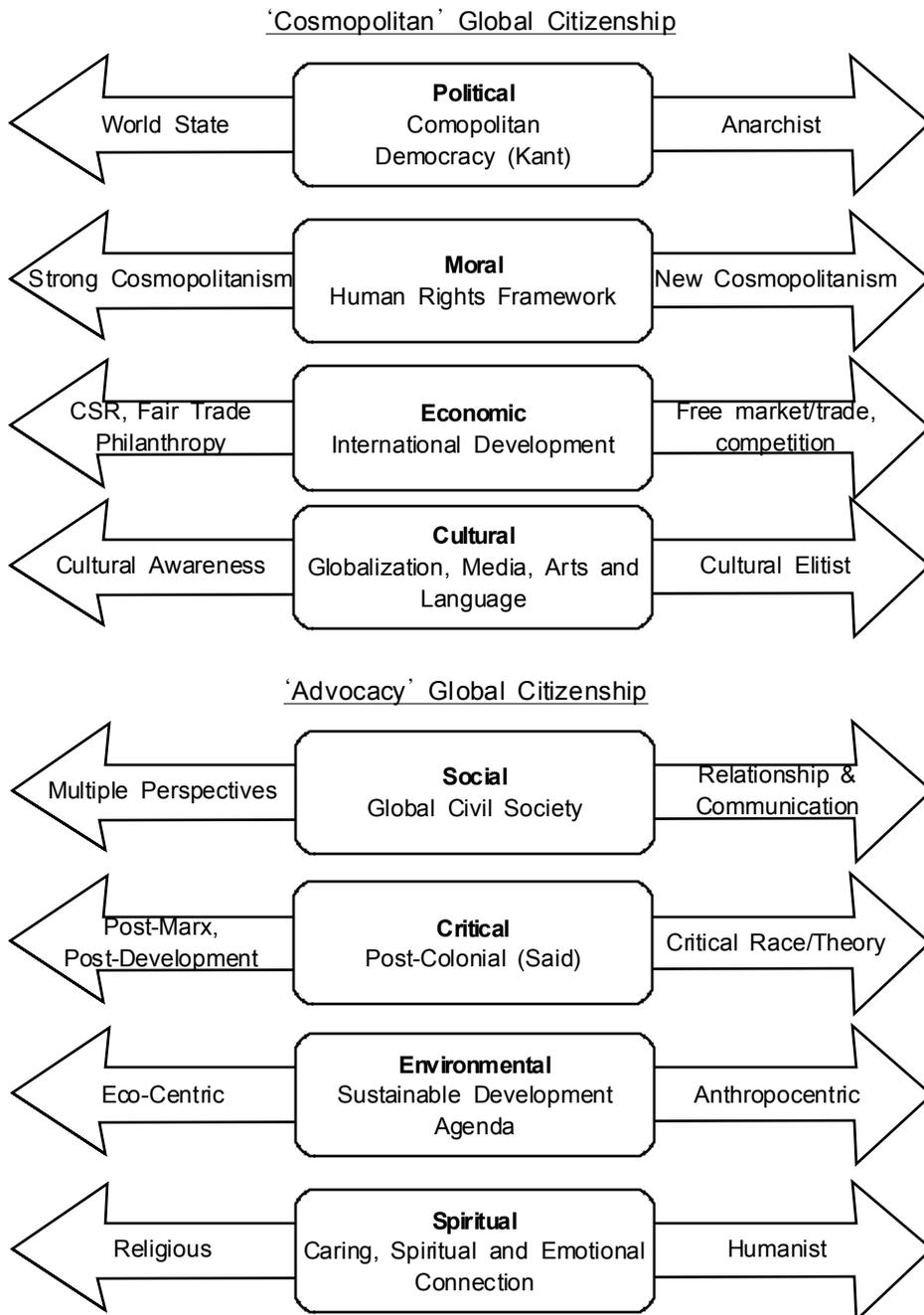


Figure 2.3. Cosmopolitan vs. Advocacy: perspectives of global citizenship (Source: Oxley & Morris, 2013)

providing a guide for how these typologies can be used to evaluate the critical features of a curriculum plan to promote GCED (Figure 2.3).

The above eight concepts are mainly divided into two types: (1) cosmopolitanism, as its primary characteristic is based on the geographical dimension of universality, “where the ‘cosmos’ (universe/world) is one’s city (living place/community)”, and (2) advocacy, as its primary characteristic is “a strong degree of advocacy from a particular perspective” (Oxley & Morris, 2013: 305). Just like the other definitions noted earlier, Oxley and Morris’ (2013) types seem to emphasize the global perspectives and value perspectives. In these definitions, the ‘global’ perspectives refer to the ‘cosmopolitan’ global citizenship while the latter propose social, environmental, spiritual and critical citizenship.

2.2.4. Reconstructing the Concept of GCED based on Key Features

Based on the reviewed literature, the common characteristics of GCED are summarized in Table 2.8. A review of the current existing literature suggests that GCED definitions share a few recurrent and enduring features; yet the succession of notions used to refer to GCED in practice, conceptual developments, definitional transformation and the rearrangements of frameworks leaves a somewhat complex picture as well as a sense of confusion. Regardless, in crafting this study, the principles and concepts of GCED can be summarized as: ‘education that empowers students to engage and assume proactive roles, in order to face and resolve glocal challenges and ultimately to become agents for a more just, peaceful, tolerant, inclusive, secure and sustainable

Table 2.8.

Characteristics of GCED

Key Features	Description
Glocal interdependence and interconnectedness	GCED implies raising awareness and understanding of the interdependence of problems distressing the planet: local actions have a global effect and vice versa. This makes people responsible of the future of mankind and of the planet, within a concept of global citizenship that integrates the local and the global dimensions. GCED supports exchange and twinning opportunities to facilitate an understanding of the above concept.
A perspective on human dignity and peace: rights and responsibilities	GCED is built on the premise that a better and just world is possible only if everyone is respected in full. It is essential to develop further the strategies that will break the vicious circle of poverty, lack of capacity, powerlessness and conflicts, transforming it into a virtuous circle within which all persons are able to hold responsible those people that are responsible, are willing and who have the capacity to protect, defend and put into action.
Cosmopolitanism and harmonizing identities	GCED develops a cosmopolitan that brings to an end the current bipolar logic that contrasts universal and particular identities and proposes “together” approach. Therefore, it challenges against all types of injustices and discrimination.
Transformative learning process	GCED is an ethical and political proposal to transform individuals and communities through the development of a committed citizenship.
Diverse democratic decision through dialogue	GCED challenges the traditional relationships between the various actors in the educational system. It believes in democracy and dialogue at all levels.

Key Features	Description
Plans of action to create positive change	GCED aims to empower learners to engage and assume active role; hence, it focuses on engagement in individual and collective action to bring about desired changes.

world.’ Furthermore, in the context of this dissertation, a GCED program is operationalized as ‘a pedagogical program or process of educating for global citizenship which aims to foster social responsibility, global competence and glocal civic engagement.’

2.3. Conclusion

The debates on a consistent definition of the exact means of understanding of GCED have yet to be concluded. Even within the academic literature on GCED, the concept has as yet not been clearly conceptualized, and a variety of seemingly incommensurable definitions are competing for recognition. This lack of a clear definition of the concept of GCED explains why the GCED community has so far not systematically investigated its educational impact. The objective of this chapter was therefore to constitute a freestanding conceptual framework, which can later be applied in the empirical inquiry. For this, the chapter has outlined the reviews of GCED and its related concepts using Sartori’s concept reconstruction method. It first brought together various concepts of GCED, then organized them according to their essential meanings, thereby reconstructing the concept of GCED as follows: ‘education that empowers students to engage and assume

proactive roles, in order to face and resolve global challenges and ultimately to become agents for a more just, peaceful, tolerant, inclusive, secure and sustainable world.’ Furthermore, the analysis and clarification of the GCED concept allowed for a review of the multidimensional nature of global citizenship, which includes (1) social responsibility, (2) global competence, and (3) civic engagement. Although these dimensions are identified to measure the level of global citizenship as an outcome of study abroad, it is still worth reporting on the initial development and empirical validation of a theoretically ground scale to gauge global citizenship. Therefore, these dimensions are appropriate enough to be considered as the categories of GC learning outcomes/objectives later in the empirical analysis.

Sartori’s method may have contributed to identifying and developing attributes and characteristics that can be used to develop measurement tools for the GCED concept; yet, it still has limitations in that it increases both intension and extension of the concept due to the following two reasons: (1) limited existing studies that preclude a definitive conclusion on the concept of GCED and (2) a continuous evolution of concepts as GCED advances. To overcome such issues, more studies should be conducted to address various aspects of the concept of GCED from different fields. While substantiating why it is necessary to turn to definitions and concepts of GCED, the next chapter further reviews related literature to frame a theoretical framework in order to answer the research questions.

Chapter 3

THEORETICAL FRAMEWORK

“Effective programs build an assessment plan into the original design in order to provide the mechanism for clarifying program goals, reviewing progress toward those goals, and identifying components in the program that need improvement.”

- Colby et al. (2007)

3.1. Introduction

This chapter reviews the literature that defines current studies on the evaluation of GCED and identifies research gaps. The link between GCED and its intended learning outcomes is then established and discussed, and a theoretical framework for this dissertation is presented in order to construct a concrete conceptual framework and hypotheses for the research.

3.2. Literature on GCED Evaluation Studies

3.2.1. Overview

The aim of this dissertation study primarily focuses on measuring the effectiveness of GCED using a pilot case. Not only does this evaluation study measure the program's outcomes, it also generates knowledge in critical development areas and uncovers evidence-based solutions to the most pressing challenges or concerns. This moves away from the

assumptions about what may or may not work and be identifiable and towards specific evidence of what does work based on proven theories and corroborations with field data. In examining the current literatures regarding the evaluation of GCED, a number of theoretical designs available for the evaluating GCED will be discussed. Much of the study applied to GCED including study abroad, civic engagement integration and the impact of participants' academic performances, for example. Table 3.1 provides a brief overview of the research categorized by the findings in regards to the GCED evaluation.

Table 3.1.
Overview of Evaluation Studies on GCED

Type	Author	N	TM	C	M	Level	Impact
Study Abroad	Kim (2011)	15	1	N	Q	Secondary	Mixed
	Anthony, Bederman, Miller & Yarrish (2014)	260	2	N	Q	Tertiary.	Mixed*
GCED Course	Kronfli (2011)	185	2	Y	M	Secondary	Postive
	Kim & Shin (2013)	287	2	Y	Q	Secondary	Positive
	Sung, Lee, & Kim (2014)	106	1	N	M	Secondary	Positive
	Kang & Oh (2015)	122	1	N	Q	Primary/ Secondary	Postive

Service learning	Hartman (2009)	272	1	Y	M	Tertiary	Postive
	Gisolo & Stanlick (2012)	23	2	N	M	Tertiary	Postive
	Seo & Park (2014)	16	1	N	M	Tertiary	Postive

Note: TM: Time of Measurement (1=ex-ante/ex-post, 2=ex-post),
C: Control Group (Y=yes, N=no), M: Method (M=mixed, Q=quantitative only)

Despite that most studies vary in terms of theoretical/practical orientation or methodological approaches, the results seem to conclude that all the GCED evaluation studies display some positive results on students except one with mixed results. The differing results may be due to the following: (1) types of method that were utilized to measure the effectiveness of GCED on participants, (2) types of GCED programs being offered as well as possibly a mismatch of the learning objectives and the learning desire and expectations of the participants, and the expectations, and (3) variables and participants.

3.2.2. Methods

In regards to the overly positive studies, three methodological limitations of previous research can be explained: (1) the lack of 'ex-ante/expost' study, (2) the focus on measuring intervention groups only and (3) the small sample sizes (n).

Firstly, in terms of the time measurement, two types of studies, 'ex-ante/ex-post' and 'ex-post,' were found in analyzing the effectiveness of the GCED program. Out of nine evaluation studies

examined in this research, five utilized ex-post measurement and four did not. Ex-post design measure the effectiveness of GCED only after the educational program has been implemented (e.g. Anthony, Bederman, Miler, & Yarrish, 2014; Gisolo & Stanlick, 2012; Kim & Shin, 2013; Kronfli, 2011). Kronfli (2011) found that students who participated in the GCED program had a higher likelihood of achieving global citizenship. Similar results were found by Kim and Shin (2013) and Gisolo and Stanlick (2012). Unlike these studies, Anthony, Bederman, Miler and Yarrish's (2014) study measured differences between male participants and female participants among different majors. They also found correlation between students' GPA and global citizenship. While ex-post studies may reveal that the educational program in general had a positive outcome on the probability of achieving students' global citizenship, they have a substantial limitation which reduces their explanatory power: selection bias. Before entering the program, students who attended the courses usually had an interest in the subject. Therefore, if a study examines two student groups, the comparison group should be carefully selected to match the intervention group. In addition, ex-post studies have significant methodological deficiencies which are worse where there is no control/comparison group. Among the ex-post evaluation studies, only two utilized a control group (Kim, 2013; Kronfli, 2011).

The second type of measurement is 'ex-ante/ex-post' design. It utilizes quasi-experimental 'ex-ante/ex-post' research designs, which acquires data before an educational program has implemented or in the beginning of a GCED program and afterwards. Ex-ante/ex-post research designs enable researchers to quantify the direct effectiveness of the

program on the participating students regardless of selection bias. In order to produce a reliable assessment in any type of impact study, it is critical to compare actual and counterfactual outcomes. Based on a review of studies, the majority of studies with ex-ante/ex-post research designs, except Hartman's (2009) study, indicate that they do not utilize a control group. For example, Kang and Oh (2015) examine only the intervention group and hence have no room to analyze differences between an intervention and control group to validate the outcomes. In terms of sample size, a group of 15 (Gisolo & Stanlick, 2012; Kim, 2011; Seo & Park, 2014) may not be adequate to justify a reliable and valid result.

If a minimum methodological requirement of evaluation studies is guided with the following condition: ex-ante, ex-post time measurement with $n > 100$ while utilizing a control/comparison group, then there is only one study left to further examine the effectiveness of GCED on participants (Hartman, 2009). This demonstrates that most studies do not utilize rigorous methodologies and also indicates the needs for the further robust research on the evaluation of GCED with strong underlying approaches.

3.2.3. Variables, Types of the Program and Participant

As aforementioned in Chapter 2, there are a various types of GCED programs and it is not possible to determine how many programs are similarly structured and implemented to develop and cultivate global citizens (Shultz and Jorgenson, 2012). Since many organizations have developed GCED programs through smaller-scale budgets, with limited

learning objectives, and their own policies and initiatives, it is possible that the impact of GCED programs may subsequently vary as well as be interpreted differently by each organization.

In the examined evaluation study, the independent variable is always a GCED program that influences on dependent variables. While examining the literature, it becomes apparent that each study has investigated an individual or specific program of the providing the GCED program. This generates a number of challenges in comparing existing GCED programs and therefore proposes a need for this study to investigate an in-depth explanation of the analyzed programs. A majority of studies did not provide enough descriptions of about the GCED program examined (e.g., Anthony, Bederman, Miller, & Yarrish, 2014; Kim & Shin, 2013; Kang & Oh, 2015). Potential reasons for different results also include that some programs are offered at the primary school level (Kang & Oh, 2015), some at secondary (Kang & Oh, 2015; Kim, 2011; Kim & Shin, 2013; Kronfli, 2011; Sung, Lee, & Kim, 2014), and the rest at the university level (Anthony, Bederman, Miller, & Yarrish, 2014; Gisolo & Stanlick, 2012; Harman, 2008; Seo & Park, 2014). Thus, it depends on which types of GCED are compared. Although the question of when would be the best time to provide GCED is not within the scope of this study, the overall literature highlights the following statement: in order to increase global citizenship, studies univocally advocate the time during the teenage years, when the world views are formed (Evans & Reynolds, 2004; Ibrahim, 2010; Oxfam, 1997; UNESCO, 2014). Oxfam stresses that “the values and attitudes of young people will shape the kind of world in which we will live” (Oxfam, 1997; see also Ibrahim, 2010, p. 181).

Consequently, the GCED provided must be customized and adjusted to the level of participants; learning objectives must also be suitable for these intended groups of participating students. In addition, this differentiation between levels of participants increases the challenge in comparing the effectiveness of GCED. In the review of literature, GCED from four different countries was analyzed: South Korea, USA, UK and Japan. Since there may be a strong cultural bias and difference among the countries, it is important to consider a cultural setting prior to conducting GCED evaluation studies. For this, the researcher either selects similar nations, or specific cultural settings should be undertaken in the research design.

3.2.4. Research Gaps

As Davies (2006) previously noted, there is a limited number of rigorous evaluation studies and the research in this field is still in its infancy. Until recently, there have been continuous calls to develop a framework for assessing the effectiveness of GCED (Nodding, 2005; Shultz et al., 2008; UNESCO, 2014). In regards to the student levels, research has already indicated that secondary school students are most receptive to igniting the idea of global citizenship (Evans & Reynolds, 2004; Ibrahim, 2010; Oxfam, 1997; UNESCO, 2014). However, research on this target group with a methodologically sound research design is still limited. In the particular case of South Korea, the problem is amplified due to the shortage of publicly available datasets. Although the ideas of global citizenship are officially reflected in the national curriculum system such as in Social Studies, the primary objective of

incorporating global citizenship still remains “to enhance national competitiveness and strengthen national identity in reaction to global pressure” (Mo and Lim, 2014) and thus classes that are specifically aimed at GCED are yet to be developed. Given this circumstance, GCED in South Korea has inevitably but naturally emerged and been introduced through a number of civil society organizations and non-governmental organizations. The Korea International Cooperation Agency (KOICA) (2013) reported that there are approximately twenty-three independently developed GCED program available in South Korea. In the process of reviewing these programs, it was found that each has created its own unique initiatives consisting of various forms of programs, policies and student and community involvement (Ahn, Park, Kim, & Sim, 2015). However, it is further observed that these programs do not have adequate instructional design models that measure the systematic teaching and learning outcomes. Rather, it was evaluated that many of these programs had mainly focused on current global issues and topics while offering in a workshop format that is often designed for one-time only events with limited consideration of students’ needs and adequate follow-up programs to judge the effectiveness of offered programs. Thus, there is a lack of evidence that these programs contain attributes which develop global citizenship. Given these issues, the study considers that there is a need to develop a GCED program with the use of a sound theoretical framework to evaluate its impact on learners. In this study, two types of methods are used. The first strategy is to compare students’ learning outcomes and employs various degrees of controls; the second part is assessing students’ satisfaction with the specific educational program. Specifically,

this paper pursues the first strategy to rigorously assess the effectiveness of the educational program on students' learning outcomes by applying a range of controls, and the second strategy to gauge students' in-depth perspectives of the program. Therefore, the following three promising avenues of study are further identified as focal research aspects: (1) the effectiveness of GCED, substantially comparing learning outcomes between participants and non-participants, (2) the sustainability of gained knowledge of GCED as well as learning outcomes, and (3) the link between GCED and local/global community participation in the longer term.

3.3. Theoretical Framework

Based on the literature reviews examining the implemented theories in the context of developing and evaluating GCED, the following sections define and review relevant theories that are associated with the evaluation studies of GCED in order to provide a structural theoretical framework to address the proposed research questions. Ranjit (2005) noted that the theoretical framework consists of the theories or issues in which the study is embedded. Considering the focal research aspects mentioned in the previous section, a theory of change (ToC) is firstly highlighted to guide the planning and measuring of learning and development. The ToC model in this study is grounded in constructivist learning theory (CL) to link with the instructional activities and their intended learning outcomes.

3.3.1. Theory of Change

Jenkins (2014) argued that one of the biggest pedagogical challenges for the current GCED is a limited understanding of 'theory of change,' which helps to better comprehend how change happens in learners after education takes place, whether it is positive, negative or neutral. According to Connell and Kubisch (1998), ToC is defined as a "systematic study of the links between activities, outcomes and the context of the initiative" (p.16). Walker further added that, ToC is a way to explain how activities are understood in order to produce a series of results that contribute to achieving the final intended outcomes/impacts. To put it simply, ToC can be understood as, "if I do *a*, then I expect *a* impacts *b*, and for these reasons." It sets out the causal logic of why and how a particular program, or policy will reach its intended outcomes, thus providing a credible vehicle or pathway for the promotion of effective interventions. Although the language of ToC, in the evaluation context, has been growing in use and recognition (Batchelor, 2011), it is still difficult to trace precisely when this term was first used. The stream of work leading to the use of ToC in evaluation can be traced back to the late 1950s with Kirpatrick's (1959) 'Four Levels of Learning Evaluation Model.' Further progress and evolution has included Stufflebeam's (1983) CIPP (context, input, processes, and products) as well as the logical framework (Rogers, 2008). More recently, evaluators of complex programs have urged a more explicit analysis of underlying ToC, finding it difficult to evaluate programs that are not clear about what they set out to do and why.

Rationale

GCED encompasses multidisciplinary areas, with applications in different knowledge fields, such as education, sociology, psychology, arts and science; it requires the examination of various types of teaching and learning to execute both cognitive and non-cognitive skill acquisitions. Thus, it cannot be evaluated from a unilateral perspective. Additionally, as Morais and Ogden (2011) stated, global citizenship is understood as 'a multidimensional construct' that entails 'social responsibility,' 'global competence' and 'civic engagement.' Within each dimension of global citizenship are sub-dimensions which add further refinement to each construct. These can be directly linked to the overall intended learning outcomes; yet, have not traditionally been measured since the impact is usually too long-term and too diffuse to be easily captured or attributed.

Therefore, ToC was selected as a theoretical framework for the following two reasons. Firstly, the common ToC, as Bundsgaard and Hansen (2011) highlighted, is based on the concept of complex education contexts or multi-dimensional interventions/outcomes. As a ToC is embedded in a set of assumptions about the connection between activities and outcomes that can be tested, it is appropriate to employ ToC in this study. Secondly, the change desired in this dissertation study is the intended impact of the GCED intervention. This brings focus on the causal and effect links among various elements of the program that characterize its implementation, namely: input, activities, output, effects, outcomes, and impacts, as in Figure 3.1.

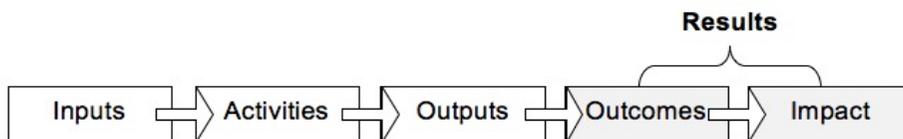


Figure 3.1. The basic elements of Theory of Change (ToC) model
(Source: Anderson, 2005)

If the elements of the program do not establish strong causal links among identified activities in the GCED program design, then performance may suffer from an inability to appropriately measure the causes and expected outcomes. A ToC is often compared with a logic model,¹³⁾ which is a tactical explanation of the process of producing a given outcome (Anderson, 2005). While logic models can be useful for planning and implementing many types of training programs, these linear models do have limitations when applied to the GCED program where multiple sequences of activities are required, leading to a wide range of outcomes. ToC differentiates itself from a logic model by placing greater emphasis a theoretical aspect while helping to illustrate the flow among multiple approaches, processes, and outcomes of the GCED program. Using this reason as a premise, it can be surmised that ToC is an appropriate theoretical framework to apply to the development and evaluation of the program, which can guide for measuring changes in individual students.

13) A logic model is similar to a theory of change model in terms of how a program is delivered but consists of much simpler detail. The model usually has four steps: (1) inputs, (2) activities, (3) outputs, and (4) engagement.

Possible Advantages and Disadvantages of ToC

By adopting ToC, the following four advantages can be drawn. Firstly, it provides a framework for monitoring, evaluating, and learning throughout a program cycle by integrating development, implementation and evaluation. Since this study focuses on evaluation, the modeling prompts a discussion of outcomes while addressing how the program is organized and operated. Secondly, it prevents mismatches between activities and effects. When the program is planned, it often summarizes a list of visions, objectives and action plans for the program. Mostly, it is difficult to determine how all the phenomenon can fit together. Through bridging activities and outcomes, a ToC avoids proposing activities without anticipated effect. Thirdly, ToC helps to identify and open up a 'black box' in participants' thinking and corresponding thought process. Harries, Noble and Hodgson (2014) argued that the reasoning behind a program is often full of assumptions. A ToC can help to reveal support on revealing hidden assumptions, some of which are unfounded, out-of-date or inconsistent with the evidence. Fourth, ToC provides a framework to integrate results. With a ToC, intermediate effects can be identified and measurable indicators can be defined. Lastly, ToC defines shared visions for changes that take place. A ToC helps to standardize the way people process and how they communicate during the activities and changes that occur in individual and at community levels. Thus, it possibly encourages participants to move in the same direction. Once both teachers and students understand the logical connections between activities and outcomes, they can be more engaged in problem-solving and community engagements.

Meanwhile, the challenges and limitations of ToC may be

examined as follows: Regardless of how logical the ToC seems, there may always be a possible threat that it will not always generate expected and anticipated outcomes. The program sometimes works in surprising, counter-intuitive ways, meaning that one cannot encompass the logics of change until the event takes place. Taking this account, the actual effects of intervention results may differ from the intended outcomes or effects. Often, certain actions may generate unintended problems; It is therefore critical to understand the nature of participants. On a practical level, ToC may also be considered as time-consuming and labor-intensive in the preparation and throughout the intervention process. As such, it may require a high degree of accuracy and specificity. Overall, ToC may be difficult to construct, yet its procedure and outcomes yield many benefits for the program.

ToC Model in the GCED Program

Figure 3.2 illustrates how the ToC model can be structured to display the design flow of a complex GCED program. The process of developing a ToC begins with identifying the group, their needs and characteristics, and the final goals that aim to be achieved. The final goal in the GCED program describes the change that needs to be seen in participants. It should be realistic and succinct while laying out the roadmap for long-term effects. The overall goal of the GCED program, as mentioned in the previous chapter, is 'education that empowers students to engage and assume proactive roles, in order to face and resolve global challenges and ultimately to become agents for a more just, peaceful, tolerant, inclusive, secure and sustainable world.' With

this in mind, ToC brings out “the outcome depicted in the pathway of change processes of the subject or student” (Mohamed & Wheeler, 2001).

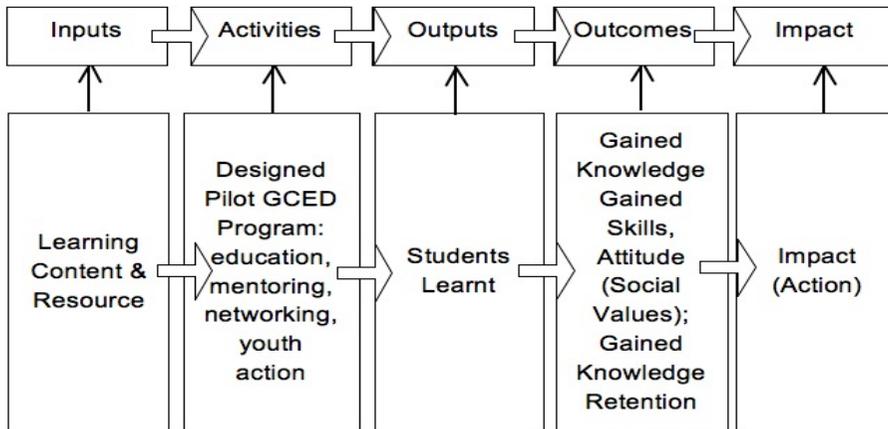


Figure 3.2. Integrating ToC for individuals in the pilot GCED program

The traditional way of measuring the effectiveness of education is by measuring outputs only. In this case, the outcome measurement focuses on counting the deliverables or outputs of intervention, such as the number of participants or schools using the program. However, actual results or outcomes of implementation are not frequently measured. Outputs may be bought, but results cannot since they normally involve behavioral or attitude changes of the participants. From this perspective, outputs are considered direct deliverables of the inputs and the activities that produce them. Results are understood to the effect which refers to an intermediate outcome, and impact, which refers to the long term of an intervention. Thus, ToC emphasizes that measuring the effectiveness of programs should not focus on outputs alone, but more on the

results.

Each outcome in the pathline of change is associated to the pilot GCED program. It often ties with the complicated web of activities that may be required to bring about the change. For instance, outputs can be identified as any learning products that participants produce through instructional tasks/learning activities. A certificate or diploma can be understood and therefore interpreted as a monetary value; students can be fully formed through the right certificate programs and curriculum. However, whether these students (outputs) will contribute or not to: (1) raise a collective and active awareness on global issues and challenges (effect); (2) improve the culture of designing and implementing youth projects that respond to global challenges (outcome); and (3) eventually taking action and becoming an agent of social change (impact),¹⁴⁾ is a question of behavior change that largely depends on the efficacy of the intervention in attaining its goal. Furthermore, these educational results do not end once the GCED program is completed. Rather, they turn into a cycle, constructing a new learning experience, which is built on previous knowledge and experience, as depicted in Figure 3.3.

14) Particularly, in terms of the impact criteria, the meaning of youth participation becomes imperative. The term participation in the context of this research refers to the process of sharing decisions which affect one's life and the life of the local/global community where one lives (Forbrig, 2005). It is the means by which a change is built and it is a standard against which changes should be measured.

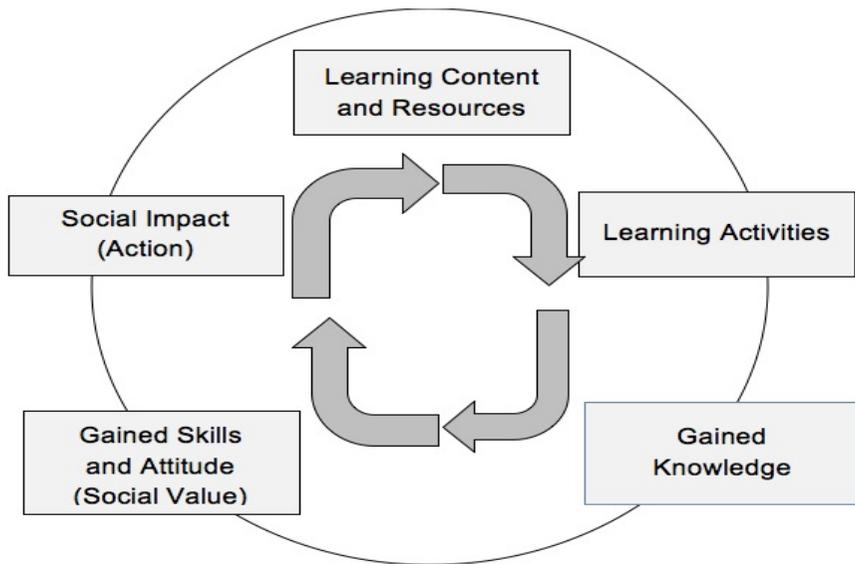


Figure 3.3. Theory of Change activity cycle

Skinner and Oliveira (2014) also support this point quite concisely:

Rather than seeing [social change] as a linear process of learn-think-act, it can be seen as a more integrated, spiral, approach (action/reflection-praxis) (Hayes and McNully, 2012), whereby sophisticated, critical knowledge of the issues does not have to be a precursor to action. Rather, action can actually be an initial ‘pull’ that draws people into the issues and provides a positive basis from which to stimulate more critically informed engagement thereafter (p.10).

Thus, the process of ToC in GCED can be seen as a process of adjusting prospective learners’ mental models. In that, it accommodates

new learning experiences for the next action to take place or to lead to social impact.

Once the chain of ToC has been drawn up, it is then important to reflect on what data/evidence should be collected at every step of the way to discriminate between different plausible chains of causality. Figure 3.4 highlights the data collection process in the GCED ToC model.

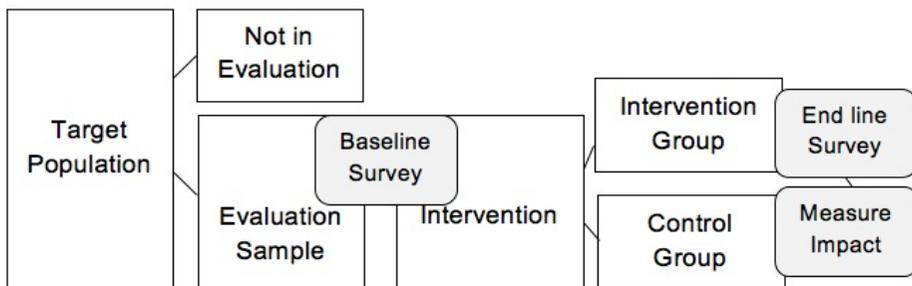


Figure 3.4. Data collection process within the GCED ToC (Source: Harris, Noble and Hodgson, 2014)

First of all, a baseline survey is conducted before the program is implemented to gather the entire target sample. In this stage, data are usually gathered on the relevant indicator. Then, the program is implemented (only in the intervention group). It is strongly suggested to follow up the program's overall implementation. The data drawn from the ToC process consists of three advantages: first, data becomes a type of monitoring, which can be beneficial for the implemented program's efficacy. Second, it provides intermediate indicators, which allows for the unpacking of the impact's "black box." To put simply, these intermediate indicators may respond the question of how a GCED ToC

program had the effect in the way it did. Third, it is important to examine that the intervention is being appropriately implemented on the intervention group, while the comparison group is not being affected by some other means. Based on the program's intervention, an end-line and possibly follow-up survey may be planned. These follow-up or endline surveys may share characteristics (or question) with the baseline survey. Lastly, outcomes between intervention and comparison groups are compared in order to obtain the impact estimate.

Characteristics of good indicators should include the following: (1) measurability, which is observable, feasible and detectable, (2) precision, which means that the more exhaustive and exclusive the indicator, the more precise it is, and (3) reliability, which refers to the fact that indicators are reliable when they are hard to counterfeit. The diagram below (Figure 3.5) outlines the GCED ToC that helps to develop and frame research questions and methodology.

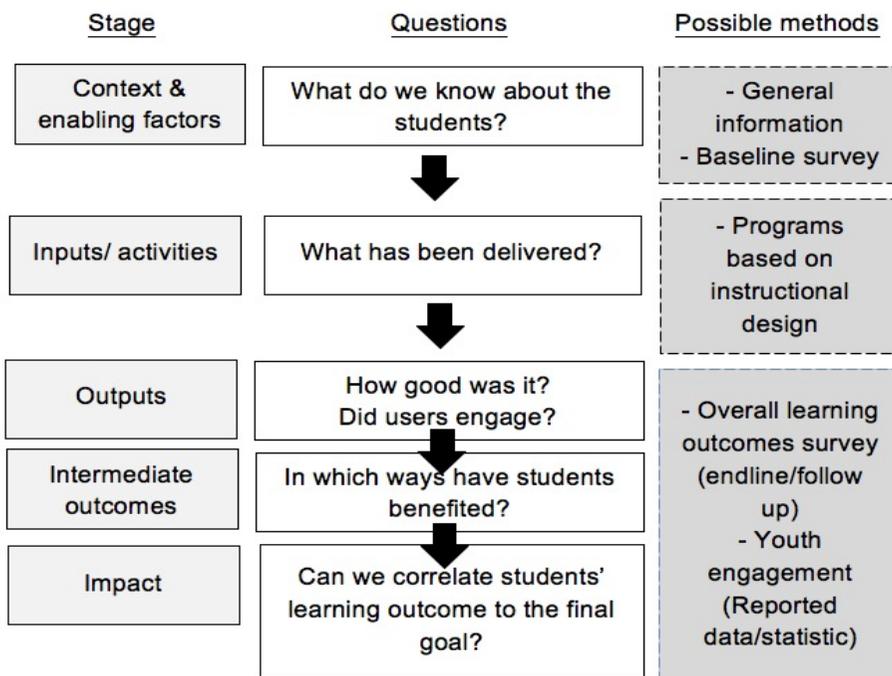


Figure 3.5. Questions relevant to each section of GCED ToC

Harries, Noble and Hodgson (2014) suggest that to be able to think about which evidence needs to be collected, some key questions should be considered, as addressed in Table 3.2. To illustrate how it can be used, the study has added examples from the GCED program.

Table 3.2. *Questions before collecting data/evidence*

Question Criteria	Description
Purpose of evaluating the program	It is important to ask why the program needs to be evaluated. This question alongside the ToC helps to decide what the priorities for evaluation are.
Indicators of change the study aims to see for each elements of the ToC	Indicators often test whether or not the actual change occurs. In this case of GECD ToC, indicators are: (1) social justice, (2) global competence, and (3) civic engagement. These are further sub-divided into nine subcategories. To measure change, collecting and comparing information about these indicators at different points in time is most adequate.
Ensured evidence	To ensure the evidence, a counterfactual design should be done to compare the outcomes for students to a control/comparison group. This procedure is necessary since it enables to confidently attribute the program effectiveness.
Collecting information about the indicators of changed	This links to research methods used to record indicators of change. This can be mainly divided by two different methods: (1) quantitative and (2) qualitative.

(Source: Harris, Noble and Hodgson, 2014)

Using the addressed questions above, the quality of data measurement can be improved, and the ToC process helps to identify which of these tools are best suited in the program. In terms of reporting evaluation, Harries, Noble and Hodgson (2014) further argue that ToC provides a framework to interpret and report results. They write: it is “[essentially] important to use reported evidences to prove whether

results were consistent with the expected theory, and, if there is positive evidence against each element of the ToC” (p.28); it then becomes apparent that the program has made a difference. To provide a useful way to guide evaluation reporting, the following four criteria should be addressed: (1) delivering interventions the way it was intended, (2) stating the evidence as to why the outcomes would occur, (3) presenting the evidence collected from the intervention and (4) making a decision as to whether the outcomes have been achieved or not. Meanwhile, it is also critical to unpack any implementation failure from theory failure.¹⁵⁾

The Linkages to the Learning Theories related to ToC

To satisfy these four criteria for the success of the GCED ToC, the adaptation of sound pedagogy plays a critical role. The conventional GCED educational framework can often be traced to the *Learning: the Treasure Within* (1996), which is also commonly known as the ‘Delors Report.’ It proposed a holistic vision of education based on the educational paradigms. In the report, four important learning pillars were suggested: (1) learning to know, which combines general knowledge with opportunities to work on in-depth projects, exposure to other languages and communication; (2) to do, which refers to the competence to deal with many situations, work in a team, and to find a place in society; (3) to live together, or to carry out joint projects,

15) According to Harris, Noble and Hodson (2014), implementation failure can occur when the program was not appropriately delivered or students were unable to participate in the way the program intended. Meanwhile, theory failure can happen when the program was effectively delivered but outcomes were not attained.

manage conflicts, and appreciate interdependence; and (4) to be, which refers to greater autonomy, judgment, personal responsibility, capacity for right of others to difference (Brigham, 2011; *also cited in* UNESCO, 1996). Given these conditions, it is safe to conclude that any education that involves these four pillars of learning, such as GCED, calls for an integration of the multidisciplinary education approach. Within this framework, in addition to its intended learning goals, GCED promotes three specific levels of learning experiences for all learners: (1) learning outcomes (knowledge and skills), (2) personal outcomes (attitude), and (3) social outcomes (participation). For learning outcomes where cognitive skills are called for, learners are expected to develop transferable skills, that is, to be able to develop the ability to apply what students have learned to 'the real world' while being able to demonstrate complexity of understanding of global interconnectedness and interrelatedness through problem analysis and critical thinking. For personal outcomes where change of attitude is emphasized, learners are expected to gain a sense of self-efficacy, personal identity, and moral development. These can be demonstrated through a learner being able to develop skills to work well with others, provide leadership and services, and develop effective communication skills to express an understanding and evaluation of surroundings. For social outcomes, where call for learners to participate and take action, learners are expected to show a reduction in stereotyped thinking and be able to actively engage. This can be demonstrated through learners being able to display social responsibility and show commitment to local/global service. At the macro level, GCED can be best understood as a multidimensional construct and interrelated with three dimensions, which

include social responsibility, global competence and global civic engagement – as suggested in the previous chapter. Based on Morais and Ogden (2011), each dimension can be re-identified accordingly (Figure 3.6.)

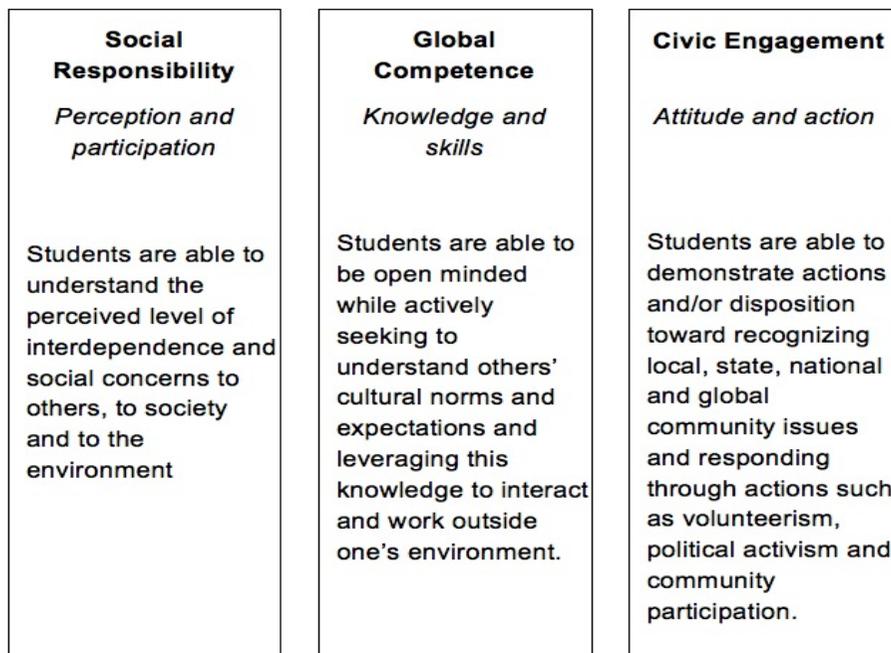


Figure 3.6. GC dimensions from the levels of learning experience perspectives (Source: Morais & Ogden, 2011)

Based on this specific required learning experience for GCED, this research proposes an integration of sound pedagogical tools to achieve its learning objectives. Hence, while utilizing ToC as bedrock for employing pedagogical tools in order to design a more efficient and engaging intervention program, constructivism is selected and embedded to explain causal links between the program and its intended learning outcomes.

3.3.2. Constructivist Learning Theory

Change entails an unfolding of experience and a gradual development of knowledge, skills and attitude when implementing an appropriate education for learners. Therefore, the ties to the learning theory in regard to change becomes critical in designing interventions. Constructivist learning theory (CLT) is particularly useful in this scheme. As a vital process of active learning, the essential core of CLT is that learners actively develop their own knowledge and meaning from their experience (Piaget, 1954). Constructivist learning (CL) activities often differ from the traditional classroom learning activities. Brooks and Brooks (1993) conducted a comparative analysis of traditional and constructivist learning settings to highlight the differences, as shown in Table 3.3.

Table 3.3.

Contrast between Traditional and Constructivist Classroom

Constructivist Classroom	Traditional Classroom
<ul style="list-style-type: none"> ▪ Students work in groups and collaborate on tasks. 	<ul style="list-style-type: none"> ▪ Students primarily work alone.
<ul style="list-style-type: none"> ▪ Student input is highly valued in the teaching-learning process. 	<ul style="list-style-type: none"> ▪ Adherence to the established curriculum is highly valued.
<ul style="list-style-type: none"> ▪ Students are treated as thinkers with the ability to construct new knowledge. 	<ul style="list-style-type: none"> ▪ Students are treated as empty vessels into which information is poured by teacher.
<ul style="list-style-type: none"> ▪ Teachers partner with students in the classroom. 	<ul style="list-style-type: none"> ▪ Teachers are the experts, disseminating information to students.
<ul style="list-style-type: none"> ▪ Teachers seek students' feedback in order to better understand student learning. 	<ul style="list-style-type: none"> ▪ Teachers seek the "correct" answer to validate student learning.

Constructivist Classroom	Traditional Classroom
<ul style="list-style-type: none"> ▪ Assessment of student learning is integral to the teaching-learning process. 	<ul style="list-style-type: none"> ▪ Assessment of student is separate from teaching.

(Source: Brooks & Brooks, 1993)

Based on the differences described above, it is clear that CLT emphasizes the interaction of learners and situations in the acquisition and refinement of knowledge; therefore, it often contrasts with behavior perspectives of learning, which emphasize the influence of the environment on the learners, and also with classical information processing theory, which places the form of learning within the mind with little attention to the content/context in which it occurs (Schunk, 2000). In this regard, Dalgarno (2001) explained that “in the field of education, both Rousseau and Dewey are cited as incorporating constructivist perspectives into their views of teaching and learning, as an opposition to behaviorism” (p.183). As scholars have continuously articulated, CLT is not “a unitary theoretical position; rather, it is a continuum” (Singh & Rajput, 2013: 15). Typically, the range is divided into three broad categories: (1) exogenous, (2) endogenous, and (3) dialectical (Moshman, 1982; Schunk, 2000).

Exogenous type is the acquisition of knowledge that represents a construction of the real world. Since the world influence students’ beliefs through their experience and exposure to teaching and learning, knowledge can be precise to the extent that it reflects external reality. Conversely, endogenous type stresses that knowledge comes from previously attained knowledge instead of directly coming from environmental interactions. In this sense, Piaget’s (1971) ‘theory of

cognitive development' may be suitable to this framework. In this perspective, instead of knowledge being a mirror of outside the world, it rather develops through cognitive abstraction (Schunk, 2000). Lastly, between these two extremes, there is dialectical CLT. Dialectical CLT holds that knowledge stems from interactions between individuals and their environments. In this regard, Schunk (2000) claimed that constructions are not perpetually bound to the external world nor are they thoroughly the results of the workings of the mind. Rather, he asserted that they reflect "the outcomes of mental contradictions that result from interactions with the environment" (p. 232) In this sense, it can be reconcilable with many motivation theories such as Bandura's (1986) social cognitive theory. Similarly, Bruner (1964) and Vygotsky (1978)'s development theories also highlighted the influence of the social environment. Figure 3.7, adopted from Dalgamo (1996), further illustrates where a range of CLT may lie in relation to different examples of the pedagogical types.

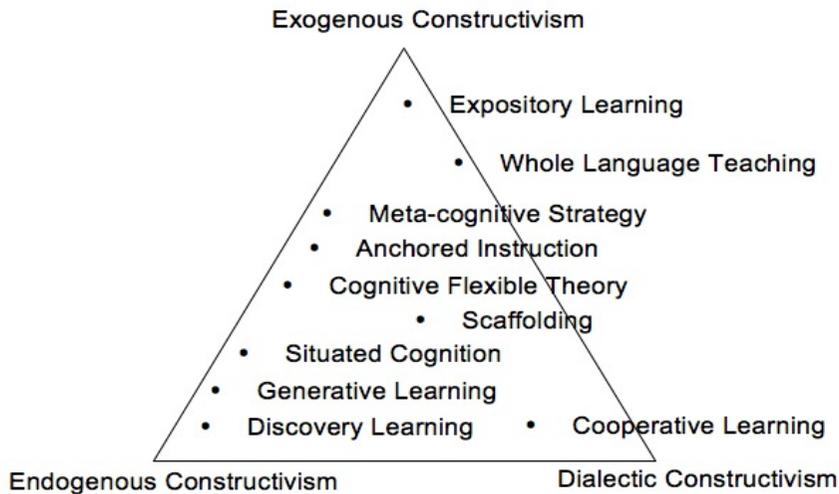


Figure 3.7. Constructivist learning theory
(Source: Dalgarno, 1996)

The distinctions between these three types of knowledge are explained in order to better understand the cognitive and behavioral basis of learning. Despite each perspective has advantages and is potentially helpful for teaching and learning GCED, it seems difficult to overarch the breadth of their theoretical underpinning. Doolittle (1999) suggested eight factors that are essential in CLT: (1) learning should take place in an authentic and real-world environment; (2) learning should involve social negotiation and meditation; (3) content and skills should be made relevant to the learner; (4) content and skills should be understood within the framework of the learner's prior knowledge; (5) students should be assessed formatively, serving to inform future learning experience; (6) students should be encouraged to become self-regulatory, self-meditated, and self-aware; (7) teachers serve primarily as guides and facilitators of learning, not instructors, and (8) teachers should

provide for and encourage multiple perspectives and representations of content. He also notes that these factors are not completely constructivist in nature; rather, they have been continuously proposed by many other theories at other times. In this light, what makes his claim 'constructivist' is the accumulation of these eight specific principles as well as the rationale for their inclusion (Doolittle, 1998).

As a student-centered learning, CLT emphasizes the integrated curriculum where students can learn a topic in a various way. For instance, in studying GCED, students might read about different local/global issues and challenges in real life, write about them, visit related sites (hands-on experience), or study the multidimensional principles involved. There are also many benefits associated with employing CLT in the GCED program in terms of improving learning outcomes, gained knowledge retention and knowledge transfer.

Improvement of Learning Outcomes through CLT

Researchers have examined the role of CLT in teaching and learning. The main question is how effective constructivist learning can be in the real classroom settings. They conclude that constructivism is crucial to improving learning outcomes (Jonasen, 1991; Verger et al. 2012). Lillard and Else-Quest (2006), for instance, argued that CLT leads to better academic and social skills. It was also found that participation in constructivist classrooms increased student motivation and interest in pursuing advanced degrees (Russell, Hancock and McCullough, 2007). In implementing constructivist learning, it is important to embrace methods of instruction such as the promotion of cooperative learning,

hands-on experiences, discovery learning, differentiated instruction, technology and critical thinking. All of these measures have been proven to foster a more student-centered, constructivist classroom. In Jonassen (1991) identifies a number of strategies through his 'constructivist learning environment' to promote an increase in learning outcomes. His model has been widely used to design and implement constructivist classrooms. Similarly to Doolittle's (1999) analysis as seen above, Jonassen's strategies have identified the followings:

- *Create real-world environments that employ the context in which learning is relevant;*
- *Focus on realistic approaches to solving real-world problems;*
- *The instructor is a coach and analyzer of the strategies used to solve these problems;*
- *Stress conceptual interrelatedness, providing multiple representations or perspectives on the content;*
- *Instructional objectives should be negotiated and not imposed;*
- *Evaluation should serve as a self-analysis tool;*
- *Provide tools and environments that help learners interpret the multiple perspectives of the world; and*
- *Learning should be internally controlled and mediated by the learner (pp. 11-12).*

Jonassen believed that conditions and social activities shape students' understanding and as such can improve students' learning outcomes. However, some scholars argue that a CLT is inconsistent with cognitive

architecture since it withholds information that can be readily told and demonstrated. Jonassen et al. (1993) suggest that there are three main phases in the constructivist learning process including: (1) introductory, (2) advanced and (3) expert learning phases.

Introductory learning occurs when learners have little directly transferable prior knowledge or content area. It represents the initial stages of schema assembly and integration. At an advanced learning phase, learners acquire more advanced knowledge in order to solve more complex domain or context dependent problems. Experts have a more internally coherent and more richly interconnected knowledge structure (p.1).

Jonassen et al. argue that the initial acquisition stage may be better and more easily achieved by traditional instructional approaches, whereas constructivist learning approaches are generally more applicable for the advanced acquisition phase. At certain levels, CLT becomes too general to be used for the accurate handling of the many specific circumstances and reasons that students learn. Therefore, CLT in classrooms is sometimes effective and sometimes it is not, which is why an understanding of the micro details of when it may be effective is difficult to derive from CLT alone. In this regard, Schwartz and Bransford's (1998) conducted a study on what types of learning approaches best prepare learners in terms of constructing knowledge. The study indicated that neither exploratory activities nor the lectures yield the intended learning. Rather, they found that a combination of exploratory activities based on constructivism and the conventional

lecture style approach can lead to good learning outcomes. Therefore, it can be suggested from the literature that GCED in a constructivist-learning context may be best suited to a period when students become acquainted with and increase their learning capacities.

Knowledge Retention

In the field of education, knowledge retention¹⁶⁾ is often an important goal. As Semb and Ellis noted (1994), “the very existence of [education] rests on the assumption that people learn something of what is taught and later remember some part of it” (p.253).¹⁷⁾

The literature indicates that using CLT as an instructional method rather than traditional learning approach helps to develop long-term memory better since the nature of active learning provides relatively a more in-depth learning (Narli et al., 2008). Since activities in constructivist classrooms can be used as stimulus for memorization (Engelbrecht et al., 2007), students may gain their memory systems through classroom experiences while internalizing structures of classroom activities (Nuthall, 2000). Researchers in educational psychology asserted that knowledge structures can grow out of repeated learning experiences with common properties. In other words, more broad representations can be developed from the common characteristics.

16) Knowledge retention means recalling pieces of knowledge or skills that were learned earlier in time (Semb & Ellis, 1994).

17) There is often conceptual confusion between knowledge retention and transfer. Whilst retention refers to the ability to remember information as it has been learned, knowledge transfer refers both to remembering information and applying it to new situations. Regardless, for knowledge transfer to be possible, retention should occur first. (Narli et al., 2008).

Neisser (1989) also found that long-term memory consists of a stepping system of these structures, which moves from the concrete to the more abstract. In this light, Kvam (2000) argued that using instructional methods including comprehensive real materials instead of abstract concepts and virtual/artificial problems develops long-term memory much better. Hence, active learning based on CLT may provide deeper learning opportunities since it helps to enhance long-term memory.

It may then be important to explore factors triggering better retention. Contrary to the common belief that students forget much of what they learn in classrooms, long-term knowledge retention is still valuable (Semb and Ellis, 1994). The study also found that knowledge retention was the lowest when the main approach of instruction is lectures. Furthermore, different instructional approaches, to some extent, have been found to be effective in improving retention (Narli, 2008). Katona (1940) found that cognition and skill acquisition through understanding are often retained or transferred better than those which are learned by a simple rote memorization. There is more evidence by Handelsman et al. (2004) to display that utilizing active learning approaches to make students engage in inquiry and discovery processes increases students' knowledge retention. Engelbrecht, Harding and Du Peez (2007) also indicated that retention may be closely related to the way it is taught and learned. In this sense, teachers become an important figure in terms of guiding students throughout the learning and retention process. However, a number of studies in the knowledge retention field indicates that it is usually impractical. It may be assumed that it is due to the fact that traditional classroom learning has been the most popular instructional approach used in secondary

education (Devries, 2002). When learning is measured immediately upon the completion of instructional interventions, both lecturing and alternative instructional approaches had similar outcomes and impacts. However, as McKeachie (1999) argued, when retention is assessed some time after instruction, students with alternative teaching methods often outperform students who have received only lectures.

Long-term retention of knowledge is also related to the integration of knowledge between different subjects and different educational periods. For instance, Narlie et al. (2008) provided an example of Polanco et al.'s (2004) three-year follow-up study on an integrated curriculum intervention.¹⁸⁾ In the study, knowledge retention in student's overall performance was significantly better than a comparison group. They also introduced Finelli and Wicks' (2000) findings, which measured engineering students' understanding and retention of basic concepts in a circuit's course. It was found that the outcomes of students are the best immediately after the end of the course. However, whether the effect of a CLT on learning is due to the method itself or due to a positive influence in students' motivation from utilizing a new and different learning approach is still contested. In this regard, Narli et al. (2008) concluded that previous study univocally reported positive effects of active learning approaches on student achievement and ideas. Even more than a year after intervention, it was found that the active group of students mostly remembers subjects more clearly than those of the comparison group. This supports that a constructivist classroom can be effective on students' knowledge retention. Meanwhile, the review of literature on

18) mathematics, physics and computer science courses

retention reveals that there are still a few researches on retention with practical applications outside the fields of mathematics and engineering. Thus, investigating the effect of constructivist learning on students' retention of knowledge becomes critical in this study.

Knowledge Transfer

As thoroughly emphasized, constructivism associates learning with student-centered classrooms. This environment encourages active learning and critical reflection while understanding course content in depth. The role of the teacher is perceived as that of a facilitator, encouraging learners to take ownership of the learning material and become autonomous in their learning environment. In the constructivist learning setting, students may develop new, critical questions or put their knowledge into action through creative and practical projects (Marlowe & Page, 2005). Ginsburg (2009) noted that constructivism is often associated with educating citizens who would effectively participate in democratic politics. However, there are relatively few empirical studies regarding the efficacy of constructivism on transferring knowledge into action. Regardless, researchers still support that constructivism promotes an active, student-centered learning environment that engage students in discourse, critical thinking, reflection, and discovery, which helps to bring knowledge into action.

3.3. Conclusion

The aim of this chapter was twofold. First of all, it outlined the literature on GCED evaluation studies. Upon initial observation, the majority of research studies indicate an overly positive outcomes; however, the findings of positive evaluation studies may be carefully interpreted. There are three major reasons for such ambiguous results: (1) in the utilization of methods, there are limited uses of ex-ante/ex-post, comparison groups, adequate sample size (n); (2) different variants of GCED programs; and (3) the inconsistent and varied level of participants. Given these aspects, these reviewed studies on GCED evaluation provide great opportunities for future methodologically rigorous studies. In addition to test on how GCED may play a role in changes in the learning outcomes, the focus of this study will be the potential moderating effects for the retention of gained knowledge after the end of program, and links between the learning outcomes and the likelihood of youth action. Secondly, this chapter offered a discussion of the key theoretical framework involved in studying the effectiveness of GCED. Aforementioned objectives are difficult to measure, but resting at the core of this investigation is the well-developed ToC. The underlying idea here is that to improve the probability of success of a program, it should have a clearly thought-out design and be based on existing evidence of what is effective. In this sense, a ToC is an excellent framework for this as it helps to work methodically from the need that is addressed, to the change that aims to be achieved, and the steps that need to be taken. It also helps to plan what should be considered to evaluate the effectiveness of a program. This is accomplished by providing a

coherent framework for testing whether an intervention worked as planned and seeking on its improvement afterwards. Hence, this chapter described the process of developing a ToC to illustrate how it can be applied to the GCED pilot program. To support the success of the GCED ToC, the adaptation of sound pedagogy is critical to the changes that must take place for the learners if they are to be effectively educated. In this light, CLT has been utilized and empirically validated in depth. A significant advantage of this theory over other instructional design models is the opportunity it gives to validate all research questions.

In sum, it can be concluded that this study can benefit from the strength of these two theoretical approaches. Considering the aforementioned research questions, the ToC is adequate to providing the overall theoretical model/framework for the structural approach, while CLT seems to be appropriate for the research questions underpinning the discussion of the overall learning outcomes, retention and transformation of knowledge into action.

Chapter 4

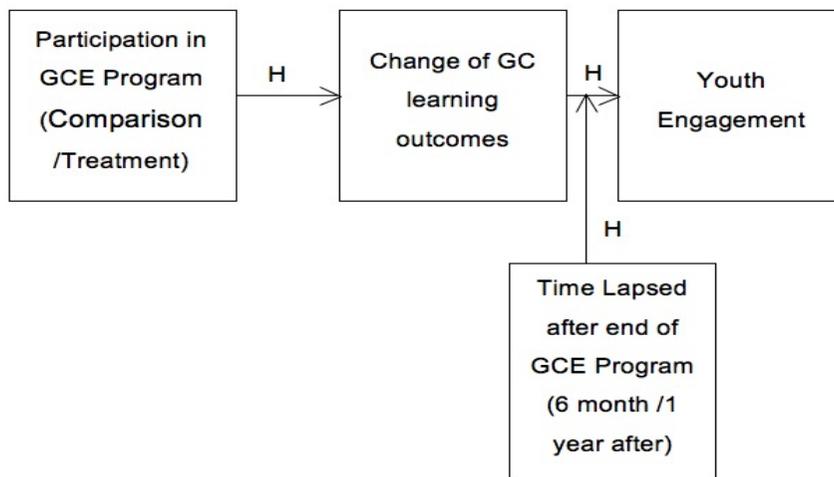
CONCEPTUAL FRAMEWORK OF RESEARCH AND HYPOTHESES

4.1. Introduction

The number of methodologically sound studies in GCED is currently limited, as mentioned in the previous section, therefore, exploration of research opportunities in the field of GCED is open for further study. In particular, this study focuses not only on the effectiveness of GCED programs on upper secondary education participants, but also on the investigation of knowledge retention and the links between global citizenship learning outcomes and actual students' community engagement. In order to avoid repeating parts of the literature review, the research hypotheses are briefly introduced. For the visualization of conceptual relationships, figures are further provided.

4.2. Conceptual Framework

In order to accentuate the conceptual framework for the research, the relationship flows are discussed in this section, as depicted in Figure 4.1. In the first hypothesis, the impact of GCED (participation yes/no) is tested on the domains/constructs of global citizenship intended learning outcomes in the following categories: (1) social responsibility, (2) global competence and civic engagement.



H1: A GCE program positively influences global citizenship learning outcomes within the dimension of global citizenship such as (a) social responsibility (b) global competence and (c) civic engagement.

H2: The more time that elapses after end of the program, the weaker global citizenship learning outcomes.

H3: The greater the global citizenship learning outcomes promoted through the program, the greater the probability of learner involved in actual local/global community engagement.

Figure 4.1. Conceptual framework of the dissertation

The relationship is assumed to be positive, that is, GCED participants will show increase in all above-specific constructs in their learning experience. The second hypothesis is devoted to the duration of gained knowledge, testing and moderating the effect of time elapsed after the completion of the pilot program. The more time elapses after a GCED program, the more rapid the decrease in the effect of the constructs in the participants. Lastly, the third hypothesis tests whether the impact of GCED, and hence the increase in global citizenship learning outcomes,

had a significant impact on proactive engagement in one's local/global community.

4.3. Hypotheses

4.3.1. GCED Learning Acquisition and Outcomes

As the primary goal of integrating ToC and CLT is closely related to the GCED learning outcomes, it can therefore be anticipated that GCED learning outcomes will be positively influenced by the pilot GCED intervention program and that the intervention group will generally have higher learning outcomes than the comparison group at T_{final} .

Hypothesis 1: Overall, the pilot GCED program positively influences global citizenship learning outcomes within the following global citizenship dimensions: (1) social responsibility, (2) global competence (3) civic engagement.

The first hypothesis are tested against the comparison group, which is expected to be at a similar level throughout the data measurement periods. According to the hypothesis, the comparison group is expected to generally have lower values in global citizenship learning outcomes at the final measurement point compared to a GCED pilot intervention participants.

4.3.2. Validation of Gained Learning Outcomes: Retention

Considering that the pilot GCED program has a positive outcomes upon the completion of the program, the questions of maintaining learners' gained learning outcomes remain critical in this study. If the strength of the GCED learning outcomes decreases immediately after the program completion, this may be a critical indication of a pedagogical design flaw in the pilot program. That is, the pilot program will need to provide a robust pedagogical framework that promotes and allows for retention of the participants' learning outcomes. Given the circumstances of South Korea's educational environment, where competition is highly promoted, there may be a minimum level of gained learning outcomes maintained by the participants once participants have been motivated in such classes which could remain for a longer duration. Furthermore, since such students as those who are introduced to a GCED program may already be much more attuned and receptive to the moments that trigger an overall change in their perception of the world, they may therefore naturally be more motivated to actively engage in the global/local communities' issues on their own.

Taking these elements into consideration, it is worth examining the stability of global citizenship learning outcomes immediately, rather than prolonging the investigation after the pilot program. However, in this study, the GCED impact on participations is measured at two points in time - six and twelve months after the completion of the pilot program - to examine if the program had triggered the learner's interest to maintain motivation and desired attitude over the time.

Hypothesis 2: The more time that elapses after the completion of a GCED program, the weaker is the gained knowledge in relation to global citizenship.

The reason for these given periods is that, in general, measuring the impact of education programs takes at least from six to twelve months. Some researchers suggest that students lose an average of four to six months of educational attainment each time they change schools (Wolanin, 2005). If retention periods are delayed beyond this period, unforeseen elements may lead to delusion in compounding factors or an intervention effect of education.

4.3.3. Validation of Gained Learning Outcomes: Transfer

As previously mentioned in Chapter 3, GCED aims to encourage students to engage in global/local community activities that further push their gained knowledge, skills and attitudes compared to classroom settings. However, the link between global citizenship learning outcomes and actual youth engagement in the Korean context has yet to be empirically validated. Therefore, hypothesis 3 tests whether there are correlations between actual youth participation and global citizenship learning outcomes at $T_{12\text{months}}$.

Hypothesis 3: The more significant the global citizenship learning outcomes promoted through the program, the greater the probability of a learner actively being involved in actual local/global community engagement.

Glocal community engagement refers to participation within the community at a range of levels (e.g. from local to global), through actions such as volunteerism, political activism and community participation (Ogden, 2010). It is worth noting that one of the main focuses of this study is to examine if the students' motivation has been increased to a degree that they proactively engage in their local/global community services rather than quantitatively measure the activity levels of students' participation in these community services. Thus, the study later utilizes Hart's (1992) Ladder of Youth Participation to identify degrees of youth participation ranging from low to high, in the context of youth action.

4.4. Variables

Participating in the GCED program is the dichotomous independent variable for hypotheses 1-2 while the global citizenship learning outcome at $T_{12\text{months}}$ is considered as an independent variable for hypothesis 3. The dependent variables of the study in hypotheses 1-2 are the three dimensions of global citizenship employed in this study: (1) social responsibility (SR), (2) global competence (GC), and (3) glocal civic engagement (CE). The overall (mean score) outcomes are also included. Meanwhile, control variables¹⁹⁾ should be identified.

Demographics such as gender, family backgrounds, types of school and so forth, are used to control for a possible influence on the given dependent variables. However, some control variables, for instance, family background, are not further utilized after they were found to be insignificant in the first hypothesis. As Brigham (2011) further supported, adding demographic variables or family background would not positively influence the predictability of global citizenship learning outcomes. Therefore, the influence of demographics which had an effect on global citizenship level at the start of a GCED program are measured in the first measurement (T_{start}) and then exempted by comparing the difference between T_{start} and T_{final} . As such, dummy control variables can be only added for different sample groups to differentiate the groups which have a T_{start} and T_{final} measurement vs. those which only respond in T_{start} similarly to Brigham (2011).

19) exogenous influences on the dependent variables

Chapter 5

RESEARCH DESIGN AND METHODOLOGY

5.1. Introduction

This chapter describes the research methods and procedure used to answer the proposed research questions. It lays out (1) the overview of research method used, (2) a description of participants (3) the pilot intervention program, (4) the instrumentation used, (5) the variables, (6) methods of data collection and analysis procedure, and (7) participant recruitment and ethical concerns.

5.2. Overview of the Research Methods

This study employs a mixed-method consisting of quantitative and qualitative methods. This allows research questions to test both hypotheses while examining novel insights into this relatively new field of research. Clark and Creswell (2011) described the research problems related to the use of mixed methods as follows: (1) one data source may not be sufficient, (2) results need to be explained, and (3) exploratory findings need to be generalized. Since an assessment of the GCED pilot program is not confined to one approach or method, it addresses a wider range of research questions in order to increase confidence in the research validity and reliability. Hence, the use of a mixed-method can be confidently argued to be an appropriate approach

for the study. This research employs sequential explanatory mixed methods design (SEM) (Creswell, 2002; Creswell et al., 2003), which is one of the most commonly used mixed method designs in educational research. SEM consists of two distinct phases as presented in figure 5.1.

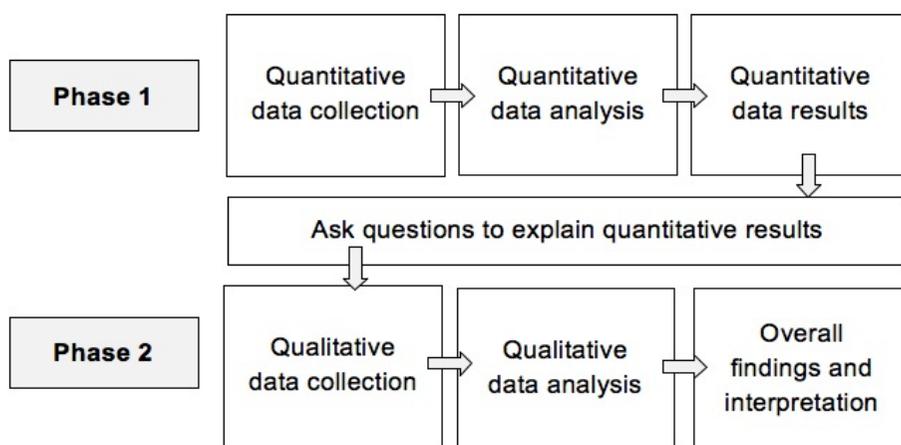


Figure 5.1. Process flow diagram of the procedures for the sequential explanatory mixed methods study

For the research questions and corresponding hypotheses, a quasi-experimental research design was selected. Then, data acquisition was conducted through structured questionnaires preceded by lateral sequential follow-up and pre-determined time duration using matched-pairs. The approach was to schedule a pre/post test design (Cohen, Manion, & Morrison, 1989) and measure the learning outcomes for randomly selected participants in the pilot program. The utilization

of questionnaires for data acquisitions in the described format has the advantages of being a highly systematic approach and of effectively controlling of any data sample size (n).

For triangulation purposes, an inductive research approach was also selected for the learning outcome measurement. To date, there have been limited studies in the impact of GCED; therefore, the aim was to generate a more solid understanding of the possible outcomes of the pilot program. As the qualitative questions can only be answered after participation in the program, thirty-one randomly selected key informant participants were invited for an in-depth interview.

5.3. Pilot Program Participant Background and Selection Methods

Randomization is a key principle in acquiring statistically valid findings. The overall dataset consists of three types of group, each representing a comparison and an experimental group. Table 5.1 provides an overview of the samples. The eligibility for the sample in the intervention groups includes high school students who take part in the pilot program. The sample in the comparison group used a matching selection technique to ensure a close similarity of the intervention and comparison group members (Bester et al., 2011). The comparison group consisted of students drawn from the intervention group's schools. Hence, their demographics and initial levels of understanding of global citizenship are not statistically different compared to the intervention group. This implies that the assignment of students to each group closely imitates

the process of random assignment.

Table 5.1.
Sample Description

Classification	Intervention Group				Comparison Group			
Program Name	GloEd: Education for Better Development				Not participating in GloEd			
Data acquisition for research question	RQ 1,2,3				RQ 1,2			
Number of Students Ex-Ante, T _{start} N	140				166			
Gender (M: F)	53		87		70		96	
RPL ²⁰⁾ per gender	21	32	34	53	31	39	46	50
Type of Schools (regular track vs. specialty track)	45		95		46		120	
Ex-Post, T _{final} N	129				158			
Related research questions	RQ 1, 2, 3				RQ 1			
Measurement Frequency	4				2			
Mean Age	16.7				16.4			

20) Recognition of prior learning

5.4. Intervention

For the purpose of this research, a specific GCED program was developed for upper secondary school students in South Korea. The program is called “GloEd: Education for Better Development” (hereafter, GloEd). The following section provides a detailed description on how the GloEd program is designed and implemented based on the aforementioned theoretical framework.

5.4.1. Background Information

This section provides a design description of GloEd, developed to promote GCED and created specifically for research purposes. A detailed overview and description of the program is further provided in the Appendix A. Unlike conventional GCED programs that simply promote a collective building of a better world, the focus of GloEd was for the participants to construct a better community that may have a ripple effect at a global level in long run, by employing the an understanding of and respect for their local community.

In this respect, GloEd aims to offer educational experiences that are flexible, focused on goal-based, speed of learning and understanding; it promotes creativity and critical thinking, constructive learning process training, attention to detail and respect towards peers; it also highly encourages collaborative learning and collective problem solving. These learning elements are all embedded in the study of current issues and future implications, as well as the consideration of future career plans in the relevant field, and an understanding of youth

action programs. The program was a voluntary basis but encourages them for the extra-curricular activities. The five-week long pilot program covers the learning contents including but not limited to the following:

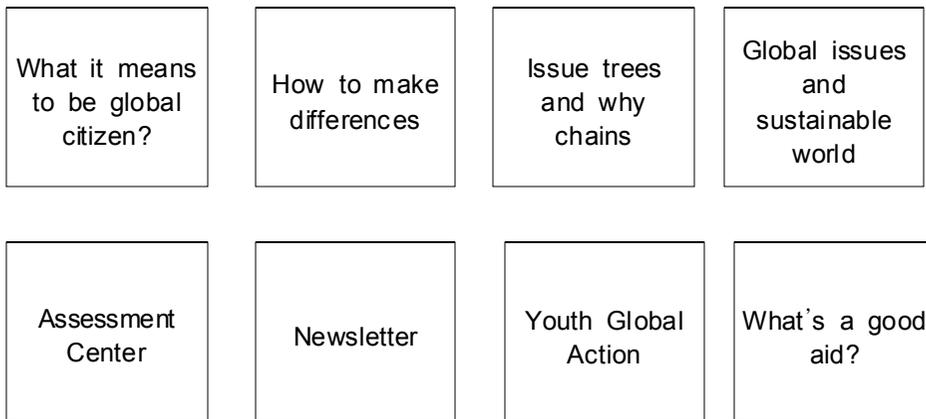


Figure 5.2. Examples of the GloEd learning content

These learning activities build the basis for global/local community engagement, which can be considered as a seed for social change. The program is structured based on the four pillars displayed in Figure 5.3: Learn - Think - Act - Lead.



Figure 5.3. Four pillars of GloEd: Education for Better Development (Source: GloEd, 2014)

LEARN aims to equip participants with the necessary knowledge, skills and values to understand both local and global issues around the world. THINK aims to develop participants' critical thinking habits and practices. ACT aims to motivate the student to infuse and apply the THINK aspects – global citizenship dimensions in practice. Hence, in this pillar, transferring knowledge into practice is imposed as a part of the program. To implement this, students are assigned to work in groups of four to six students to design their own local/global action plans and also to have the opportunity to communicate with field practitioners in real-time. Lastly, LEAD aims to advocate for advancing knowledge and experiential learning that inspires the youth to lead and engage, shaping ideas that would create meaningful change at the local level but also to have a long-lasting global impact (GloEd, 2014).

As a part of the admission process for the GloEd program, it should be noted that the program was developed based on an extra-curricular approach/framework with a limited external funding source; therefore, to financially sustain the program, it was necessary to collect a small fee as a part of admission to the program of KRW 150,000 (approximately \$130 USD) from all participants as part of their admission to the program. The payment collected from students covered the cost of the five-week course, four full-time instructors, class material, snacks and drinks, and activity fees related to field work.²¹⁾ A selection process was to be initiated if the number of applicants exceeded one hundred in order to maintain the necessary quality control of the program. Therefore, as a part of the selection process, all

21) A separate stipend was established for the students for tuition assisted payment. However, no student applied for the stipend.

applicants were interviewed to gauge their interests and motivations for GCED experiences, their ability to stay on course with others, to engage in teamwork, and to self-motivate to work with others during the five-week program. Such screening was critical for the success of the program as well as out of respect for the students who would be participating in the intervention program during their summer break. This is due to the fact that most education environments in South Korea are limited to such learning opportunities as were mentioned previously; therefore, the program aims to offer a learning experience which is very different from students' typical learning experiences.

Over the duration of the five-week program, equal to 120 classroom hours in total, the pilot GCED program covered a basic understanding of current global issues and their historical context and of how these issues have a ripple effect at the level of international development. In response, learning activities included those requiring students to develop their own youth work plan and implementation strategies, while being challenged through classroom debates and participatory lecture with the invited field practitioners. In addition, the program offered networking session with the field practitioners to allow opportunity for the students to exchange ideas and receive real-time feedbacks.

5.4.2. Program Structure and Format

Pedagogically, the GloEd program was designed to provide interactive engagement employing a constructivist learning (CL) approach built upon the theory of change (ToC). As depicted in Figure 5.4 and earlier

in this study (see chapter 3.3), various essential elements of the GloEd program were based on the ToC model.

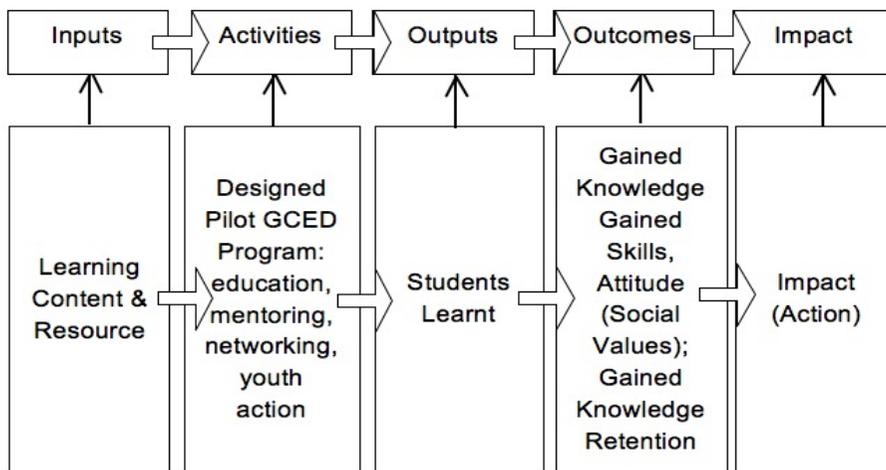


Figure 5.4. Integrating ToC in the GloEd program

Figure 5.5 further illustrates a broad outcome chain for the GloEd program, which focuses on more specific aspects of the individual outcomes.²²⁾

22) It is worth noting that a ToC is necessarily a simplify and a summary of real program plan/implication and evaluation. Therefore, capturing every step may not be possible; rather, it is important to make judgements in regards to the important factors and issues that reflect during the program.

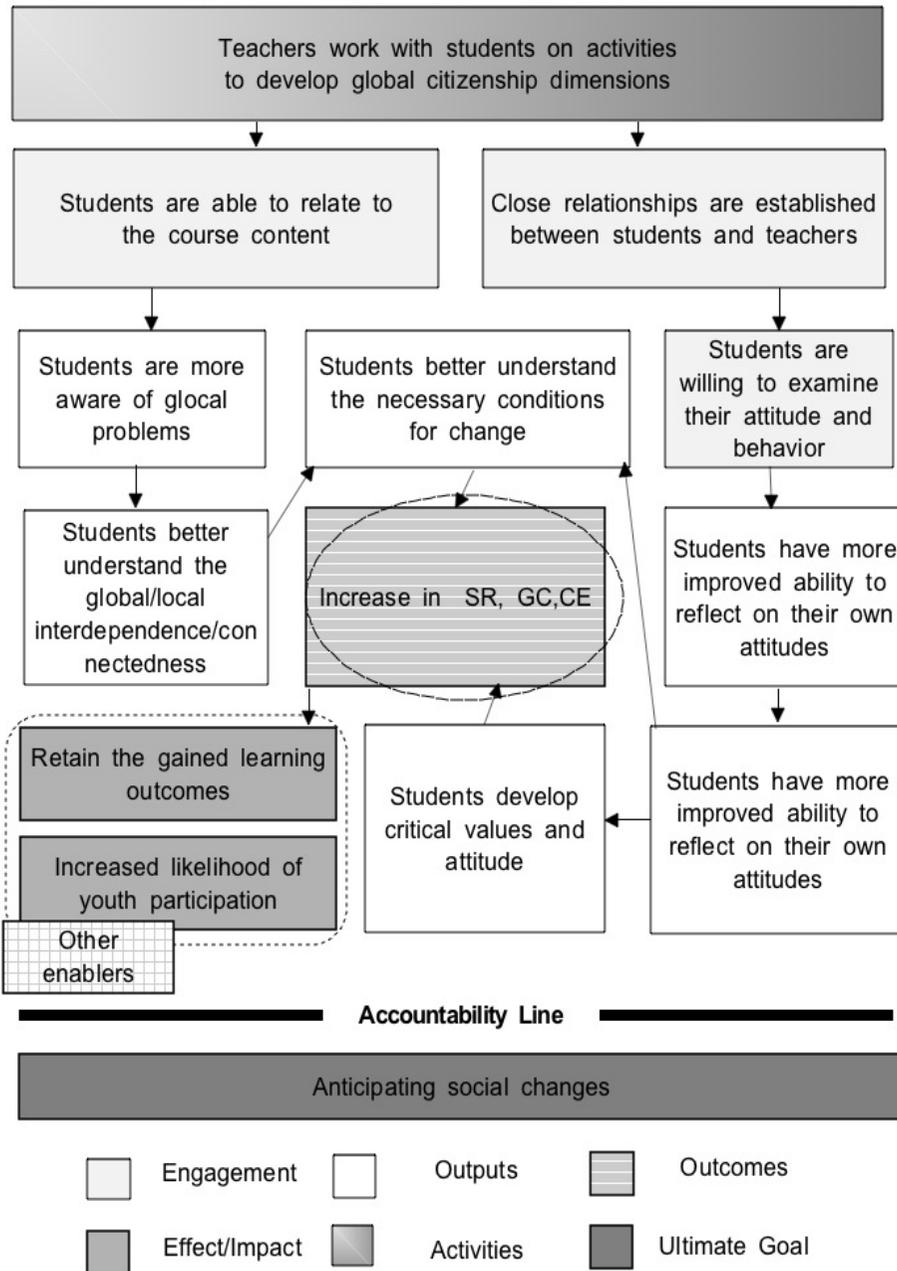


Figure 5.5. GloEd outcome chain model in ToC

To articulate the underlying assumptions above, several important aspects were considered: (1) the context for prospective students of GloEd; (2) the causal mechanisms of the program; and (3) relevant enabling factors. The first two considerations were already described in detail in the earlier section (Chapter 5.4.1) whereas the latter focused more on educational contexts. While the focus of the above model was on action/engagement and possible outcome factors of GCED rather than educational activities, the priority should still lie in mapping the sequence of how the intended learning outcomes can be achieved and finding what needs to be done for the program to succeed. Thus, inputs and activities of GloEd were outlined using a specific instructional design, and this is where CLT was brought in. Using Brooks and Brooks' (1993) analysis of CLT, the following table (Table 5.2) provides examples of how CLT was applied and implemented during the GloEd program development.

Table 5.2.
CLT models integrated in the GloEd program

CLT models	Examples in GloEd
Students work in groups and collaborate on tasks	<ul style="list-style-type: none"> ▪ Cooperative learning: Students were paired in groups of no more than 5. Initially the groups were randomly assigned; however, they were regrouped into theme group by needs and interests.
Student's inputs are highly valued in the teaching-learning process.	<ul style="list-style-type: none"> ▪ Students shared ideas, ask questions, discuss problems/ ideas and revise their ideas when necessary.

Students are treated as thinkers with the ability to construct new knowledge.	<ul style="list-style-type: none"> ▪ IDEAL & LEAD ▪ Why and how chain, Issue trees
Teachers partner with students in the classroom.	<ul style="list-style-type: none"> ▪ Mentor-Mentee group
Teachers seek students' feedback in order to better understand student learning.	<ul style="list-style-type: none"> ▪ At the end of each session, students submitted course evaluations (See Appendix). ▪ Students were asked to fill the KWL graph.²³⁾ ▪ Students' feedbacks were reflected in instructional strategies and curricular improvements.
Assessment of student learning is integral to the teaching-learning process.	<ul style="list-style-type: none"> ▪ Assessment Center (AC)

Note: CLT Models (See Table 3.3)

The following further describes significant features of CLT used in the GloEd program.

Mentor-Mentee System

As a part of the program, the Mentor-Mentee system was developed and embedded in the GloEd program. For this, a group of mentors were appropriately identified and selected, and trained for the program to ensure that students acquire critical knowledge, skills and attitudes

23) As a part of evaluation tool in CL, KWL aims to help in learning, by ensuring 'what students already know, what students want to know, and what students ultimately learned' (See Appendix B-2).

in order to achieve their intended learning outcomes. Students, as mentees, were able to select mentors based on their common career or academic/personal interests. The distinctive part of the GloEd program is that it enabled the students to explore their mentor's or linker's academic and professional life and network. Upon completion of the program, networking sessions were organized. During the networking session, students were able to exchange information and interests with linkers from various fields.

IDEAL & LEAD

The program consisted of two distinctive tracks, IDEAL and LEAD, which set out different educational objectives and activities. The first track was used in the first three weeks while the latter was utilized towards the latter half. Based on Bransford and Stein's (1984) work, the model IDEAL model consisted of five steps: (1) identify the problem, (2) define the problem, (3) examine the options, (4) act on a plan, and (5) look at the consequences. When new topics were introduced, students were always encouraged to grapple with complex and open-ended problems. At first, students were asked to guess in response, which was intended to shed light on the futility of their intuition. As the students received more facts through the class activities, they reworked the problems carefully in groups and shared their understandings with the rest of the class. Then, other groups or teachers might give them feedbacks and comments for improvement. Throughout the process, students were expected to learn that beneath local/global problems there exists a complex interplay of factors,

thereby acknowledging the importance of multidisciplinary efforts. During the IDEAL period, students were expected to work in groups to promote a collaborative and cooperative learning environment. In addition, various student-centered learning tools were used, such as the 'issue tree' or 'why chain.' For example, the 'why chain' helped students to investigate and examine why a selected problem exists. The teacher asked the group to nominate a particular issue of concern in the local/global community, such as '2/3 of the world's illiterate population are women.' Then, they would ask students why this is the case. Around the particular topic, students start to fill in the answers. The answers might vary from pure guesses to sophisticated thoughts. Again, students continued to be asked 'why?' When the selected issue had multiple causes, new chains were added radiating from the same issue. The students were paired into small groups to complete the chains. In the end, each group could go around adding comments while thinking of a solution to the problem.

The model LEAD model (Leadership, Education and Development) introduced students to key areas of international development including education, environment, public health and gender. Again, the students often worked in groups of no more than five students in order to accomplish the given projects. During the LEAD track, students applied their gained knowledge and skills to a more concrete situation and came up with a solution. Each student also had to provide an individual answer along with the group work. A detailed overview and description of the coursework is further provided in the Appendix B-1.

Assessment Center

The central feature that makes GloEd unique is the design of the assessment center (AC).²⁴⁾ As students obtained basic knowledge and became more proficient in undertaking independent tasks and activities, the AC was then introduced. Instead of utilizing conventional assessment practices, the AC utilizes competence-based items derived from the content that combine learning and assessment into a coherent package (See Figure 5.6). It provides a content sufficient for testing constructive knowledge; yet does not prevent the use of assessing cognitive knowledge and objectives. AC is a cost-effective, controlled alternative for assessing learner competence since it enables evaluation to become an integral part of learning.

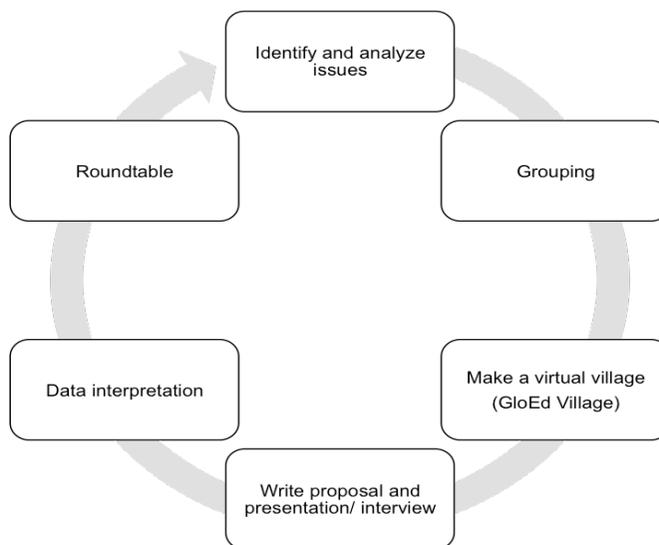


Figure 5.6. Assessment Center (AC) process

24) AC involves multiple evaluation technique, including various type of real-life simulations, and sometimes interviews and tests.

The following table (Table 5.3) further outlines the steps in the AC process from introduction through project completion as depicted in Figure 5.6.

Table 5.3.
Outlines the Overview of AC

Schedule	Details
Introduction	<ul style="list-style-type: none"> ▪ Overall introduction of the AC: purpose, objectives, process, outcomes
Making your GloEd village	<ul style="list-style-type: none"> ▪ Allow students to randomly pick sticks to construct one virtual village (GloEd village), utilizing real data drawn from the HDI/ BLI. Variables include population, expected age, GDP, weather, religion, water access, literacy rates, language, access to clean water, unemployment rates, percentage of rich population, completion rate of primary/secondary/higher school, political situation, demographic structures (landscape) and so forth. ▪ Depending on students' interests, regroup into five major groups such as education, environment, gender, public health. Students may create new groups, if necessary.
Identify the problem/ Groupwork	<ul style="list-style-type: none"> ▪ Fact-finding/analysis exercising: In group, students define and examine possible challenges and problems of the village based on the constructed dataset. ▪ Decision-making problem: Students spend 10-15 minutes to come up with a project model, which can penetrate the underlying problems; Group Discussion to come up with the best model (or possibly integrate the model). ▪ Select the model and share with the rest of the class.

Data Interpretation/ Interview	<ul style="list-style-type: none"> ▪ Students individually take written-test (not for grades in memorizing theories or the content). ▪ Based on the individual and groupwork, aforementioned, each student present his/her work individually and take Q & As.
Roleplay Roundtable	<ul style="list-style-type: none"> ▪ Students participate in a simulation while creating a persona of a person who is affected by global problems, either for or against. ▪ Students use information from the previous class. ▪ Students share reflective summaries of their experiences.

The learning mechanics of the AC lie in learning through simulation rather than winning. Therefore, the role of the teacher was shifted from that of observers to facilitators. At the AC, teachers do not offer solutions. Rather, teachers ensure that all the learning processes can be shared and applied to students' real lives. However, considering that most of them do not have previous experience in the field, the teachers may slip some hints to guide students' work. The methodological details of the AC are further described in Appendix C.

5.5. Measuring Instrumentation

To validate the hypotheses, the following measuring instrumentations are applied in the study: (1) Global Citizenship Scale model (Morais & Ogden, 2011) and (2) the Ladder of Youth Participation (Hart, 1992). Although the reliability and validity of these instrumentations have been tested in the previous literature, the study retested them as the instrumentations may not fit to the South Korean context.

5.5.1. Global Citizenship Scale Model

The first two hypotheses (H1 and H2) require a scale that measures changes in global citizenship in order to provide comparative results of participants' before, after and follow-up experience with the pilot intervention program. Based on examining thirteen different types of measurement tools (Bennett, 1993; Braskamp et al., 2008; Paige et al., 2007; Tarrant & Lyons, 2012; Hunter, White, & Godbey, 2006; Howard & Gilbert, 2008; Flanagan, Syvertsen, & Staout, 2007; Lipkus, 1991; Hett, 1993; Pratto, Sidanius, Stallworth, & Malle, 1994; Lopez et al., 2006), Morais and Ogden (2011) developed the Global Citizenship Scale model, which utilizes an eight step process, pulling from the aforementioned survey instruments. Among these measurement tools that exemplify different views of what it actually means to be a global citizen and different ways to measure one's level of competency, the study selected a modified version of Morais and Ogden's (2011) Global Citizenship Scale model (see Appendix F & G) since it directly links with the aforementioned dimension of global citizenship. Moreover, Morais and Ogden's scale is by far the most current, comprehensive

scale measuring global citizenship that has been systematically tested and validated in initial trials.

According to Morais and Ogden (2011), the Global Citizenship Scale model was calculated using the 10-factor model (See Figure 5.7). Starting from one higher-order-factor, that is, global citizenship, the scale was divided into three more specific second-order factors including social responsibility, global competence and global civic engagement, which it was then divided into six first-order factors with 43 statements that include self-awareness, intercultural communication, global knowledge, and involvement in civic organizations, political voice and global civic activism. Each statement was rated on a five point Likert scale according to how closely the participants feel they align with the statement as follows: strongly agree, agree, no opinion, disagree, and strongly disagree. Some items (SR 1.1-SR 1.5, SR 2.2, and SR 3.3) were reversed coded due to the nature of the survey item required disagreement with the statement in order to be considered a level 3 or 4 score on the scale. Therefore, each score for these questions was subtracted from six in order to code the answers similarly to the rest of the questions on the Likert scale of one to five. After adjustment for negatively coded items, strongly agree (1) was an indicator of global citizenship for every question. Each factor was calculated to determine F1- F6. These factors were then calculated to determine F7-F9, which were then calculated for a total GCS (F10). Using this framework, a GCS was calculated for each participant following the formula put forth by Morais and Ogden (2011), where each factor was computed from a certain coefficient. The survey also requested information for descriptive statistics including gender, major,

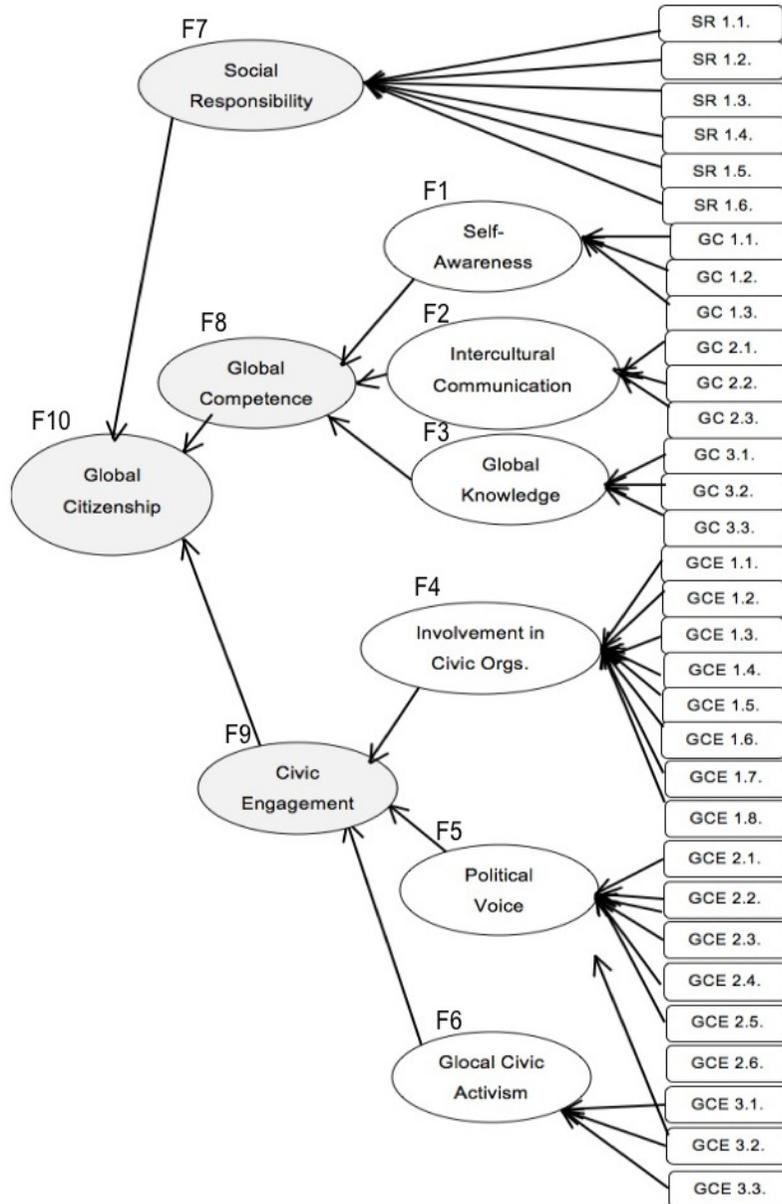


Figure 5.7. Final measurement model of the Global Citizenship Scale (Source: Adopted from from Morais & Ogden (2011))

and age. Such instrument was valid for several reasons: By using pre-and post-surveys and interviews instead of one, validity increased through triangulation (Fraenkel & Wallen, 2009). The instruments was considered valid if all instruments revealed similar patterns in regards to participants' global citizenship. The detailed reliability and internal validity test results are provided in Section 5.7.

5.5.2. Knowledge to Action: Youth Participation Model

Hypothesis 3 investigates correlation between the GCED learning outcome at $T_{12\text{months}}$ and the degrees of actual youth participation. To measure the dependent variable of hypothesis 3, degrees of youth participation, the study employs Hart's (1992) Ladder of Youth Participation. Developed from Arnstein's (1969) Ladder that conceptualizes a degree of participation, Hart (1992) introduced a modified modeling tool to identify eight levels of youth participation ranging from low to high in the context of research projects.

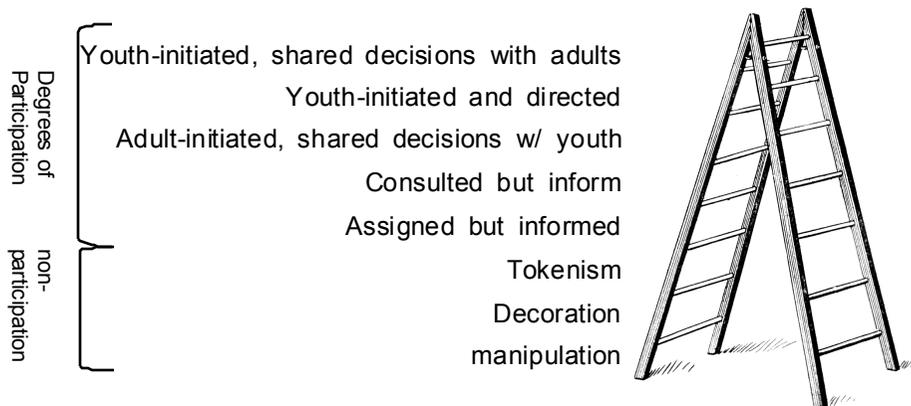


Figure 5.8. Ladder of youth participation (Hart, 1992)

The emergence of the ladder was one part of the global driving force of youth participation and had a significant result on discussions about the nature of youth participation in decision-making. Although it is designed for youth participation in projects, rather than in decision-making concerning their own care, it can be a starting point to encourage those working with youth to think more closely about the nature and purpose of youth participation, as depicted in Figure 5.8.

According to Hart (1992), the first three rungs at the bottom of the ladder, which consists of manipulation, decoration and tokenism belong to “non-participation.” On these levels, youth participation is invisible, which means that youth cannot present their views, or no change is made for them. He also overviews four minimum requirements to be participatory: (1) Students understand the intentions of the project, (2) they know who made the decisions concerning their involvement and why, (3) they have meaningful (rather than decorative) role, (4) they volunteer for the project after the project was made clear to them (Hart, 1992). In this light, the top five rungs range from rung

four – assigned but informed, to rung eight that is youth-initiated and shared decisions with adults. The more active youth participation, engagement and involvement become, the higher rung one ascends.

Hart's model is sometimes criticized for implying a hierarchy, with an ultimate goal, which should be aimed for (Tomas & Percy-Smith, 2009). In practice, the youth do not remain static or climb in one direction. Rather, they may move up and down the ladder, which are similar in the learning activities during the constructive learning process. To simply put, different degrees of influences over decision-making may be appropriate in different situation (Funk et al., 2012). Hart even suggests that situation of reaching the highest ladder is relatively uncommon. Thus, the highest rung falls short of completely autonomous decision-making by the youth. Responsibility for determining the “best interests of the youth” remains eventually in adults' hands (Harts, 1992; Osler, 1997).

Meanwhile, the last two ladders, being youth initiated and directed and youth initiated, shared decisions with adults may rarely take place since the current Korean society do not have well-enough resources to listen and respond to young students' ideas. Hence, the study breaks the degrees of participation into two types: (1) passive and (2) active participation. Passive participation ranges from assigned but inform to adult-initiated, shared decisions with youth, while active participation consists of the other two rungs. This modified ladder of youth participation is applied to comprehend and evaluate the status of students' participation situation that may be influenced from the program.

5.6. Quantitative Data Collection and Procedure

The following figure (Figure 5.9) offers an overview of measurement intervals and objectives throughout the program. The following sections describe the measurements per sample.

5.6.1. Intervention Group Measurement Interval

The pre-test questionnaire was delivered to the intervention group (N=140) short after a brief overview of the research at the beginning of the first GCED course in July 2013 (baseline or T1). Due to the nature of research objectives, the intervention group was tested most frequently throughout the program. After completing the GCED course, the study measured the global citizenship learning outcomes (T2), which allowed to test the first research question related to the changes of before and after. For the follow-up tests for the retention of GCED learning outcomes and transfer to actual participation, the study further

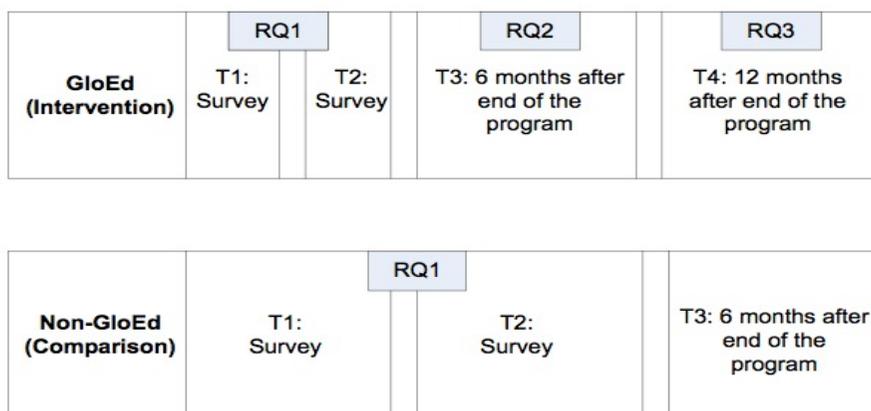


Figure 5.9. Intervention measurement intervals

undertook additional surveys in 6 months (T3) and 12 months (T4) after the GCED course. These T2-4 measurements were done similarly to the first measurement²⁵⁾ The questionnaires are always anonymous but are coded for matching the post-questionnaires to the pre-questionnaires. In this process, a seven letter personal code is used: 1) first letter of student's last name, 2) his/her birthday month (01-12) and 4) last four digit of his/her cell phone number. Figure 5.10 displays the measurement intervals for the intervention group. T1 is the pre-test beginning point and T2 represents the post-test on the last GCED class.

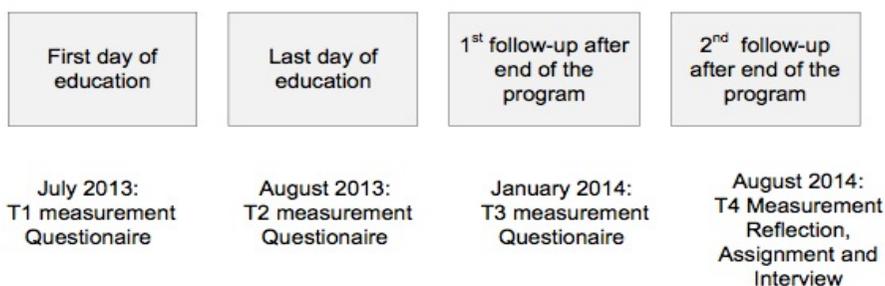


Figure 5.10. Measurement for intervention group

5.6.2. Comparison Group

As aforementioned, a single group, before/after design for evaluating education program suffers from maturation and history threat; therefore, the study used the comparison group to assess the GCED learning outcomes. As explained in the Section 5.3, the intervention (GloEd) and

²⁵⁾ The administration and collection of the questionnaire in the classes and follow-up email or calls

comparison (non-GloEd) groups are similar in age and other characteristics measured at T1. In order to minimize the possibility of selection bias while supporting causal inferences, non-participants who have similar attributes and characteristics as an intervention group were selected as a comparison group.²⁶⁾ The study first collected information about the characteristics that might have influenced the participants' selection into the intervention group. Examples may include previous experience or exposure to GCED-related activities in early years. Along with participants' characteristics measured at baseline, this information was used to predict each respondent's probability to join the program.

During the year of 2013, the data for T1 was acquired. The comparison group (N=166) was selected in an effort to detect hidden biases due to failure to comparison for an unobserved covariate. For the convenience of collecting a large number of data, the comparison group was selected using two approaches: First, through a major help from participants' schools of origin by approaching teachers in charge of external affairs; second, through social networking service, specialized global education program targeting high school students. Of all of the respondents, 85.1% provided their email address for contact purposes. Survey data was collected at two points: baseline survey was administered in summer 2013 and a week after the program was over.

26) This dissertation study is a quasi-experimental design that does not use random assignment of student participants in the GCED program. Non-randomized groups include GloEd participants and non-participants who are dissimilar to each other based on a variety of covariates (Rosenbaum & Rubin, 1983).

5.6.3. Data Analysis Procedures

Data analysis procedures consist of statistical analyses of the questionnaire dataset with the computer software package.²⁷⁾ The sequence of the data analysis procedures is as follow: first, data was tested for selection biased; second, variables were analyzed to examine the appropriateness for empiriacal analyses; and lastly, scales were tested for reliability and validity.

Hypothesis 1

For the first hypothesis, a difference-in-differences (DID) approach was utilized. As Albouy (2013) described, DID is often used in program evaluation studies since it compares an intervention and a comparison group (first difference) before and after the program (second difference). The mean difference between the before and after values of the learning outcome indicators for each of the intervention and comparison groups are calculated, then followed by the difference between these two mean differences. The second difference, or DID, is the estimate of the effectiveness of the program. Such that, this study measured the pure program effects in terms of the change between the baseline Y_1 and post-intervention values Y_2 of the same measures, and these change were compared between program members Y^i , and comparison group members Y^c . Following the description above, the DID estimate of program impact can be described as:

27) Statistical Package for the Social Science (SPSS) 22

$$Y_2^t - Y_1^t - (Y_2^c - Y_1^c)$$

The basic linear model for DD estimation is as follow:

$$Y = \beta_0 + \beta_1 T + \beta_2 A + \beta_3 T \cdot A + \varepsilon$$

where

Y = global citizenship scale

T = A dummy variable of GloEd pilot program
(intervention=1)

A = T_{start} or T_{final} ($T_{\text{final}}=1$)

$T \cdot A$ = interaction term

ε = error term

β_0 = intercept

The expected values of quantities of the pure program effect can be shown in Table 5.4 and Figure 5.11 to clarify this model described above:

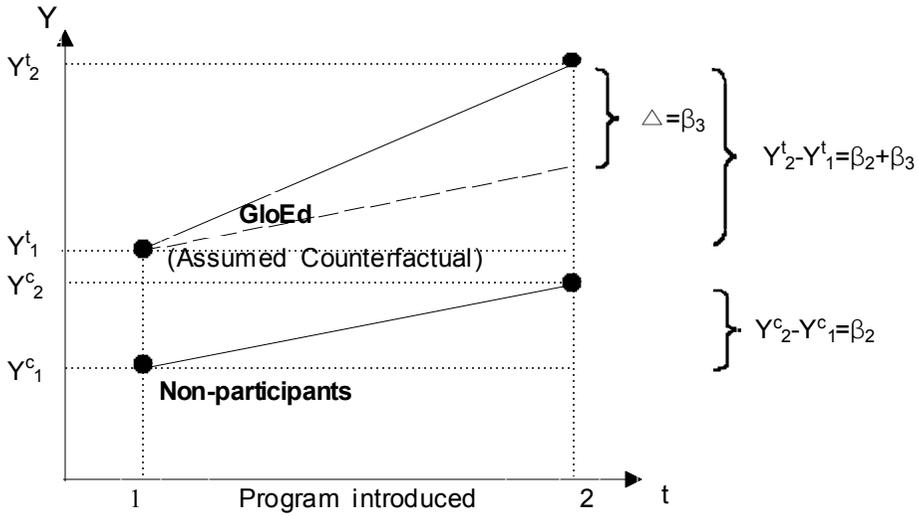


Figure 5.11. Difference-in-Differences in GloEd

Table 5.4.
Quantities of Interest in the DD model

	Pre-Intervention Outcome	Post-Intervention Outcome	Difference
Treated Units	$\beta_0 + \beta_1 + \varepsilon$	$\beta_0 + \beta_1 + \beta_2 + \beta_3 + \varepsilon$	$\beta_2 + \beta_3$
Intervention Units	$\beta_0 + \varepsilon$	$\beta_0 + \beta_2 + \varepsilon$	β_2
Difference-in-Differences	-	-	β_3

Firstly, difference scores between T_{start} and T_{final} for each group were measured. The differences scores of the comparison group then subtracted the differences scores of the intervention group. Furthermore, one-sample t-tests were conducted on the difference scores. To confirm the result of the DID framework, a second test with a repeated measures test was further conducted to check the previous results.

Hypothesis 2

For hypothesis 2, a repeated General Linear Model (GLM) was chosen. In order to test whether students' learning outcomes decreased significantly over the time, $T_{\text{final}+6\text{months}}$ and $T_{\text{final}+12\text{months}}$ are referenced to T_{final} . Meanwhile, the reference value T_{start} is also reviewed in order to check whether the learning outcomes decreased even below the starting level.

Hypothesis 3

Hypothesis 3 involves a dependent variable that is the degree of youth participation. It consists of the following options: none, tokenism and active. For this design, the ordered logistic regression is appropriate (Fullerton). It is an extension of standard binary logistic regression, which is applicable to equations with categorical dependent variables. It is based on the proportional odds assumption that if a series of binary logistic regressions of category 1 vs. 2, category 2 vs. 3, and so on, were estimated, the parameters would be identical for each model. For instance, if the dependent variable Y takes value 1 (none), 2 (passive) and 3 (active), P_1 becomes $P_{(Y=1)}$, P_2 becomes $P_{(Y=2)}$, and P_3 becomes $P_{(Y=3)}$. This ordered logistic regression estimates the relationship between the cumulative logits of Y and independent variables, assuming linear relationships between logits and explanatory variables.

$$\log\left(\frac{p_1+p_2}{p_3}\right) = \text{intercept}_2 + b_1x_1 + b_2x_2 + \dots + b_kx_k$$

$$\log\left(\frac{p_1}{1-p_1}\right) = \text{intercept}_1 + b_1x_1 + b_2x_2 + \dots + b_kx_k$$

The ordered logistic model assumes that the parameters are the same.²⁸⁾ Maximum likelihood estimation is used to obtain estimates of the parameters. To simply put, if parameter b_i is positive, then the log odds of noneaction is higher for higher values of X_i . The ordered logistic regression model for this hypothesis can be expressed as:

$$\log\left(\frac{\pi}{1-\pi_1}\right) = \text{intercept}_1 + (b_1x_1 + b_2x_2 + \dots + b_kx_k)$$

where π_i is the probability of $Y \leq i$. Therefore, if the coefficient b_i is positive, then the log odds of taking none action is lower for higher values of X_i .

28) For the Ordered Logistic Regression, SPSS always tests the proportional odds assumption. In the case of hypothesis 3, the proportional odds assumption appears to be held since the significance of Chi-Square statistic is $.514 > .05$.

5.7. Preparatory Test

In order to ensure that the data is sufficient, preparatory tests were undertaken; these tests entail checking for selection bias, data normal distribution, reliability as well as validity of the measurement. As Acton et al. (2009) suggested, the standard “cut-off points for accepting hypothesis have been used: * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$ ” (p.1) throughout the empirical analyses sections.

5.7.1. Selection Bias

As mentioned in the previous sections, all the samples of GCED program operate on a voluntary admission basis. This may possibly generate a selection bias of participants in the intervention groups with higher average values in the overall scores of global citizenship learning outcomes compared to the comparison group. To test for significant differences in the means of both groups, the study performed an independent samples t-test as shown in Table 5.5.

Table 5.5.
Test For Selection Bias

	SR_{Tstart}	GC_{Tstart}	CE_{Tstart}
N			
Intervention Group	140	140	140
Comparison Group	166	166	166

	SR_{Tstart}	GC_{Tstart}	CE_{Tstart}
Mean			
Intervention Group	3.1863	3.1242	3.5008
Comparison Group	3.2122	2.8920	3.4118
Levene's Test			
F	49.63***	61.460***	43.519***
Equality of Means			
t	-.460	3.760***	1.760
df	279.510	283.149	245.477

Note. * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$, Total group, T_{start}

Hildebrand et al. (2001) (also cited in Lorz, 2011) suggested the following two steps for the test interpretation: first, Levene's test for equality of variances; and secondly, the t-test depending on the result of Levene's test. For instance, all constructs indicate significant differences in variance between the groups. Therefore, independent t-samples test needs to be adjusted for interpretation of equal variances not assumed (Lorz, 2011). Furthermore, there is a significant difference in GC construct; thereby, a significant selection bias exist in GC between the intervention group and the comparison group. Thus, the study utilizes DID, as described in section 5.6.3, in order to eliminate the possible effect of selection bias.

5.7.2. Tests of Variables

As the first two hypotheses rely on the normality assumption of a dependent variable, the study tested the normality of GCED scores. Meanwhile, two tests were further conducted in order to investigate whether the variables are sufficient for analysis.

Normal Distribution Test

The data was reviewed in two ways in order to test normal distribution. Firstly, each variable was visualized in histograms to provide a first view of the value distribution. Secondly, the variables of the key constructs were tested for skewness. Skewness is the symmetry of the distribution; and, a value of 0 would represent a perfect normal distribution (Lorz, 2011).²⁹⁾ Bernard (2000) asserted, “since virtually all distributions of real data are skewed, what really matters is how much” (p.522). Table 5.6 indicates a normal distribution of the key constructs as the range of skewness is between -.906 and +.625.

29) “0 to +2 is deemed acceptable for parametric tests and assumes a normal distribution. A negative value indicates the distribution to be on the left side on the histogram. Kurtosis measures the flatness (-value) or peakedness (+value) of a distribution and is within the range of -2 to +2, acceptable for parametric tests” (Lorz, 2011: 63).

Table 5.6.

Descriptive for reviewing skewness and kurtosis

	GCE		SR		GC		CE	
	T _{start}	T _{final}						
M	3.133	3.450	3.200	3.591	2.998	3.316	3.452	3.737
S	.451	-.669	.625	-.626	-.016	-.589	-.172	-.906
K	-.443	-.947	-.293	-.971	-.689	-.742	2.029	1.086

Note: Valid N=306 for T_{start}, N=293 for T_{final}.

M: Mean, S: Skewness, K: Kurtosis

5.7.3. Reliability Test

The dependent variable of hypotheses 1 and 2 is the level of global citizenship. As discussed in Section 5.5, while other scholars proposed the global citizenship scale, the scale has not tested in the South Korean contexts, especially to upper secondary students. Therefore, the study analyzed the reliability and validity of the global citizenship measures. Reliability is a capacity of measurement to produce consistent results (Sarantakos, 2012). At the development stage, a separate test was conducted. As suggested in Lorz (2011), this study asked ten respondents to complete the questionnaire. After five days later, they were asked to complete the similar questionnaire again. An analysis of all answers of questionnaires indicated a high Pearson correlation of 0.713, which was significant. This suggests that test reliability of the instrument is high. The study further tested the internal consistency reliability to measure each construct and examines the homogeneity using Cronbach's alpha coefficient. Table 5.7 in the next page provides an overview of the Cronbach α coefficients of all scale which are all minimum $>.88$. As Creswell (2003) claimed, a general rule of thumb in

the field is that scales are deemed to be internally consistently when this number is above 0.6. It can be therefore concluded that the internal consistency of global citizenship is acceptable level.

Table 5.7.
Overview of Cronbach Alpha Coefficient of Scales

	Correlated-item total correlations T_{start}	Cronbach α T_{start}	Correlated- item total correlations T_{final}	Cronbach α T_{final}
SR		.886		.931
SR 1.1	.825		.839	
SR 1.2	.838		.891	
SR 1.3	.855		.899	
SR 1.4	.532		.705	
SR 1.5	.823		.892	
SR 1.6	-.247		-.001	
SR 2.1	.821		.885	
SR 2.2	.734		.851	
SR 2.3	.332		.651	
SR 3.1	.658		.669	
SR 3.2	.661		.752	
SR 3.3	.431		.544	
SR 3.4	.426		.495	
GC		.938		.951
GC 1.1	.799		.711	
GC 1.2	.820		.893	
GC 1.3	.859		.887	
GC 1.4	.410		.568	

	Correlated-item total correlations T_{start}	Cronbach α T_{start}	Correlated- item total correlations T_{final}	Cronbach α T_{final}
GC 2.1	.699		.711	
GC 2.2	.774		.815	
GC 2.3	.695		.757	
GC 2.4	.687		.541	
GC 2.5	.474		.663	
GC 2.6	.784		.884	
GC 3.1	.693		.827	
GC 3.2	.833		.849	
GC 3.3	.841		.890	
CE		.944		.967
CE 1.1	.610		.683	
CE 1.2	.743		.933	
CE 1.3	.666		.777	
CE 1.4	.640		.754	
CE 1.5	.661		.719	
CE 1.6	.704		.785	
CE 1.7	.602		.730	
CE 1.8	.643		.708	
CE 2.1	.746		.868	
CE 2.2	.827		.929	
CE 2.3	.769		.778	
CE 2.4	.765		.868	
CE 2.5	.652		.825	
CE 2.6	.704		.832	
CE 3.1	.571		.761	

	Correlated-item total correlations T_{start}	Cronbach α T_{start}	Correlated- item total correlations T_{final}	Cronbach α T_{final}
CE 3.2	.575		.631	
CE 3.3	.756		.738	

5.7.4. Validity Test

Once the reliability of the measurement instrument is confirmed, reviewing validity of the survey should be conducted as a final step before the testing of the hypotheses. As Litwin (1995) indicates, validity refers to “how well it measures what it sets out to measure” (p. 33; *also cited in* Lorz, 2011: 65). During this procedure, an exploratory factor analysis was conducted.³⁰⁾ At first, the exploratory factor analysis indicated that variables within construct of global citizenship learning outcomes were loading on the social responsibility, global competence and glocal civic engagement constructs. Table 5.8 provides an overview of the component matrix.

30) Factor analysis is deemed an appropriate method for examining construct validity (Nunnally & Bernstein, 1994; *also cited in* Lorz, 2011: 129).

Table 5.8.
Explorative Factor Analyses

	Component			
	1	2	3	
SR				
SR 1.1		.735 ^a	.482	-.232
SR 1.2		.931 ^a	.157	-.168
SR 1.3		.755 ^a	.518	-.214
SR 1.4		.692 ^a	.189	-.020
SR 1.5		.920 ^a	.171	-.195
SR 1.6		-.023	-.049	.960 ^a
SR 2.1		.867 ^a	.287	.127
SR 2.2		.916 ^a	.065	.051
SR 2.3		.224	.885 ^a	-.027
SR 3.1		.527	.579	.065
SR 3.2		.780 ^a	.236	.110
SR 3.3		.527	.252	.032
SR 3.4		.133	.926 ^a	-.057
Total values		6.126	2.773	1.129
% of Variance		47.122	21.333	8.681
Cumulative % of variance		47.122	68.456	77.137
GC				
GC 1.1		.777 ^a	-.527	.035
GC 1.2		.884 ^a	.215	-.308
GC 1.3		.898 ^a	.151	-.165
GC 1.4		.589 ^a	.666	.052
GC 2.1		.758 ^a	-.130	.493
GC 2.2		.826 ^a	-.168	.338

	Component			
	1	2	3	
GC 2.3		.797 ^a	.036	.443
GC 2.4		.638 ^a	-.482	-.051
GC 2.5		.670 ^a	.430	.288
GC 2.6		.877 ^a	.133	-.010
GC 3.1		.812 ^a	.172	-.408
GC 3.2		.863 ^a	-.195	-.351
GC 3.3		.893 ^a	-.189	-.182
Total values		8.255	1.375	1,089
% of Variance		63.503	10.580	8.377
Cumulative % of variance		63.503	74.084	82.461
CE				
CE 1.1		.228	.903 ^a	.111
CE 1.2		.609 ^a	.551	.340
CE 1.3		.204	.898 ^a	.222
CE 1.4		.103	.546	.790 ^a
CE 1.5		.180	.870 ^a	.290
CE 1.6		.787 ^a	.131	.361
CE 1.7		.057	.594	.741 ^a
CE 1.8		.594	.071	.562
CE 2.1		.658 ^a	.175	.621
CE 2.2		.632 ^a	.499	.421
CE 2.3		.751 ^a	.151	.421
CE 2.4		.646 ^a	.155	.671 ^a
CE 2.5		.817 ^a	.310	.108
CE 2.6		.828 ^a	.385	.047

	Component			
	1	2	3	
CE 3.1		.817 ^a	.276	-.016
CE 3.2		.327	.673 ^a	.145
CE 3.3		.449	.514	.434
Total values		5.655	4.723	3.296
% of Variance		33.264	27.780	19.391
Cumulative % of variance		33.264	61.044	80.435

Note. Extraction Method: Principal Component Analysis, Rotation Method: Varimax with Kaiser Normalization. Component Scores

a. Items maintained for subsequent analyses.

5.8. Qualitative Data Collection Procedure

In order to set the quantitative findings regarding the three hypotheses into perspectives, a subsequent qualitative section follows as a means of triangulation while enhancing the richness of the analysis. Thus, the research employed an open-ended, relying on semi-structured interviews in thirty-two individuals who participated in the GloEd program.

5.8.1. Sample Selection

In line with the quantitative phase, the qualitative phase uses purposive sampling. The aim of utilizing a purposive sample is to select significant cases with certain qualitative representativeness (Creswell, 2003). Among several purposeful sample types, this study adopts confirming sample strategies to follow up on the quantitative findings in order to test or explore further specific findings.

In the process of sample selection, twenty-three students who represent each group were selected in January 2014, covering all student clusters (gender, age, recognition of prior learning experience, age, type of schools) while eight students from non-GloEd group were additionally selected in the same month in order to gain deeper insights. As described in section 5.9, ethical considerations are brought forward during the arrangement of the interview appointments by means of going through the informed consent letter (Appendix C). A brief demographic profile of the selected interviewees is presented in Table 5.9.

Table 5.9. *A Sample Demographic Table in the Qualitative Study*

No.	Gender	RPL	School Type	Age	Group
1	Male	Yes	Regular	15	GloEd
2	Male	Yes	Regular	16	
3	Male	Yes	Regular	17	
4	Male	Yes	Regular	18	
5	Male	Yes	Special	16	
6	Male	Yes	Special	17	
7	Male	No	Regular	15	
8	Male	No	Regular	16	
9	Male	No	Regular	17	
10	Male	No	Regular	18	
11	Male	No	Special	16	
12	Male	No	Special	17	
13	Female	Yes	Regular	16	
14	Female	Yes	Regular	17	
15	Female	Yes	Regular	18	
16	Female	Yes	Special	16	
17	Female	Yes	Special	17	
18	Female	No	Regular	16	
19	Female	No	Regular	17	
20	Female	No	Regular	18	
21	Female	No	Special	16	
22	Female	No	Special	17	
23	Female	No	Special	18	
24	Male	Yes	Regular	17	Non-GloEd
25	Male	Yes	Special	16	
26	Male	No	Regular	16	
27	Male	No	Special	17	
28	Female	Yes	Regular	16	
29	Female	Yes	Special	17	

No.	Gender	RPL	School Type	Age	Group
30	Female	No	Regular	17	
31	Female	No	Special	16	

5.8.2. Collection Procedure and Data Analysis Procedure

The qualitative analysis mainly aims to provide deeper insights from the quantitative analyses. Hence, based on the interpretation of the quantitative results, an open ended, semi-structured interview is used. This follow-up interview is designed to examine the extent, nature and quality of the pilot participants' experiences and thoughts about the program. In regards to the qualitative analysis methods for drawing conclusion, triangulation, along with the foregoing quantitative phase, is the key element of verification. The structure of the interview consisted of two parts. First, the purpose of the research was introduced, highlighting the overview and importance of this research. Interviewees were informed that all the records would be coded anonymously. Then, the second part consisted of interviews that followed design examples of previous researches utilizing open-ended and semi-structured interviews (Warren, 2002). Using a structure similar to Trigwell and Prosser's (1991), the participants were given opportunities to share what they have experienced during the program. They were also asked about their moments and experiences that trigger (intend or not intent to) to participate in global/local community engagement. For the interview, two guidelines were provided: firstly, interviewees were asked to describe the overall experience of the pilot program in as much detail as possible. They were then asked to explain why participating the

program motivated or de-motivated them to further take actions.

The assignment was first introduced at the end of the program and then notified via email and in person shortly after the 2nd follow-up of the program. Since the program occurred a year ago, they may not be fully recalled. Hence, participants through the in-depth interview were given a chance to revisit the program experience while talking. During the process, the participants were provided an enough time frame to response. Then, the analysis of the interview follows the systematic analysis procedure to analyze the given qualitative content (Mayring, 2003). The steps are as follows (Figure 5.12).

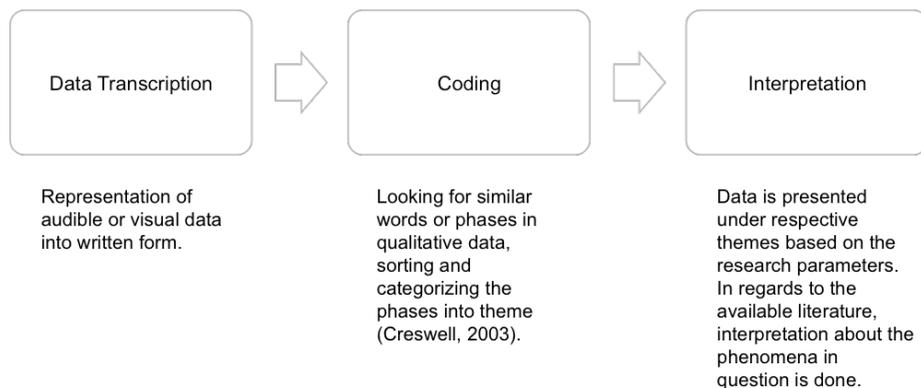


Figure 5.12. Qualitative data analysis procedures

5.9. Role of the Researcher

In this study, the researcher's involvement with data collection. During the first quantitative phase, the researcher oversaw the pre- and post-learning assessment and collected data using the standardized process.³¹⁾ The data analysis was then performed using three statistical analysis techniques.³²⁾ Based on the values for statistical significance, the overall results were interpreted.

During the qualitative stage, the researcher assumed a participatory role since her personal involvement with the topic as well as “the sustained and extensive experience with participants” (Creswell, 2003, p. 184). Meanwhile, the researcher was also an instructor in the pilot program. The instructor has overseen the course and interacted with students and therefore she knew most of the GloEd participants through her classes and meetings. Therefore, it was possible that she developed supportive relations with some participants during the data collection. As Locke, Spirduso and Silverman (2000) suggested, these experiences possibly offered a chance for subjective interpretations of the results and create a potential for bias.

However, in order to achieve the accuracy of both the quantitative and qualitative findings while controlling the possibility of bias, extensive verification procedures, such as triangulation of data resources and in-depth descriptions of the cases, were further utilized. Moreover, the researcher's academic advisors did a careful audit on the research procedures as well as data analysis.

31) The process includes the convenience sampling among naturally existing groups, and reliability and validity checks of the instruments.

32) DID, 3-GLM, OLS

Chapter 6

RESULTS AND DISCUSSION

6.1. Introduction

This chapter presents the statistical analysis results and their interpretation. The first part demonstrates the overall impact of GCED on its learning outcome (hypothesis 1). The second section illustrates the gained knowledge retention of GCED (hypothesis 2) and the third section investigates if students' learning outcomes affect the level of actual youth participation (hypothesis 3). Lastly, qualitative data analyses are summarized at the end of the chapter.

6.2. Statistical Analysis of Impact of GCED

6.2.1. General Intervention Effect on Learning Outcomes

Hypothesis 1: Overall, the pilot GCED program positively influences global citizenship learning outcomes within the following global citizenship dimensions: (1) social responsibility, (2) global competence (3) civic engagement.

The hypothesis 1 analyzed the impact of GCED on the construct of social responsibility, global competence and civic engagement. Figure 6.1 gives an overview of the changes in the indices for learning

effectiveness of GloEd verses non-GloEd learners. The overall constructs of GloEd at T_{start} are about the same as non-GloEd at T_{start} .

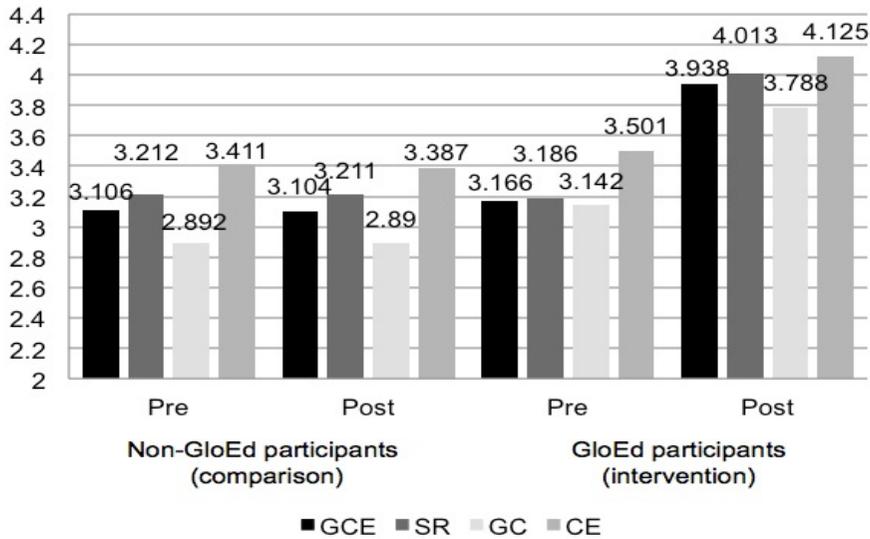


Figure 6.1. Learning outcomes of GloEd and non-GloEd participants

When comparing the period before (pre) and after (post) the GloEd program, a 24 percent increase in the overall learning outcome rate was seen (25%, 20% and 17% in SR, GC and CE respectively) whereas the results in the comparison group were remarkably stable. Meanwhile, comparison of means by intervention status shows that the intervention group had scored slightly higher than the comparison group before the intervention took place.³³⁾ To take into account of the differences of intervention and comparison group in the before stage, the study applied the difference-in-differences (DID) approach.

33) Statistically, the numbers are significant (See Table 6.1).

Table 6.1 presents the results of the simple DID estimators and value-added specification obtained using t-tests. Columns (3) and (6) in the table display the difference in the overall global citizenship learning outcomes before and after the program for both participants and non-participants.

Table 6.1.

Comparison for Global Citizenship Learning Outcomes using Simple Difference-in-Differences (Comparison of Means)

	GloEd			Non-GloEd			DD
	(1)T _{start}	(2)T _{final}	(3) D	(4)T _{start}	(5)T _{final}	(6) D	(7) DD
GCE	3.166	3.938	.772***	3.106	3.104	-.002	.774***
SR	3.186	4.013	.827***	3.212	3.211	-.001	.828***
GC	3.142	3.788	.646***	2.892	2.890	-.0019	.738***
CE	3.501	4.125	.624***	3.412	3.387	-.0245	.649***

Note. *p≤0.05, **p≤0.01, ***p≤0.001.

SR: Social Responsibility, GC: Global Competence, CE: Civic Engagement.

As indicated above, the magnitude of impact estimated by the single and DID methods is different. The single difference estimate is difference in learning outcomes between the GloEd and non-GloEd participants (Column (2) - Column (5)) following the intervention, that is, $SD = 3.938 - 3.104 = 0.834$. The DID estimate is the difference in the overall learning outcomes of the intervention group at T_{start} and the following the intervention minus the difference in the learning outcomes of the comparison group at the T_{start} and following the intervention (Column (2) - Column (1) - { Column (5) - Column (4) }), that is, $DID = (3.938 - 3.166) - (3.103 - 3.105) = 0.772 - (-0.002) = 0.774$. DID allows the initial difference in learning outcomes between

intervention and comparison groups to be removed whereas single difference does not. It hence resulted in an underestimate of program impact. Likewise, the GloEd group shows higher global citizenship in each learning construct (SR, GC, CE). The size of educational effect is 0.828, 0.676 and 0.649 respectively. To test the significance, t-test was further conducted. In terms of direct comparison between intervention and comparison group, all construct significantly changed in the intervention group (GCE, SR, GC, CE, $p < 0.001$). In the comparison group's case, on the other hand, no significant change was found in the entire construct, which means that there was only significant difference when the program was initiated. To further refine the DID analysis after controlling other variables, the study performed the multivariate DID regression. The result is reported in Table 6.2.

Table 6.2.
Regression Results for Global Citizenship Learning Outcomes

	B	Std. Error	Beta	t	Sig
	(1)	(2)	(3)	(4)	(5)
GCE					
(Constant)	3.105	.037		83.554	.000
GloEd	0.60	.55	.051	1.093	.275
Post	-.002	.054	-.001	-.030	.976
GloEd*post	.774	.078	.555	9.866	.000
Dummy variables					
Gender (ref = male)	.113	.040	.094	2.848	.005
RPL (ref=yes)	.127	.039	.107	3.225	.001
Age	.084	.033	.085	9.945	.010

	B	Std. Error	Beta	t	Sig
	(1)	(2)	(3)	(4)	(5)
School(ref=regular)	.045	.028	.053	1.597	.111
DID	.776	.077	.557	10.024	.000
SR					
(Constant)	3.212	.037		85.746	.000
GloEd	-.026	.055	-.022	-4.69	.639
Post	-.001	.054	-.001	-.027	.979
GloEd*post	.828	.079	.593	10.474	.000
Dummy variables					
Gender	.071	.040	.059	1.766	.078
RPL	.131	.040	.110	3.318	.001
Age	.095	.033	.096	2.902	.004
School	.029	.028	.034	1.004	.316
DID	.831	.078	.595	10.618	.000
GC					
(Constant)	2.892	.041		70.680	.000
GloEd	.232	.060	.182	3.838	.000
Post	-.002	.059	-.002	-.033	.974
GloEd*post	.666	.086	.441	7.707	.000
Dummy variables					
Gender	.198	.043	.152	4.561	.000
RPL	.118	.043	.091	2.711	.007
Age	.061	.036	.057	1.687	.092
School	.078	.031	.085	2.518	.012
DID	.668	.085	.442	7.891	.000

	B	Std. Error	Beta	t	Sig
	(1)	(2)	(3)	(4)	(5)
CE					
(Constant)	3.412	.035		96.161	.000
GloEd	.089	.052	.082	1.698	.090
Post	-.024	.051	-.022	-4.78	.633
GloEd*post	.649	.075	.504	8.662	.000
Dummy variables					
Gender	.071	.038	.064	1.861	.063
RPL	-.016	.038	-.015	-4.23	.673
Age	.026	.031	.028	.821	.421
School	.034	.027	.043	1.255	.210
DID	.650	.075	.505	-5.07	.000

Again, regression-adjusted DID estimates turned out to be statistically significant, positive effects of GloEd on students learning outcome, with GCE increasing the overall learning outcomes by 0.774 points (without controlling students characteristics), and 0.776 points after controlling other covariates. These covariates include gender, recognition of prior learning experiences (RPL), ages and types of schools. Similarly, the regression-adjusted DID estimates for SR, GC and CE outcomes showed consistent, statistically significant increases ($p < 0.001$). The difference in SR raw scores is 0.828, while the regression-adjusted difference is 0.831 respectively. Likewise, 0.666 and 0.649 were found as raw differences in GC and CE, while their regression-adjusted differences are 0.668 and 0.650, respectively. Meanwhile, the gender, RPL and age variables were significant, but the types of schools were not. In

specific, the results indicate the interaction of being older male students with previous learning GCED learning experiences was a significant positive predictor of the GCED learning outcomes.

In sum, the regression for the differences between GloEd group and comparison group before and after the GloEd program displayed that it had positively influenced the intended learning outcome in significant ways. In the direct comparison between GloEd group and comparison group, there were significant changes indicated for social responsibility, glocal competence and glocal civic engagement, respectively (SR, GC, CE, $p < 0.001$). Taking these results into account, the first hypothesis is supported.

6.2.2. Validation of Gained Learning Outcomes: Retention

Hypothesis 2: The more time that elapses after the completion of a GCED program, the weaker is the gained knowledge in relation to global citizenship.

As hypothesis 1 was statistically supported, the study needs to evaluate whether the learning outcomes persist even after the end of GCED program. Were the students able to retain their momentum for knowledge acquisition and practice? In order to test the second hypothesis, the participants were twice surveyed in six and twelve months after the program. For this, a 3-Level General Linear Model (GLM) repeated measure with simple contrasts was applied, as depicted in Table 6.3.

Table 6.3.
3-Level GLM Repeated Measures Models

F	GCE	SR	GC	CE
(1) Reference T_{final}				
Pillai's Trace	.440	.107	.463	.544
6 months after vs. T_{final}	.077	.002	.183	.381
12 months after vs. T_{final}	.111*	.096*	.088*	.539*
(2) Reference T_{start}				
Pillai's Trace	.367	.887	.842	.858
6 months after vs. T_{start}	.108	.820	.841	.851
12 months after vs. T_{start}	.082	.882	.829	.801

F	GCE	SR	GC	CE
Mean				
T _{final} (end of pilot)	3.977	4.026	3.788	4.120
6 months after end of pilot	3.958	4.028	3.817	4.029
12 months after end of pilot	3.885	3.957	3.732	3.973
T_{start} (beginning of pilot)	3.267	3.182	3.126	3.494
6 months after - T _{final}	-.018	.002	.029	-.091
12 months after - T _{final}	-.092	-.069	-.056	-.147
6 months after - T _{start}	.6917	.8455	.691	.535
12 months after - T _{start}	-.619	.775	.606	.479
N	129	129	129	129

Note. *p≤0.05, **p≤0.01, ***p≤0.001

In the model (1), the repeated measures are tested against T_{final} (end of the program) as T_{final} is the reference. It indicates that there is no significant difference six months after the completion of the GloEd program. Twelve months later, however, SR, GC, and CE (all p<0.05) have significantly decreased their values.

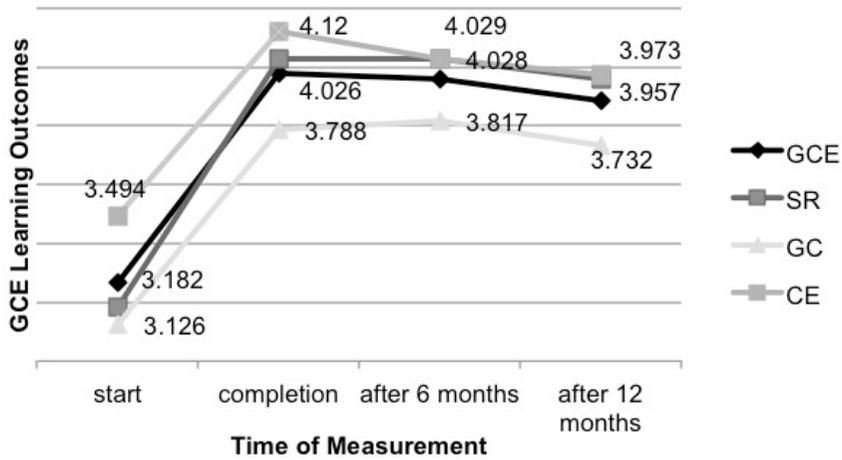


Figure 6.2. Change in gained knowledge retention

Then, the model (2) was calculated with the reference set at T_{start} (beginning of program). In this test, whether students' learning outcomes after the GloEd program fall below the initial value were measured. The mean values in the bottom part of the table (Table 6.3) indicate a difference score of $T_{start} - T_{final+6months}$. The test result indicated that no global citizenship construct fell below the initial value significantly. Hence, the test supports the second hypotheses.

6.2.3. Validation of Gained Learning Outcomes: Application of Knowledge into Action

Hypothesis 3: The more significant the global citizenship learning outcomes promoted through the program, the greater the probability of a learner actively being involved in actual local/global community engagement.

The significant change in the entire construct indicates that the students discover that they have increased the perceived level of inter-dependence/connecteness as well as social concerns to others, to society and to the planet and necessary skills to take actions after the course. However, it is still questionable if the overall increases in learning outcomes are actually leading to actual youth participation. Hypothesis 3 therefore aims to see if GCED learning outcomes influence on the actual community engagement, which implies the degree of youth participation (DOP). Table 6.4 presents the Case Processing Summary for the regression.

Table 6.4.
Case Processing Summary

		N	Marginal Percentage
DOP	None	7	5.4 %
	Passive	90	69.8 %
	Active	32	24.8 %
Gender	1.0 (male)	47	36.4%
	2.0 (female)	82	63.4%

	N	Marginal Percentage
RPL .0 (no)	79	61.2%
1.0 (yes)	50	38.8%
School 1.0 (regular)	43	33.3%
2.0 (special)	86	66.7%
Valid	129	100.0 %
Missing	11	
Total	140	

Under the assumption that the level of DOP status had a natural ordering (none to active), the response variables,³⁴⁾ DOP, were treated as ordinal. The distances between contiguous levels were further identified into eight subcategories (see Chapter 5). Running the model for the GloEd participants' subset, 129 students with valid records for every variable included were recorded. Of the 129 subjects with valid data, 7 were categorized as none dop; 90 were reported as tokenism and 32 were active.

34) dependent variables

Table 6.5.
Test of Parallel Lines

Model	-2 Log Likelihood	Chi-Square	f	Sig
Null Hypothesis	115.427			
General	111.174	4.253	5	.514

Note: The null hypothesis states that the location parameters (slope coefficients) are the same across response categories. a. Link function: Logit

The test of parallel line makes judgment concerning the model adequacy. The null hypothesis in the model stated that the corresponding regression coefficients were equal to all levels of the outcome variables. The general (alternative) hypothesis indicated that the corresponding regression coefficients were different across all levels of the outcome variables. There was an insignificant difference for the corresponding regression coefficient across the response categories, as the Chi-Square test result 4.253 with df 5 and p value 0.514. This suggests that the assumption of parallel lines was held in the complete model with logit link function.

Table 6.8 displays the result of adding the six-predictor scales into the ordered logistic regression model. In this case, the pseudo R-square value in Nagelkerke is .512, meaning that the overall combined scales model accounted for 51.2 percent of the variation in the outcome variables. Threshold indicates the response variable in the ordered logistic regression. In this case, the threshold estimate for [DOP=1.00] is none and tokenism dop and the threshold estimate for [DOP=2.00] is the cutoff value between tokenism and active dop. The followings are the predictors in the model.

Table 6.6.
Parameter Estimates and Pseudo R-Square

Independent Var.					
GCE Learning Outcomes (T _{12months})					
	Estimate	Std.Err	Wald	df	Sig.
Threshold					
dop=1.00	40.630	9158	19.682	1	.000
dop=2.00	46.581	.9546	23.811	1	.000
Location					
GCED 12th	10.708	1.725	38.516	1	.000
Age	.151	.360	.177	1	.674
School	.429	.336	1.627	1	.202
RPL	.557	.471	1.397	1	.237
Gender	-.222	.532	.175	1	.676
Cox and Snell	.399				
Nagelkerke	.512				
McFadden	.337				

The findings from the above analyses indicate that the GCED learning outcomes at T_{12months} construct increases the probability of engaging in actual youth participation. For instance, a one-unit increase in GCED learning outcomes results in a 10.708 unit increase in the ordered log-odds of being in higher DOP category. Meanwhile, the other variables in the model are held constant.

In sum, the statistic results rejected the null hypothesis, indicating that it had a positive correlation with dop. In contrast, age, recognition of prior learning, school types or ages were not necessarily associated with the actual participation. Hence, hypothesis 3 was supported.

6.3. Qualitative Results

As discussed earlier, the qualitative analysis of the in-depth interviews is utilized to triangulate the quantitative findings while providing richness beyond mere statistical significance (Creswell, 2003). In the first part of this section, the overall interviews concerning participant's personal experiences and perspectives of the GloEd program are summarized. The second part entails the participant's perspectives on the quantitative findings in order to gain more in-depth insights. Here, the purpose of the open-ended questions was to provide insight into students' beliefs as to whether or not, and why GloEd contributed to their global/local community engagement in their own words.

6.3.1. General Participant's Responses on the GloEd Program

Most interviewees reflected that the GloEd program distinguished itself from other programs in terms of its structure and format. By offering a 'complete package' deal that consists of classroom learning, educational mentoring and networking, as well as youth action program, it was perceived as the program beyond simply offering learning materials.

I had never really thought about what global citizenship meant. If I had cared, I would probably have thought of relating it to my future career like college admission or job opportunities at international organizations. Then, through the program, I began to realize how shallow I had been. I learned to think of the big picture beyond my very sheltered and test-score-driven

school lives. I now feel much more responsible for society and the future after the program since it has offered me a space to think, ask questions and find question about the underlying global and local challenges (Student 22).

I have participated in a several different GCED programs before, but it was nothing like GloEd. Most of the past programs were [usually] one-time only without any follow-ups. These program mainly focused on reading about topics of global issues or listening to the lectures, often followed up by small activities. However, I know that just reading and discussing about the issues, in my opinion, do not really help much to acknowledge and understand the on-going problems around the world. Unlike the others, this program has helped me to question my own views of the world through different learning modules, particularly during the AC and youth action (Student 16).

Participations of the program particularly found few-on-one mentoring situations, which enabled to address the specific needs of the individual students, to be highly effective and unique.

GloEd gave me an opportunity as a high school student to learn about what it means to be a global citizen and why it is important for us to actively engage in our local/global communities. Starting from the very first week, I have fallen in love with the mentors because they provided me possibly

everything that they learned from their academic/field experiences while giving me a better understanding of what I can do in the future and how to prepare for it (Student 14).

I had never had a mentor before and to be honest I was never really looking for one. When I registered the program, whether I liked it or not, I met four mentors along with the other ten linkers from different fields. This was a truly rewarding experience as I got an opportunity to interact with graduate students and professionals in a more relaxed setting. Not only it helped me to engage more in the program, but also I was able to gain a deeper insight about my mentors' academic and professional practices which were difficult to find out by my own (Student 1).

Respondents have agreed that the 'Mentor-Mentee' framework, which paired graduate students or field experts with participants during the program, was a unique system. In addition, students generally reflected positive thought about the selectivity of program tracks (Student 4, Student 17, 20). Several participants commented that the track selectivity enabled students to learn the materials better depending on their appropriate level.

6.3.2. Hypothesis 1: General Intervention Effect on Learning Outcomes

In order to respond the first hypothesis, a handful of open-ended questions were used to gather qualitative with responses that were naturally more subjective, relating students' experiences and perspectives about the program and their learning outcomes. The measures were explored by responses provided by participants who took part in the GloEd experience and those who did not. Almost all respondents that participated in GloEd reported that the program helped to enhance their global citizenship attributes including social responsibility, global competence and civic engagement. An increase in global citizenship learning outcomes was mainly attributed to the constructivist learning environment, mentorship and youth action as profound learning experiences. The following responses help to summarize these points:

Having the opportunities to think about the issues that we are facing now as well as its possible causes, I can now acknowledge different levels of complexity surrounding the issues. When a particular problem from local or global community was introduced, for example, we were always encouraged to draw a 'why and how chain' to consider the possible circumstances or reasons behind the selected problems. (Student 10).

Although each experience may be distinctive and each person that partakes in the experience gets something different, this program has provided opportunities to become global citizens.

It was not just about raising money for charity or providing simple solutions to complex issues. Rather, it taught me to understand how we are interconnected and interdependent or acknowledging the complexity of global issues. (Student 21).

Engaging in discussion on current local or global issues and undertaking different initiatives during the program have definitely helped me on how to be socially responsible and globally competent while being able transfer these skills into action. It also gave me the confidence that I can make a difference (Student 8).

'Assessment Centre' (AC) was an unique and helpful experience because I had a chance to identify global issues or problem indirectly through the GloEd village as well as identifying and solving the given problems together with my teammates (Student 3).

Respondents also reported that they found educational activities to be personally meaningful. For instance, they were constantly asked to connect with their own previous knowledge and experience; thereby, highlighting the value of an assigned activity in personally relevant ways. A number of participants noted that the mentors and linkers also helped to guide students when and how certain activities were connected to real life and why they were worth pursuing.

When someone asks what it means to be a global citizen, we often tend to think associate the term with renowned world leaders, like UN Secretary-General Ban Ki Moon, President Obama or Malala. However, GloEd taught me that we can also be global citizens. The program emphasized this core belief: “if you want to change the world, start with yourself”(Student 12).

During this program, I was able to engage in interactions with mentors and peers from different backgrounds and interests, and reflected on my developing and changing knowledge, perception and attitudes. I have now come to look at aspects of my everyday life and how, in this globalized society, the world impacts upon other people and environment (Student 5).

Few students reported that the GloEd program has made them find further interests in particular areas. One respondent noted:

Remember when I presented about the female genital mutilation and summer brides problems in Egypt? For that project, my team quite spent a lot of time researching and I really began to think about to what extent their cultural and societal misbelief created such tragedy. Since then, I particularly felt interested in gender issues and education (Student 19).

However, quite a few stated that they already fostered some sense of “social responsibility” and “willingness to engage in community activities,” due to the factors mentioned above and to “seek out.” GloEd activities to further extend their civic engagements. A few examples are provided here:

I believe the willingness to participate in GloEd requires one to be interested in civic engagement and social responsibility. I have always been interested in similar activities since I was a child. I love to volunteer am currently volunteering for an issue that I find quite interesting and important in today's society. It was these interests that led me to pursue GloEd. It certainly solidified my need to be engaged in both local and global social issues (Student 16).

A few interviewees further felt that GloEd has played a limited role to impact on their learning outcomes and action. In fact, one respondent noted that GloEd is too ideal from her to employ gained knowledge into real setting as follow:

I don't think GloEd particularly influenced my understanding of global citizenship. If any, true global citizenship may indicate that your individual actions may not be as effective as you once thought they might. Personally, an idea of “I can change the world” sounds too ambitious and idealistic for persons like us. I am barely surviving through my high school years

because there are constant pushes that are placed on me to make the top universities. Thinking about global issues sound appealing, however, given the situation in Korea and being in high school here, it's nonsense at this point (Student 23).

When it came to respondents who did not participate in the GloEd program (N=8), a half of them already had experiences in GCED from other institutes. They stated that GloEd would not have impacted their global citizenship in anyway. Responses given below were widespread among the subgroup that did not participate in the program:

As I did not participate in the program, I cannot confidently say that it affected me directly. (I participated in the model UN program.) My friend, on the other hand, participated GloEd. She first said it was a whole package ranging from the educational program to mentoring and networking as well as youth action activities. (Do I think my model UN program experience was helpful?) Yes, in some certain aspects, I got to learn how the international organizations works. But, that doesn't mean that I have become a global citizen. I think it's just for building my competence (Student 29).

I have taken similar GCED programs last summer. I did not feel that just hearing about global citizenship and the issues that the world is currently facing made me more socially responsible or globally competent (Student 25).

For respondents who did not take GloEd with no previous exposure to GCED, almost all felt as though GCED had little to do with fostering global citizenship. One response, for instance, noted:

I have not participated in GloEd's activities nor other GCED programs, thus it has not influenced me (Student 30).

The interviews indicate that the GloEd experience had a positive influence on their overall learning outcomes. Their comments suggested that participation in GloEd played an important factor in influencing social responsibility, global competence and civic engagement.

6.3.3. Hypothesis 2: Validation of Gained Learning Outcomes – Retention

The second hypotheses: 'the more time that elapses upon the completion of a GCED program, the weaker the gained knowledge towards global citizenship' is recognized to a great extent by the qualitative analysis. The following responses help to summarize these points:

Pertaining the GCED learning outcomes seemed to be achievable for the first six months though the gained knowledge/skill and attitude gradually faded away over a year. Consider the nature of our competitive education system, it is almost impossible to retain what we learned in real life

(Student 15).

My school, perhaps almost all schools that I know in this country, fosters 'one size fits all' model. Especially for students in my age, college admissions are basically a 'make it or break it' moment; thus, there's no room for freedom of such activities. I shared my GloEd experience with my teachers. They seemed to be proud of me getting involved in 'global'-related activities. Then, most of them said, "Okay, you can continue this after getting accepted to colleges." (Student 23).

My school do not encourage any outside school activities because these extracurricular programs do not hold any value to college admission anymore. It used to be hot... maybe about two to three years ago. But, since the MOE announced that they do not take account to any activities that we have done outside the school. It became useless. In terms of that, teachers do not encourage me doing something that are irrelevant to school work. For a while, they allow us to do whatever we do. But, as I keep getting involved, they begin to consider me as an outlier (Student 18).

Once the [summer or winter] break is over, I am forced to get back to study. And, as semester goes on, I feel like my mental has shifted away from what I had learned and onto the heavy schoolwork (Student 6).

Quite many students (34%) shared frustration about their discouraged school environment. Some expressed skepticism towards the society advocating 'young global citizen' or 'creative talent' which sounded pretentious; yet, respondents generally indicated that GloEd's unique program was helpful in terms of the gained knowledge retention. A few examples are provided here:

As I said, I've participated in a number of different GCED program. But, the majority of classes played a series of video clips, then lecture, then sometimes followed up by small discussion. GloEd was a lot different because not only we were actually able to engage in class, but also it offered us follow-up activities to maintain our learning outcomes (Student 16).

I did not know much about global citizenship or international development and GloEd was my first GCED experience. If it was a typical regular program, my memory will fade away easily. Surprisingly, it did not. All the activities were memorable, but if someone asks me to pick the most helpful activity during the program, I would probably say assessment center, which we literally built an artificial village based on the real world bank dataset, find out the problem and come up with projects. Not only the mentors facilitated the process, they also gave us valuable feedbacks and comments. I think, as a high school student, it is almost impossible to get this type of opportunity (Student 5).

I really liked the youth action activity when my team presented about cultural ODA. We spent 5 weeks to study, research and prepare for the presentation. I was so happy to talk about my favorite boy group singer's philanthropic work while researching on 'global citizen festival' (Student 18).

The responses are both positive and negative in tone; yet, the results revealed here are consistent with other trends that indicate most upper secondary students in South Korea face greater pressure to succeed academically and have less time to be exposed to activities that do not directly relate to schoolwork.

6.3.4. Hypothesis 3: Validation of Gained Learning Outcomes - Application of Knowledge into Action

During the interview, many student indicated that they were in the process of dealing with their own personal difficulties; yet, it seemed that they still attempted selfless moves to improve someone the lives of others. From the quantitative finding, 94% reported that they participated in their local/global community, whether directly or indirectly. During the interview, 19 students (82%) reported that they participated in community engagement after the program. There are a multitude of examples of active participations:

In last March, my school friends and I planed a special campaign for the International Day for the Elimination of

Racial Discrimination. We made posters on racism and human rights in Korea and other countries and put them up around the school like hallway. We also enabled the students to participate in by answering the survey questions. We selected students who came up with innovative and thoughtful ideas and presented awards. Surprisingly, we've got quite a few great comments for the future plan. Just like how I was not really aware of this issue before the program, many students were reluctant to get involved in at first. But, thankfully, students began to show their interests and actively participate in this activities. Teachers were also surprised to see us handling the event without help (Student 13).

After the ferry tragedy in last April, my school completely restricted any discussion about it in school because the school was so concerned with getting 'possibly' distracted in class by the news and rumors; or even unwrapping the underlying problems of our society (and this includes the Korean education system). We were both explicitly and implicitly forced to remain silence. I asked to myself, "Wait a minute, is this really right? We always show our grief and support when there are natural disaster or tragedies. Why not to this?" After researching numerous examples of school safety guidelines used in other countries, I wrote a long letter along with a tentative school security drill to my headmaster, appealing him that this is not about political views, but an example of how the school, as a social center, should be

towards the human tragedy that may also happen to us. Of course, I was called to the headmaster's office with my teacher. He kept staring at me, without blinking. Then he said, "I am so glad that we have a brave young man how to act upon serious concerns. I am going to discuss this in detail with faculty." Then, my suggestion has been accepted and included in school disciplines (Student 2).

After the AC project, I have particularly become interested in 'appropriate technology' which can be used to help people from marginalized group. I luckily met an engineering professor via Facebook and he recommended me to register for the center for creative young entrepreneur. I finally got an opportunity to create a small social venture with friends who also have passion and same interests. I shared an item introduced in the AC project and now we are in the process of commercialization (Student 11).

I am working on a short journal regarding the perception of youth on youth labor. I don't have deep knowledge of youth labor, I am now getting help from experts (Student 7).

There were further corroborated stories of respondents rallying together during the youth labor protest, putting up the save the world t-shirt and cleaning up the Han river; young mentees who were interested in gender issues organized a small talk among her school friends and teachers; and atypically, one of the mentees dropped out the school to

get more engage in the social action. The values that GCED aims to promote seemed to be hard-wired into the participants. Meanwhile, 17 students directly attributed their engagement to the GloEd program. Comments like the ones below were widespread:

I certainly believe my willingness to participate in community engagement has increased as a result of experiencing the GloEd program. To me, it served as a motivator. To see people of my age, from all different backgrounds and socioeconomic status and being active in, not only their local community but also their global community showed that I too could make a positive difference (Student 8).

I believe that GloEd motivated me to participate in the community. I started to volunteer for an issue that I found quite interesting and important in today's society. I am now involved in the green environment projects. GloEd program definitely encouraged me to partake in this activity and I am continuing this beyond the school (Student 22).

Meanwhile, only two credited other factors³⁵⁾ for sparking respondents' desires to be engaged. As explained by one participant:

35) family influence, high school classes or extracurricular program and religious activities.

I am not quite sure if it is GloEd, or just that [my family] encouraged me to get involved in community service. I believe that the family environment that you grew up in is a huge factor. My parents believed in exposing us to as many parts of world and as many cultures and experiences as they could since we were young. Yes, at the certain aspect, I suppose the GloEd program did contributed to my understanding of becoming global citizens, but I don't know if I became engaged solely because of GloEd

(Student 2).

6.3.5. Summary

Despite some exception, the open-ended semi-structured interview revealed that the GloEd program successfully contributed to social responsibility, global competence and civic engagement of the majority of participants compared to non-participants. When it came to retaining the global citizenship constructs, however, it was apparent that 'one size fits all' education in South Korea made students difficult to retaining GCED learning outcomes in the long term due to their education circumstance. Students reported that approximately one semester would be the longest duration that they can pertain their learning outcomes without extra educational interventions. Additionally, many respondents indicated that profound impact that their GloEd experience has had on their lives; from affecting their educational paths and career choice, to instilling a passion and interest for actual participation in their communities. This suggests that a positive correlation exists between the

knowledge, skills and values learned in the program and the changes applied in later years.

6.5. Conclusion

As the purpose of this chapter was to provide much needed empirical evidence of the learning outcomes associated with the GloEd program, the results were discussed with the goal of advancing the understanding of social responsibility, global competence and civic engagement as intentional outcomes of GCED, as well as maintaining the gained learning outcomes and transforming them into action. In the next chapter, investigation conclusions are drawn and recommendations are made based on the results of the quantitative and qualitative analysis and the reviewed sources.

Chapter 7

CONCLUSIONS

7.1. Introduction

GCED has been rapidly acknowledged and promoted as an important educational medium; nevertheless, little seems to be known about students' experiences of the GCED programs. More importantly, there is a limited measurable evidence of its effectiveness or impact on the learners. In this light, there have been increased calls within current GCED debates for evaluation studies that investigate a range of perspectives and the influence of education on students' experiences. In response to this, there have been attempts in recent days to assess the effectiveness of GCED programs. Notwithstanding, with the narrow-bounded evidence of its effectiveness, much of the planning in implementing and evaluating GCED is largely left for local educators to 'figure out' based on their limited educated assumptions. Thus, bridging the gap between theory and empirical research has become a central goal of this dissertation. For this, the purpose of study was to examine student learning, retention, and transfer from a GCED program to actual youth participation. Three research questions were selected as follows:

Research Question 1: What outcomes have students achieved as a result of participating a GCED program?

Research Question 2: What was the retention pattern of the students after the completion of the GCED program?

Research Question 3: Does gained learning of students' global citizenship transform into actual youth participation?

Based on the results in the previous chapter, the study found that GCED (GloEd program) impacted the overall GCED learning outcomes including social responsibility, glocal competence and civic engagement constructs, which increased significantly and more strongly than in the comparison group. Upon completion of the GloEd program, SR, GC and CE decreased significantly but only after twelve months. In analyzing the correlations with GCED learning outcomes and actual youth participation, the statistical results indicated that the GloEd program significantly increased the likelihood of students' participation in their local/global communities.

This final chapter is threefold: (1) discusses an interpretation of the results; (2) presents several research implications and contributions of this dissertation; (3) presents the limitations and directions for future research based on the results of this research.

7.2. Discussion of Results

7.2.1. Evaluation of GloEd Program

To date, GCED evaluation studies have evidently reported a positive outcome of GCED. Out of nine evaluation studies in the literature review, all reported a positive outcome of GCED except Kim's (2011) study (see chapter 3.1). Methodological defects were further identified in the overly positive studies. When filtering the 9 studies by the criteria of an ex-ante/ex-post, comparison group study design with sample size of more than 100, only one study was left (Hartman, 2009). Looking at the available literature, Kang and Oh's (2015) research was most closely related to the first hypothesis, in which both studies utilized Morais and Ogden's (2010) Global Citizenship Scale model to measure the GCED learning outcomes, particularly for South Korean secondary school students. However, while using ex-ante/ex-post analysis, Kang and Oh's study did not utilize a control group. As aforementioned in Chapter 3, simply observing the changes affected by the GCED program does not demonstrate the program's causal effectiveness, since many other factors may also affect students' learning outcomes over time. Thus, the first hypothesis test result of this study is consistent with the other studies: the GCED program tested had significant outcome on its learning outcomes.

How, then, did the GloEd make a significant result on the students' learning outcomes? Chapter 3 provided some possible reasons for GloEd's positive and significant results. From a methodological perspective, this study used an ex-ante/ex-post method and a control/comparison group, with a relatively large sample ($n > 100$) and longitudinal research design ($t > 12$ months). The limitations therefore

identified in the methodology of previous evaluation studies may be notably excluded. In reply to the potential sample bias ³⁶⁾ due to voluntary participation, using a difference-in-differences (DID) approach as one of the key methodological strategies used in this study allowed for the removal of potential voluntary bias between GloEd participants and non-GloEd participants. In particular, if voluntary participation into GloED and the quality of students is correlated in an unobserved manner. However, this DID intended to reduce the possible selection bias; thus, producing a valid estimate of program impacts. From theoretical perspectives, ToC helped map out the programs through comprehensive stages, thereby defining all the necessary and sufficient conditions required to bring about a given outcome. Using the constructivist learning method further helped increase the participants' motivation for active learning in GCED. Here, active learning implied that students actively participate in the constructivist learning process. As Balleck (2006) has reported, "the use of active learning in the form of simulations, student presentations, and problem-solving situations will better prepare students to understand" [and be able to comprehend at their level of understanding of learning goals (p.1). Students learned more and enjoyed learning when they were actively engaged in the construction of their own knowledge, skills and values. They were encouraged to learn how to understand, rather than just memorize facts. They also engaged more in collaborative activities, which parallels the real world. They learned to respect multiple perspectives, fulfill responsibilities and contribute to teamwork. While some critics in the

36) Comparing students who participate and did not participate in the GCED program may become problematic if there are unobserved reasons for why some of them participate in the program and others did not.

literature argue that constructivism lends itself to a learning “free-for-all,” GloEd brought structure to the approach with scaffolding and cooperative learning in dialogic constructivism. Considering that the target students were youth of ages ranging from 15 to 18, these techniques ensure that students’ understanding is built up, through the use of assessments, such as KWLs or the AC at each stage. As their abilities and understanding in particular areas improved, the supports were gradually removed.

When asked if GloEd contributed to participants’ global citizenship as a whole in the interview, many responses (84.7%) indicated that their experiences with GloEd have profoundly influenced not just the learning outcomes but also their life: from affecting their educational paths and career choice, to instilling a passion for volunteering and being proactively involved in civic engagement. Such a positive correlation was reported in the quantitative findings. Most of them attributed such results to the program format, which is based on student-centered, active learning approaches. For instance, during the class, the ‘why chain’ was often used to penetrate underlying problems. This activity encouraged multiple linking and the use of a range of thinking and problem-solving skills. In addition, the AC overhauled the program based on “cooperative learning” and “problem-based learning,” increasingly effective approaches whereby students can analyze authentic scenarios, applying disciplinary practices as an expert would. These approaches go beyond the vignettes instructors typically use by centering entire programs on such scenarios – true-to-life problems of the classroom.

Meanwhile, the magnitude of the impact was the largest in SR, followed by GC and CE. The earlier chapter indicates that SR refers to perception and participation (Morais & Ogden, 2011), which is considered as a starting point for global citizenship; thus, providing one possible reason for relatively higher achievement than other constructs.

7.2.2. Validation of Gained Learning Outcomes: Retention

Decreases in the values of learning outcomes after the end of a GCED program were anticipated. The more the time that elapses, and the more opportunities for social network of global citizen-minded students breaks up; therefore, the weaker the outcomes become. The data revealed changes in students' learning outcomes over time. All the constructs decrease their learning outcomes significantly twelve months after the completion of the GCED program. The learning constructs, however, seem to be stable for the first six months after the completion of the program. The time indication implies practical guidance to both researchers and practitioners in regards to when to support or follow up with further GCED programs. Nevertheless, the quantitative finding supports that all the learning constructs still remain well above the initial level after twelve months.

As discussed in the theoretical framework, it is arguable whether the result of a constructivist learning approach on student's retention is derived from the method itself or to a positive influence resulting from the utilization of a different approach. In this regard, Narli et al. (2008) reported that positive effects of active learning approaches in constructivist learning environments depended on student

achievement and ideas. The study further indicate that even fourteen months after instruction, the constructivist group of students remembers learned material more clearly than those of the comparison group (Narli et al., 2008). It may be hence indicated that the constructivist learning environment is effective in maintaining student knowledge. Unlike Narli et al.'s study, however, this study did not utilize the comparison group for the hypothesis, as the central question was to find whether GloEd participants retain their momentum for learning acquisition and practice. The decline in GCED is not considered as a failure of the program, but rather an inevitably anticipated effect as the conventional education does not have adequate and alternative support systems to maintain the social learning outcomes. Thus, there is potential room for improvement.

7.2.3. Validation of Gained Learning Outcomes: Application of Knowledge into Action

Global civic engagement, as mentioned earlier, refers to “participation in the community at a range of levels, from the local to the global, through actions such as volunteerism, political activism and community participation” (Morais & Ogden, 2011: 4). The most centric component in hypothesis 3 does not focus on binary options of action, but rather on the degrees (quality) of the form and whether the action is authentic and meaningful. In this light, following the quantitative results, Table 6.9 further categorized students’ degree of participation into Hart’s (1992) eight action sub-categories, thus gaining a deeper understanding of how GCED learning outcomes affect the degree of youth

participation. Looking at the findings from Table 6.9, two important characteristics regarding youth participation are highlighted.

Table 7.1.
Ladder of Youth Participation

	Types	N	Key Examples
Non-participation	Manipulated	4	A publication uses students' artwork; however, the whole document was written by adults with minimal credits to the students. ¹
	Decoration	2	Students present about "environmental problems" at the conference with a given script from adults. ²
	Tokenism	1	Students were asked by adults to be on a panel and represent youth. They are not given the opportunity to consult with peers or understand the role. ³
Passive	Assigned and informed	18	A conference creates position for students on a panel and speakers. They decide how to select their representatives and work with adults to understand their role. ⁴
	consulted and informed	54	A local council runs several consultations to get students' advice and input for the new youth initiatives. Students tell the council about features in the initiatives they want to take. ⁵
	Adult initiated,	19	NGOs ask students for event

	Types	N	Key Examples
	shared decisions with youth		ideas for youth week. They suggest having a charity event. The coordinator and students work together to make decision and apply for funding. ⁶
Active	Youth lead and initiate action	29	A group of students get permission from their schools to organize the global citizenship-related event. The students make the decision and the school provides support. ⁷
	Youth and adults share decision making	2	Students organize youth civil society organization and they partner with adults in different organizations and together lobby the government for resources. ⁸

Note: ¹⁻⁸ Hart (1992)

Firstly, it is not an ‘either-or’ phenomenon, meaning that simply including a young student is not equivalent to the true participation. Rather, students must have a certain level of responsibility and empowerment to get more involved in an action. Secondly, the type and quality of the partnership between young people and adults become critical. For instance, the low end of the ladder consists in adding students to a program discussion panel without offering them any role in administration or management within the activities. Meanwhile, the examples of the highest level of participation include the integration of students into different levels of an organization, such as participating in day-to-day decision-making or serving in steering committees. Both quantitative and qualitative findings indicate that the GloEd program enabled students not only to explore the issues that personally affect

them, but also to articulate and advocate on behalf of values and issues that can transcend national, cultural, and ethnic borders, with a growing group who felt the same, and saw the world in the same way.

While linking the degrees of youth participation with constructivist learning, researchers presupposed that cooperative learning based on a constructivist approach pedagogically helped in accumulating students' knowledge, competence and action. Through the various learning activities that are connected to real life, students learned that they have the rights to express their aspects and to be heard. Thus, youth active participations in local and global society were followed through the study.

7.3. Implications and Contributions

As aforementioned throughout this dissertation study, this research aims to provide empirical evidence of student learning outcomes from the GCED program that has been specifically designed for the study, thereby contributing a better understanding and critical evaluation of the learning and changes in GCED experiences of the learners. The central research question guiding this dissertation study was: to what extent is the GCED program effective? Based on the results and discussion presented throughout the chapters, the following implications for both academics and practitioners have been provided.

7.3.1. Theoretical Perspectives

There were two theoretical implications and contributions obtained through this research. First, the earlier chapter (Chapter 3) exposed a limited theoretical understanding of the GCED evaluation process within the current literature. Such absences of a theoretical foundation may have an effect on the success of GCED program implementation. Researchers (Davies, 2006; Sandy & Mayer, 2009) have in the past cautioned that in the face of ongoing circumstances, it may be ‘more difficult for GCED to establish its legitimacy as a research field,’ with the risk of it soon being replaced by alternatives. In response to this call, this dissertation study has made a first attempt to shed some light on the process of evaluating GCED, built upon the integration of the *Theory of Change* (Harries, Hodgson, & Noble, 2004) and *Constructivist Learning Theory* (Devries, 2002). The ToC offered a theoretical model to explain the process of how the GCED program experience may help students to not only achieve intended learning outcomes, but also to maintain the gained learning outcomes while naturally increasing their participation in youth action. Furthermore, unlike most existing GCED evaluation models, which applied linear causality concepts to measure intended learning outcomes, this GCED ToC model distinguished itself by avoiding oversimplification of the GCED learning and change processes. During the theoretical construct of the GCED ToC, the study hypothesized that employing a systematic ToC design would contribute to achieving equivalent or better results in students’ GCED learning outcomes not only in short-term, but also in intermediate and long terms. To ensure this, greater attention was given to investigate pedagogically sound GCED instructional approaches; both

quantitative and qualitative results in this study have affirmed that CLT served as a deliberative method for designing and developing the content as well as teaching and learning GCED. Therefore, at a theoretical level, this study introduced a constructive methodology to elicit and validate critical factors for implementing and evaluating the GCED program.

In relation to the second theoretical implications, as Shoemaker, Tankard and Lasorsa (2003:15) argued, “concepts are the building blocks of theories, the things being studied, compared, and related to one other.” Likewise, the concept of GCED was of further relevance to the GCED impact study since it served as a foundation for the empirical evaluation of the GCED program. To date, the concepts of GCED or global citizenship have become more ambiguous and contested. This study found that the concept of GCED has inevitably led to endless disputes about its proper meanings and ideologies, as the concept may have been constructed on cluster concepts where it was defined by a weighted list of different characteristics. Due to the elusive nature of the contested concept of global citizenship, both designing and implementing the GCED programs have come with many unforeseen challenges. To cope with this, the study conducted a concept analysis in length, based on Sartori’s (1984) *concept reconstruction* method, to provide a more accurate and lucid understanding of GCED. Despite the fact that the application of concept analysis has been widely recognized as a critical component that enhances interdisciplinary conceptual understanding, studies utilizing the conceptual analysis methods in the GCED field have been severely limited. Thus, this study enriched the existing literature on the concept of GCED as

Sartori's concept reconstruction method served as "a highly needed therapy for the current state of chaos" in the interdisciplinary arenas (p.50). Nonetheless, the concept analysis on GCED in this study is still limited in time and context as the concept itself continues to evolve. Therefore, further research should be carried out to expand its conceptual frameworks.

7.3.2. Methodological Perspectives

The literature review of GCED impact studies in Chapter 3 analyzed the current strands of the literature, questioned the positive representation of GCED and provided explanations for the overly-positive results. While the previous chapters pointed to many gaps, which were followed up and tested in this study, several methodological implications were drawn concerning: (1) research methods and designs, and (2) statistical methods.

First, the study employed a sequential explanatory mixed methods model (SEM) with the usage of a quasi-experimental design. Although SEM is considered as the most widely and frequently used method in educational research (Creswell, 2003), there seemed to be a limited number of studies employing a SEM with a quasi-experimental design in GCED. In the overview of impact studies on GCED, presented in chapter 3, three studies out of the nine GCED impact studies employed a mixed-methods approach (Hartman, 2009; Seo & Park, 2014; Sung, Lee, & Kim, 2013); yet, only Hartman's (2009) was found to be methodologically robust as the other two failed to utilize a control group (Seo & Park, 2014; Sung, Lee, & Kim, 2013) and a

sample size of $n > 100$ (Seo & Park, 2014). Nonetheless, even if Hartman's study successfully used robust methods for the analysis of GCED impact, his study did not necessarily reveal the theoretical underpinnings of the intervention since the method itself allowed the researchers to search for explanations of the quantitative findings from qualitative analysis. This dissertation study laid out the theoretical perspectives in detail and explained how these embedded theories (ToC and CLT) have adequately accounted for the phenomenon.

Secondly, the study employed complex statistical analyses to determine whether the GCED program could reach the anticipated results not just only in the short-term, but also in intermediate and longer terms. The study specifically selected and utilized difference-in-differences (DID), a 3-general linear model (GLM), repeated measures and an ordered logistic regression to increase the methodological rigor and internal validity/external reliability of the findings. As covered in the previous chapters, DID was performed to gauge whether the GCED program increased participations' intended learning outcomes as compared to students who had similarities in baseline characteristics but did not participate in the program. Although DID has been considered a refined version of the ex-ante/ex-post methodology, due to the complexity of its data analysis, the techniques are still sparse in GCED impact studies. Therefore, this study adds to the existing literature on GCED impact by providing unbiased estimates of GCED learning outcomes based on the recommended instructional design model while further advancing the understanding of mechanisms that may contribute to improve GCED learning outcomes. In addition to the first model, this study has led to a more profound analysis of

duration and transfer of learning after the completion of the program. While the existing literatures focused on students' learning outcomes either before or after the GCED programs, they nevertheless did not offer a 'deeper' analysis that moved beyond its sphere of application. Exceptionally, this dissertation study was not relied on to measure the short-term learning outcomes. Rather, the study went beyond what are "normally" considered to be the bounds of end-line measures of students' learning outcomes.

To conclude, the study has increased methodological rigor while promoting more original research. It can thus be considered a valuable addition to existing methods for evaluating the impact of GCED.

7.3.3. Practical Perspectives

While a significant number of educational research studies have overlapped considerably with the fundamental values intended to guide the learning and change practices, the common core lies in that GCED fosters adequate knowledge, skills and attitude to empower students to see themselves as agents of social change at both a local and global level. With this in mind, the purpose of this study rests on the ability to serve as a framework for possible future collective actions across borders.

In Korea's case, the intensity of interest in GCED has become sufficiently noticeable since the government actively began to promote GCED at the national level. There have nevertheless been major issues and challenges associated with implementing GCED: (1) a limited

number of subject experts in GCED, (2) a lack of educational materials that meets the needs of students and local levels, and (3) limited understanding of GCED; (4) limited GCED materials in Korean languages ³⁷); and (5) an integration of GCED in the existing educational infrastructure (Auh, 2015; Park, 2015). Under such circumstances, it would seem that GCED in South Korea has been largely monopolized by a few major civil society organizations, UNESCO Asia Pacific Center for Education for International Understanding (APCEIU) and KOICA, which they publicly and purposefully disseminated educational practices in order to promote and support the organizations' advocacy activities. However, the ranges of program that they recommended often seemed distant from an "integrated approach" towards developing global citizenship (Ahn, Park, Kim, & Sim, 2015). Thus, the questions of how GCED should be (1) developed, (2) delivered and (3) evaluated continued to go unanswered and challenged.

Concerning evaluation, problems have escalated due to the following assumptions. First of all, these programs often had restricted access that, if opened, would be revealed as enclosing priorities that the organizations would prefer not be made public. The rationales may or may not be due to the political reasons that the programs favor certain target groups, while competing agendas result in poor program accomodation. Secondly, most organizations did not want to recognize that they had been given the responsibility of carrying out poorly theorized or conceptualized programs. Again, this may have been linked to the first problem that the programs simply needed to meet political

37) Most GCED materials is in English that are developed largely from the institutions in the West hemisphere.

imperative, but without much expectation of their effectiveness. Third, given the nature of the above problems at hand, the public disclosure of the GCED learning outcomes, if negative, may influence potential funding streams since financial support has usually been allocated to places with excellent techniques in applying for funds. In this light, this dissertation study, based on an integration of ToC and CLT, subsequently contributes to the current practices in GCED as it develops a transparent framework of analysis for mapping the GCED program; thereby, both practitioners and students can ultimately benefit.

The universal framework on teaching and evaluating GCED is still regarded as being at the “infant stage” with minimal theoretical understanding and guiding principles; this study therefore further contributes by providing another perspective to help answer the question of ‘why GCED may or may not have a significant and positive impact.’ Having completed the preliminary intervention program, the results indicate that GCED is still of crucial importance in influencing changes in students’ perception of the world. Some may argue that their learning outcomes seem insignificant or temporary; yet, one may “never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has” (Sommers & Deenen, 1984: 158; *can also be found in* Mead, 1930). It may only be one small step for students, but it can be considered as a leap in pointing to a new direction of GCED approach. What may be needed in the future is a better understanding of the mechanism of effectiveness on GCED program as well as a refinement of the overall GCED goals in relation to the students.

7.4. Limitations and Future Research

As anticipated in the beginning of this study, several limitations should be considered in order to provide guidance for future work. The first limitation is related to the use of Sartori's (1984) concept reconstruction method to clarify the existing concept of GCED for the purpose of empirical analysis. Here, a conceptual flaw is possible since the process required a high level of rigor and interplay of different analysis processes. Nonetheless, the objective of concept construction was to add variation and depth in order to understand the evolving construct of GCED. Therefore, further researches is needed to improve concept analysis for GCED.

The second limitation is that since the focus of this study was to understand the effectiveness of GCED on students' intended learning outcomes, historical discourses concerning global citizenship were not conceptualized for the reason that they were beyond the scope of this study. Instead, the study focused on specifying the nature of its concept; thereby, extracting the variables or content for the empirical analysis. A more rigorous analysis of GCED discourses may have provided an interesting historical narrative in order to understand the underpinning mechanisms that shape GCED; however, these aspects open more possible research paths for the future.

As a third limitation, it must be remembered that the processes of learning are often complex and unpredictable; therefore, even where a rigorous ToC model has been applied, it cannot anticipate every unforeseen inquiry. Thereby, gathering empirical evidence to test ToC remains a challenge. This study thus attempted to clarify the designed research plan for implementing and evaluating ToC by importing CLT

for robust instructional design to minimize the challenges and control the learning environment as much as possible. To date, there has been no previous related research integrating a ToC and CLT to measure educational impact; therefore, this study was in effect built from the ground-up. The GCED intervention program is therefore, to a certain extent, vulnerable to possible overlooked variables. In this respect, there is more room for careful and detailed research required in the future.

A fourth and last limitation should finally be considered. Greater attention was given in this study to the review of the nine existing GCED evaluation studies in order to create a blueprint for rigorous research design that meets and exceeds the latest standards in the GCED evaluation research field. A sample size of 306 matched pair ($T_{\text{start}}/T_{\text{final}}$) in the intervention and comparison group was reasonable. However, when it is compared with any recent published work, its size can be argued with the possibility of external validity. This study was therefore designed to overcome such unanticipated limitations by utilizing ex-ante/ex-post sampling with the use of a comparison group. All the programs provided the same results, which supports the evidence of strong validity. Nevertheless, future researches may benefit from a larger number of students nationwide or even on multinational levels.

7.5. Final Remarks

As the concept and practice of GCED continues to evolve, this study can never be more than a ‘snapshot’ of the realm at a given moment. Nevertheless, there are still many aspects of in GCED that will not change with regards to instilling universal common values within the next generation. Meanwhile, if a desired outcomes is that students gravitate naturally towards GCED, rather than needing to be pushed into it, there are needs for more tailor-designed contents and contexts at both the practical and policy level. GCED could then become more relevant to students’ lives. Notwithstanding, regardless of the national status of either developed or developing countries, GCED should be introduced into the student curriculum as it glocalizes points of views and provides to the students with a means of learning about and practicing social responsibility, global competence and civic engagement. Thereby, rather than paving a path to a personal capital gain or to the creation of so-called “global” leaders, as it was commonly proposed in the twentieth century, GCED encourages a learning to change, and paves the path to a better world.

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APPENDIX

A. Program Overview



*“If you can change yourself,
you have already started to change the world!”*
- GHANDI

Starting as a pilot, **GloEd: Education for Better Development** (Hereafter, GloEd) aims to become the center for global citizenship (GCED) and international development education in South Korea. By promoting GCED and development education for K-12 in South Korea,, we support an education that enables students to become responsible citizens in a glocalized world.

Main Projects of GloEd



EDUCATION

GCED
Dev. Education
IDEAL & LEAD



**MENTORING
/NETWORKING**

Field experts
and students



YOUTH ACTION

Youth-led
Initiatives

Global Citizenship Education

GloEd's global citizenship education program empowers students to engage and assume active roles, both locally and globally, to face and resolve glocal challenges and ultimately to become proactive agents for a more just, peaceful, tolerant, inclusive, secure and sustainable world. It further helps students to construct a better community that may have a ripple effect at global level in a long run by employing the understanding of and respect to their local communities.

Four Pillars of GloEd

Equip students with the necessary knowledge to understand both local and global issues around the world.

Motivate the students to infuse and apply the think – global citizenship dimensions in practice.



Learning Content





교육 프로그램

Coursework

IDEAL

Identify the problem
Define the problem
Examine the options
Act on a plan
Look at the consequences

LEAD

Leadership
Education
And
Development

Basic Course

Advanced Course



Becoming a global citizen

The first step to make the world a better place

Keyword:
global citizen, international development, globalization

Global citizenship education is comprised of the knowledge, skills and values that prepare people for living together in an interdependent world and to act to address inequality.

- 1) Awareness of the connection between our lives and the lives of others.
- 3) Action to address injustice/inequalities in the world.



Development & Cooperation

Keyword:
Poverty, MDGs, sustainable development, Korea, ODA

Raise awareness of poverty and the role of international society to tackle it through various activities, discussions, presentations and lecture.

Case Study



Case Study Project related to global citizenship and international development





Q & A

How is AC helpful?
 While ACs are typically used for recruitment, they are also often used to promote and provide development feedback for employees or students. It is this use of ACs that is potentially more relevant for educators as it can foster knowledge/skills/attitude and not simply test them. GloEd has adopted AC approaches into collaborative activities for students, aligned self-assessment, peer/mentor observation and formative feedbacks to improve their attributes.

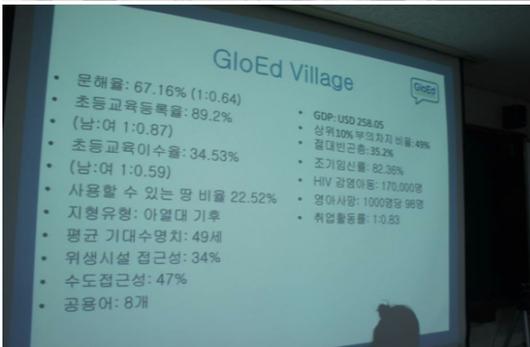
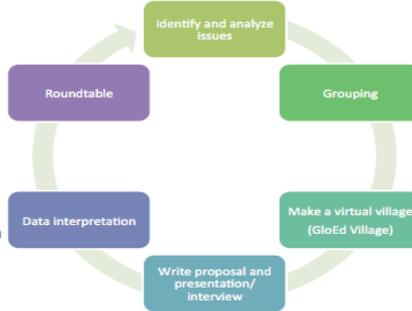
How does AC work?
 AC typically lasts for one or two modules. The AC environment is structured and formal but friendly and welcoming, which allows all students an equal chance to perform at their best on multiple dimensions. It is important to note that students are not competing against each other; rather, it is a cooperative learning process.

GloEd's Assessment Center (AC)

GloEd's Assessment Center (AC) is designed to explore the cognitive, affective and psychomotor abilities of students.

AC simulates real-life tasks in the field of international development, enabling to assess a student's knowledge, skills and attitudes in a realistic setting. The AC delivers insight into how a student can genuinely respond to the issues and tasks commonly faced in the projects. Furthermore, it offers the student an authentic experience that enables them to understand what will be expected of them in the project.

In this sense, GloEd offers a wide range of custom designed AC exercises. These consists of challenging tasks in a variety of formats including role plays, presentations, group exercises and debates.



Mentor – Mentee - Linker

GloEd's mentoring program provides students with well-around supportive service and intensive mentoring provided by qualified graduate students and professionals from different fields. Through a combination of different program services including mentoring, counsellings and networking sessions, students participated in the program are able to receive customized supportive service at their needs.



Mentor: A person who guides a less experienced person by building trust and modeling positive values.

Mentee: A person who is advised, trained, or counseled by a mentor.

Linker (GloEd's unique network group): A individual who helps to bridge between mentor and mentee (education/international relations/ economics/ public health/social venture/psychology/journalism/public administration).



Youth Action

GloEd's youth action refers to activities that intentionally seek to impact young people not only in their local communities but also in the global community. Students can choose any topics of interest and design and develop projects/initiatives (either individually or collectively) during the program.



B. Course

B-1. Course Syllabus 38)

GloEd Learning Content (IDEAL)

Title	Becoming a global citizen: the first step to make the world a better place
Description	<p>Global citizenship education is comprised of the knowledge, skills and attitudes that prepare people for living together in an interdependent world and to act to address inequality.</p> <p>1) Awareness of the connections between our lives and the lives of others</p> <p>2) Action to address injustices/inequalities in the world</p>
Keyword	global citizenship education, international development, globalization, multicultural
Learning Objectives	<p>1) Critical awareness</p> <ul style="list-style-type: none">- of the interconnected and interdependent nature of the world- of global issues and trends (e.g. human rights, development, peace and etc)- about the connections between our lives and the lives of others- of our own and other's perspectives, values and attitudes- of our roles and responsibilities to act as a global citizen

38) All classes are subject to change in class format, instructor and class time as needed.

	<p>b) Action</p> <ul style="list-style-type: none"> - to understand how the choices we make and actions we take have repercussions for others in the world - to choose which issues to act upon and an appropriate form of action - to develop the skills, values and attitudes to address global injustices - to make the world a better place
<p>Contents</p>	<p>Distribute handout of the key elements of global citizenship (from Oxfam Education GB)</p> <p>Opening: Are you a global citizen?</p> <p>Theme 1: Global Citizenship</p> <p>a. What does being a global citizen mean to you?</p> <p>Activity 1. (Group)</p> <ul style="list-style-type: none"> - 'What does being a global citizen mean to you' - Debrief activity <p>** Tip: Compare with knowledge, understanding/skill/value and attitude chart and make them understand that global citizenship is more than just understanding others.</p> <p>Lesson:</p> <p>Distribute the info sheet on the history of global citizenship. Note that the term is not a relatively new term, it has been existed since the ancient society.</p>

Activity 2. (Group Discussion)

Introduce 'model global citizen'

- Option 1. Students get into groups with different historical global citizen models' information. List what characteristics or activities have made them become global citizens and find similarities with other groups.
- Option 2. Students get into groups and talk about which traits makes them global citizens and each team member move around and present about their own models to other groups.

b. Why is 'Global Citizenship' important?

Lesson:

- Globalization and its impact
- Fast changes in the 21st century society
- Think about the quote "By the time you've finished your breakfast, you've relied on half of the world." - Martin Luther King

Activity 1. (Group Discussion)

Korean Citizenship vs. National Citizenship

- Interconnection and interdependence
- What are Korea's social, political, economic and physical connections with other world?

Activity 2. (Group)

Compare and contrast different types of citizenship using group work.

- Organize students into groups, assign a typical citizen

Activity 3. (Group Discussion)

Rights and Responsibilities

Topic: What are the rights of a global citizen?

- Open discussion.

c. NGOs in a global context

Introduction: Slide Show

- Introduce students to the UN and World Bank through using a series of images. Have a debrief discussion about what impressions the pictures made on their perception of these organizations.

Lesson: Civil Society Paradigm Shift

- Introduction to NGO

http://www.accu.or.jp/litdbase/literacy/nrc_nfe/eng_bul/BUL15.pdf

Lesson: The effort and meaning behind the acronym

Video: Year in review 2013

	<p>Activity 1. Create NGOs they would like to work with and explain why</p> <p>Theme 2: Making a change</p> <p>Video: global citizenship</p> <p>1. Can one person make a difference?</p> <p>Lesson: Provide examples of youth work around the world</p> <p>Activity 1: 100 small things to make a difference (Group)</p> <p>Activity 2. (Group Discussion and Round Table)</p> <p>2. Participate in the global community as well as your own community</p> <p>Activity 1. How can I act to improve the world in which I live?</p> <p>3. Wrap Up</p> <ul style="list-style-type: none"> - Briefly introduce about the second session. - Class Evaluation
<p>Contingency Plan</p>	<p>If students need more activities,</p> <p>Case Study:</p> <p>Surprising facts about Africa - challenging and</p>

	stereotypes
Reference	<ul style="list-style-type: none"> · Are you a 'global citizen'? <p>Available: http://theyee.ca/Views/2005/10/05/globalcitizen/</p> <ul style="list-style-type: none"> · How do you understand global citizenship? <p>Available: http://www.southampton.ac.uk/citizenized/activities/global_citizenship/taskthree_homepage.html</p> <ul style="list-style-type: none"> · Clarifying Assumptions of Global Citizenship <p>Available: http://www.southampton.ac.uk/citizenized/activities/global_citizenship/taskone_clarifying.html</p> <ul style="list-style-type: none"> · Comparison Table: Soft and Critical Global Citizenship: <p>Available: http://www.southampton.ac.uk/citizenized/activities/global_citizenship/taskthree_comparetable.html</p>

Title	International Development Cooperation
Description	Students will be able to raise awareness of poverty and the role of international society to tackle it through various activities, discussions, presentations and lectures.
Keyword	Poverty, MDGs, Beyond 2015, Korea, ODA
Learning Objectives	<p>Part 1: Students will explore the definitions of poverty and develop students' understanding of poverty.</p> <p>Part 2: Students will learn about what MDGs are and its effects and influences in the eradication of poverty</p> <p>Part 3: Students will understand graphic and written information</p> <p>describing the progress of different regions of the</p>

	<p>world in meeting the MDGs to learn about the challenges and strengths of MDGs.</p> <p>Part 4: Students will learn about the emergence of post-MDGs and give out ideas of where and how we should head to tackle world poverty.</p> <p>Part 5: Students will understand the ODA history of Korea and its current strengths and weaknesses in the international development cooperation sector.</p>
Contents	<p>Part 1 :Learning about Poverty of today</p> <ul style="list-style-type: none"> -Greetings/ Review last class/Introduction of today's lesson - Agree/ Disagree activity of poverty - Group discussion to define poverty - Short lecture of poverty (definition/status/facts/statistics) - Wrap up <p>At last, inform the students that in order to tackle such poverty, MDGs emerged which we will learn about next class.</p> <p>Part 2: Tackling poverty through MDGs</p> <ul style="list-style-type: none"> -Starter activity of MDGs - Background information of MDGs through handouts and PPT <p>Brief introduction of how, when, where, why, who and what (MDGs) emerged and why it is important.</p> <ul style="list-style-type: none"> - Getting to know MDG Activity - If then, If not then Activity

-
- Quick Win activity
 - Wrap up by sharing the results of quick win with the class.

Part 3: Tackling poverty: Assessing progress on the MDGs

- Opening activity
- Mapping world progress on MDGs activity
- Reporting world progress on MDGs through each others' work
- Wrap up

Part 4: Beyond 2015

- Background information of post 2015
- Discussion
- Presentation
- Feedback
- Wrap Up

Part 5: ODA in Korea

- Brief review of what we have learned so far. Then raise questions to students where and how they think Korea stands in the international development cooperation sector.
 - A short lecture will be given about how Korea became one of the donor countries from a recipient country and its challenges and progress.
-

	<ul style="list-style-type: none"> - Q&A <p>Students may ask any questions and answers will be discussed together.</p> <ul style="list-style-type: none"> - Wrap up <p>Class evaluation</p>
Contingency Plan X	

Title	Why, What and How do we aid?
Description	The course is designed to help students to understand why we give aid by discussing the misconception of aid and to think how we give the money. In order for answering that, students will make the list of good aid principles and they will practice developing their own projects based on the principles. Lastly, through role-play activity, students will understand different interests of each stakeholders and think about the best ways to deliver aid.
Keyword	Role, good aid principles, myth of aid, funding
Learning Objectives	<ul style="list-style-type: none"> · Students will assess and analyse how mainstream negative public perception of aid differs from the reality. · Students will understand why we give aid and think about how we give the money. · Students will think critically about the best ways to deliver aid
Contents	<p>Theme 1. Why do we need aid?</p> <ul style="list-style-type: none"> a. myth or truth of aid b. what makes good aid? <p>Theme2. What should we aid?</p> <ul style="list-style-type: none"> a. What should we fund?

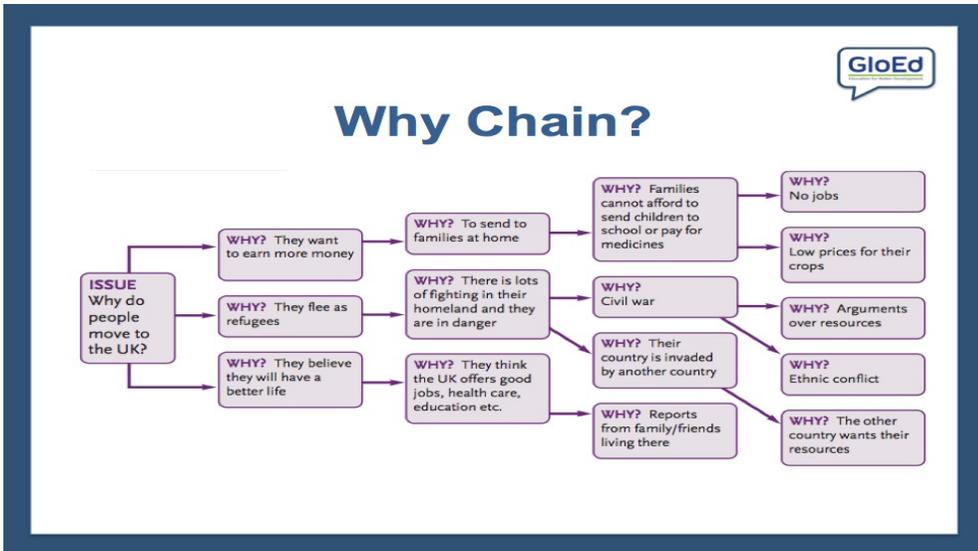
	<p>b. Which projects will get fund?</p> <p>Theme3. How should we aid?</p> <p>a. Role Play</p> <p>b. plenary activity</p>
Contingency Plan	If students need more activities,

B-2. KWL Chart



K 내가 이미 알고 있는 것 What I Know	W 알고 싶은 것 What I Wonder	L 배운 점 What I Learned

B-3. Why Chain?



B-4. Newsletter

뉴스레터 활동

1주	2주	3주	4주	5주
전반적 이슈소개 관심 이슈설정 전체 계획 설정	관심분야 공유	초안 공유 피드백	본인계획 추가 마무리	발표
관심분야에 대한 조사		초안 작성	재작성	

THE
GLOBAL CITIZEN
Co. International Learning November 2015

C. Assessment Center

C-1. GloEd Village

GloEd Village



- 문해율: 67.16% (1:0.64)
- 초등교육등록율: 89.2% (남:여 1:0.87)
- 초등교육이수율: 34.53% (남:여 1:0.59)
- 사용할 수 있는 땅 비율 22.52%
- 지형유형: 아열대 기후
- 평균 기대수명치: 49세
- 위생시설 접근성: 34%
- 수도접근성: 47%
- 공용어: 8개
- GDP: USD 258.05
- 상위10% 부의차지 비율: 49%
- 절대빈곤층: 35.2%
- 조기임신률: 82.36%
- HIV 감염아동: 170,000명
- 영아사망: 1000명당 98명
- 취업활동률: 1:0.83

GloEd Village



- 문해율: 67.16% (1:0.64)
- 초등교육등록율: 89.2% (남:여 1:0.87)
- 초등교육이수율: 34.53% (남:여 1:0.59)
- 사용할 수 있는 땅 비율 22.52%
- 지형유형: 아열대 기후
- 평균 기대수명치: 49세
- 위생시설 접근성: 34%
- 수도접근성: 47%
- 공용어: 8개
- GDP: USD 258.05
- 상위10% 부의차지 비율: 49%
- 절대빈곤층: 35.2%
- 조기임신률: 82.36%
- HIV 감염아동: 170,000명
- 영아사망: 1000명당 98명
- 취업활동률: 1:0.83

C-2. AC Criteria

AC. I: Discussion

이름:



1. 토론 태도	
경청 (Respect)	필기 ok 상대방이 이야기할 경우 호응도가 높고 긍정적인 편
비언어적 표현 (Eye-contact, gesture, etc)	Eye contact = excellent 입술을 만지거나 머리를 만지는 버릇이 있는 듯함. 제스처는 적당한 편
협력 (Cooperative)	호응 good. 상대방의 이야기를 긍정적으로 받아들이고 팀워크에 기여하는 편
2. 논리의 흐름	
일관성 (Consistency)	큰 맥락부터 세부적인 부분까지 일관적으로 진행성 있게 논리를 전개하는 편
논리력 (Logic Flow)	문제점 파악 및 이를 위한 대처점에 대한 포인트를 잘 추려내는 편
3. 기여도	
조정/중재 (Intervention)	조정/중재 능력 뛰어난 편
참여도 (Participation)	매우 높은 편

NOTE	
<p>제한된 시간에 팀원들과의 협력작업에서 자신의 존재감을 드러내기 힘든데 현경멘티는 여러면에서 빛나보였음. 특히 본 프로젝트에 대한 지속가능성에 대한 문제점을 의식하면서 자신의 주장을 전개했던 점은 인상 깊었고 상대방의 이야기 중 자신의 의견에 반하는 점이 있다 하더라도 이를 포용하려고 노력하는 점이 돋보임.</p> <p>-본인의 개인제안서 내용이 프로젝트에 많이 반영된 것으로 보임. 문제점에 대한 인식, 대상선정, 내용 설계는 좋지만 상대적으로 기대효과 및 문제점에 대한 제시가 적극적으로 반영이 되었더라면 좋았을 듯 함. - 전문교육 내에서도 여러 분야가 있음. 대상이 7-13세라고 할 때 이들을 위한 프</p>	

[AC. I 개인용]

<p>젝트가 무엇이 있을지 좀 더 자세히 구체화 할 필요가 있음</p> <p>- 장학금 지급이 초등교육에서만 이루어 질 때 상위학교 진학시는 어떻게 될지 후속 프로그램에 대한 생각도 sidenote로 이야기해줬으면 좀 더 흥미로웠을 듯...</p>
--

AC. I: Discussion and Negotiation

이름: 교육팀

1. 제안서 내용	
구성 (constructive)	초등학교 이수완료라는 목표를 두고 대상, 내용, 기대효과 등을 구성한 점은 좋았음 (프로젝트의 구체화)
창의성 (creative)	전문교육 및 장학금이라는 아이템은 평이했음.
현실가능성 (realistic)	전체적인 맥락에서 현실가능성은 높은 편이나 규모 및 전문교육 분야가 무엇인지에 따라 현실가능성이 달라질 수 있음. 이에 대한 부분에 대해 앞으로 구체화할 필요는 있음 (예산 산출)
2. Team work	
소통 (communication)	전체적으로 조화를 이루면서 팀워크를 진행한 편. 제한된 시간 내에서 적절한 의사소통을 거쳐 각자의 맡은 일을 해냄
지지도 (Supportive)	처음에는 서로의 의견이 하나로 좁혀지지 않았으나 점차 타협점을 찾아나감
3. 발표	
전달 (PT skill)	전체적 구성은 좋았음 (사업의 목적, 대상, 활동내용, 기대효과 및 문제점, 타임라인까지 설명) 이외에도 소요 예산에 대해 예상하여 제시해줬으면 좋았을 듯.

NOTE
무난한 아이템을 가지고 현실성 있는 프로젝트를 설계한 점은 좋았음 (그러나 이러한 사업아이템은 코이카에서 좋아하지 않을 가능성도 있음 - 기존에 제시된 교육 프로젝트에서 다를 것이 없기 때문에). 조금 더 창의적이면서도 현실성을 잃지 않는 프로젝트 제안이 필요하며 비교적 활동내용이 다른 그룹에 비해 구체화 되어 있으나 이마저도 더 세분화될 필요성이 있음. 예를 들어 무슨 전문교육 및 장학금을 생각하고 있는지 이에 투입되는 액터들을 단순히 나열함에 그치지 않고 이들을 설득할 수 있는 방법 및 지속유지할 수 있는 방법에 대한 고민들도 필요함

AC. II : Interview

이름:

1. 태도	
자세 (attitude, eye- contact, gesture, etc)	
2. 표현력	
프로젝트 이해 (understanding)	
전달력 (delivery)	
3. 내용	
독창성 (creativity)	

NOTE

C-3. Assessment Center (Questions for Data Comprehension)



Question 1.



Question 2.



Question 3.



Question 4.



Question 5.



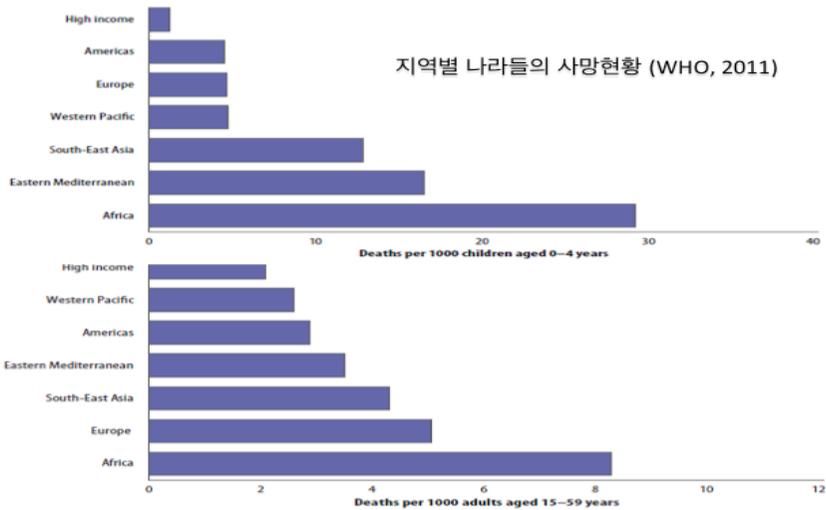
SECTION 2 (15 mins) 통계 분석

소득그룹별 나라들의 10대 사망원인 (WHO, 2008)



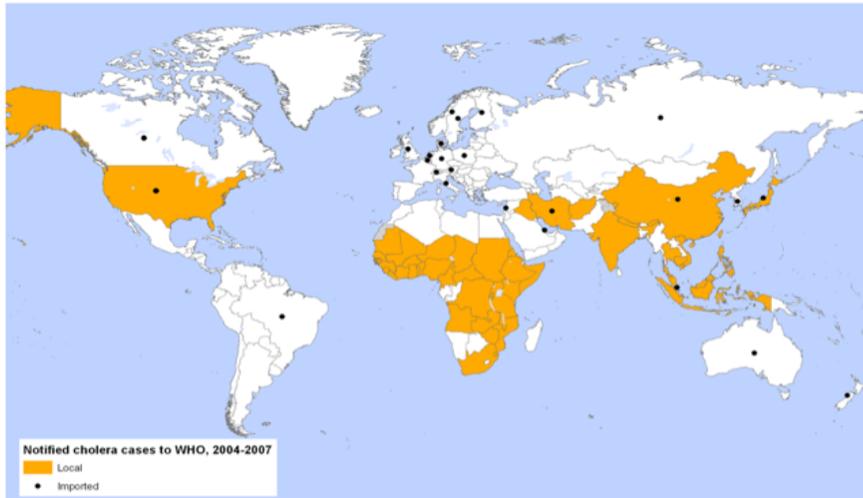
저소득 국가	고소득 국가	중소득 국가	세계
하부 호흡기 감염질환	허혈성 심장질환	허혈성 심장질환	허혈성 심장질환
설사병	뇌졸중 & 뇌혈관 질환	뇌졸중 & 뇌혈관 질환	뇌졸중 & 뇌혈관 질환
HIV/AIDS	기도, 기관, 폐암	만성 폐쇄성 폐질환	하부 호흡기 감염질환
허혈성 심장질환	알츠하이머 & 치매	하부 호흡기 감염질환	만성 폐쇄성 폐질환
말라리아	하부 호흡기 감염질환	설사병	설사병
뇌졸중 & 뇌혈관 질환	만성 폐쇄성 폐질환	HIV/AIDS	HIV/AIDS
결핵	결장 직장암	도로 교통사고	기도, 기관, 폐암
조산 & 저체중아	당뇨	결핵	결핵
출산 질식사 & 트라우마	고혈압성 심장질환	당뇨	당뇨
신생아 전염병	유방암	고혈압성 심장질환	도로 교통사고

지역별 나라들의 사망현황 (WHO, 2011)



Question 7.

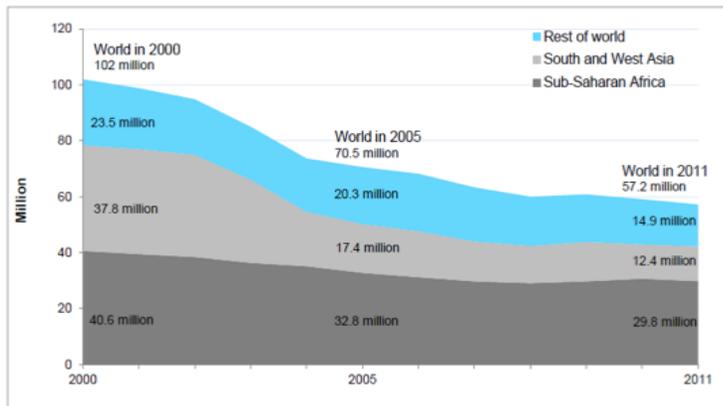
Notified cholera cases to WHO, 2004 - 2007



Question 8. 지역별 학교 중도탈락 현황



FIGURE 1. NUMBER OF OUT-OF-SCHOOL CHILDREN BY REGION, 2000-2011



Source: UNESCO Institute for Statistics database.

Section 3. (10 mins) 논리 추론



“Before you finish eating breakfast in the morning,
you’ve depended on more than half the world.”

- 마틴 루터 킹 목사 -

Question 10.

이해관계-갈등-충돌-빈곤

Question 9.



“Culture is the be all and end all of development”

문화는 발전의 본질이고 궁극적인 것

- 세네갈의 초대 대통령, 시인:
생고르(Senghor 1906-2001)



세계화- 지속가능한 발전- 문화(적 다양성)- 경제



탈리반에 의한 아프가니스탄의 바미안 서대불 문화훼손

C-4. Answer Sheets of Data Comprehension

Assessment Center



SECTION 1 (10 mins) 미디어 정보 해석 (Question 1-5)
사진에서 드러나는 국제개발협력에서의 개발당면문제를 기술하시오.

Question 1.

Question 2.

Question 3.

Question 4

Question 5.



SECTION 2 (15 mins) 통계 분석 (Question 6-8)

통계 자료를 해석하고 유추할 수 있는 사실을 기술하시오.

Question 6.

Question 7.

Question 8.

Assessment Center



Section 3. (10 mins) 논리 추론 (Question 9-11)

다음에 제시된 글을 보고 의미하는 바를 세계화의 맥락에서 쓰시오 (Question 9). 제시된 단어를 보고 국제개발협력의 문제를 연관된 논리로 기술하시오 (Question 10-11)

Question 9.

Question 10.

Question 11.



Section 4. (25 mins) 사례평가 분석을 통한 결과물 도출 (Question 12)
국제개발협력 사업의 실제 사례를 보고 제시된 틀에 맞추어 평가하여 분석하시오.

C-5. Roundtable

AC, IV: Round Table

이름:

1. 토론 태도	
경청 (Respect)	
자세 (attitude)	
2. 협상력	
설득력 (persuasive)	
논리력 (Logic Flow)	
3. 문제 해결능력	
조정/중재 (arbitration)	
창의성 (creativity)	

NOTE

D. Youth Action



유스액션

1조	2조	3조	4조
교육	문화예술	북한	여성
세계 모국어의 날 세계 아동노동 반대의 날	대화와 발전을 위한 세계 문화 다양성의 날	세계빈곤퇴치의 날 세계 공정무역의 날 환경의 날 전쟁과 무력의 총물로 인한 환경착취 국제예방의 날	여성 할레 국제무관용의 날 국제여성의 날 인권의 날

E. Classroom Survey

1. 해당 분야에 대한 멘티들의 관심을 유발시켰는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
2. 멘티들이 이해할 수 있도록 충분히 잘 설명하였는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
3. 멘티들의 질문을 적절히 수용하고 성실히 응답하였는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
4. 멘티들을 존중하고 인격적으로 대하였는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
5. 수업 내용의 전달이 명확하고 효과적이었는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
6. 사용된 강좌 자료 및 참고자료가 학습과 적절하였는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
7. 전반적으로 수업에 만족하는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
8. 전반적으로 프로그램 내용에 대하여 만족하는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
9. 본 수업테마가 멘티의 수준에 적절하였는가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
10. 그렇지 않다면 난이도는?
 어렵다 어렵지 않다
11. 다른 학생들에게 이 수업을 권하고 싶은가?
 정말 그렇다 그렇다 보통 그렇지 않다 전혀 그렇지 않다
12. 이 수업과 관련하여 추가로 하고 싶은 말이 있다면 기재하여 주십시오.

F. Global Citizenship Scale Items

(Morais & Ogden, 2011, pp. 453-454)

(1 = Strongly disagree, 2 = Disagree, 3 = Neither Disagree nor Agree, 4 = Agree, 5 = Strongly Agree)

Social responsibility (SR): global justice and disparities

SR.1.1 I think that most people around the world get what they are entitled to have.

SR.1.2 It is OK if some people in the world have more opportunities than others.

SR.1.3 I think that people around the world get the rewards and punishments they deserve.

SR.1.4 In times of scarcity, it is sometimes necessary to use force against others to get what you need.

SR.1.5 The world is generally a fair place.

SR.1.6 No one country or group of people should dominate and exploit others in the world.

Social responsibility: altruism and empathy

SR.2.1 The needs of the worlds' most fragile people are more pressing than my own.

SR.2.2 I think that many people around the world are poor because they do not work hard enough.

SR.2.3 I respect and am concerned with the rights of all people, globally.

Social responsibility: global interconnectedness and personal responsibility

SR.3.1 Developed nations have the obligation to make incomes around the world as equal as possible.

SR.3.2 Americans should emulate the more sustainable and equitable behaviors of other developed countries.

SR.3.3 I do not feel responsible for the world's inequities and problems.

SR.3.4 I think in terms of giving back to the global society.

Global competence (GC): self-awareness

GC.1.1 I am confident that I can thrive in any culture or country.

GC.1.2 I know how to develop a place to help mitigate a global environmental or social problem.

GC.1.3 I know several ways in which I can make a difference on some of this world's most worrisome problems.

GC.1.4 I am able to get other people to care about global problems that concern me.

Global competence: intercultural communication

GC.2.1 I unconsciously adapt my behavior and mannerisms when I am interacting with people of other cultures.

GC.2.2 I often adapt my communication style to other people's cultural background

GC.2.3 I am able to communicate in different ways with people from different cultures.

GC.2.4 I am fluent in more than one language.

GC.2.5 I welcome working with people who have different cultural values from me.

GC.2.6 I am able to mediate interactions between people of different cultures by helping them understand each other's values and practices.

Global competence: global knowledge

GC.3.1 I am informed of current issues that impact international relationships.

GC.3.2 I feel comfortable expressing my views regarding a pressing global problem in front of a group of people.

GC.3.3 I am able to write an opinion letter to a local media source expressing my concerns over global inequalities and issues.

Global Civic Engagement (GCE): involvement in civic organizations

GCE.1.1 Over the next 6 months, I plan to do volunteer work to help individuals and communities abroad.

GCE.1.2 Over the next 6 months, I will participate in a walk, dance, run, or bike ride in support of a global cause.

GCE.1.3 Over the next 6 months, I will volunteer my time working to help individuals or communities abroad.

GCE.1.4 Over the next 6 months, I plan to get involved with a global humanitarian organization or project.

GCE.1.5 Over the next 6 months, I plan to help international people who are in difficulty.

GCE.1.6 Over the next 6 months, I plan to get involved in a program that addresses the global environmental crisis.

GCE.1.7 Over the next 6 months, I will work informally with a group toward solving a global humanitarian problem.

GCE.1.8 Over the next 6 months, I will pay a membership or make a cash donation to a global charity.

Global civic engagement: political voice

GCE.2.1 Over the next 6 months, I will contact a newspaper or radio to express my concerns about global environmental, social, or political problems.

GCE.2.2 Over the next 6 months, I will express my views about international politics on a website, blog, or chat room.

GCE.2.3 Over the next 6 months, I will sign an e-mail or written petition seeking to help individuals or communities abroad.

GCE.2.4 Over the next 6 months, I will contact or visit someone in government to seek publication on global issues and concerns.

GCE.2.5 Over the next 6 months, I will display and/or wear badges/stickers/signs that promote a more just and equitable world.

GCE.2.6 Over the next 6 months, I will participate in a campus form, live music, or theater performance or other event where young people express their

views about global problems.

Global civic engagement: glocal civic activism

GCE.3.1 If at all possible, I will always buy fair-trade or locally grown products and brands.

GCE.3.2 I will deliberately buy brands and products that are known to be good stewards of marginalized people and places.

GCE.3.3 I will boycott brands or products that are known to harm marginalized global people and places.

G. Global Citizenship Scale Items (Korean)

안녕하십니까?

본 설문지는 한국고등학생들을 대상으로 세계시민교육의 교육효과성을 다각적으로 측정하고자 다음과 같은 설문지를 마련하였습니다. 이 설문에 관한 자료는 철저히 비밀이 보장될 것이며, 본 연구의 목적 이외에는 절대 타용도로 사용하지 않을 것을 약속드립니다.

귀하가 제공한 정보는 실증적이고 심층적으로 분석되어 한국의 청소년을 위한 세계시민교육과 관련된 논문에 유용한 기초자료로 제공될 것입니다.

이를 위해 본 설문조사를 실시하오니 적극적인 협조 부탁드립니다.

▶ 본 설문지와 관련하여 문의사항이 있으신 분은 다음 전화 또는 전자우편으로 연락하여주시면 성실하게 대답하여 드리겠습니다.

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GloEd: Education for Better Development
서울대학교협동과정글로벌교육협력전공 심희정 올림

[사회적 책임] 해당 칸에 V 표시를 하세요

문항	설문내용	설문태도				
		전혀 아니다 1	아니다 2	보통 이다 3	그렇다 4	매우 그렇다 5
기업의 투명성과 윤리경영	1 나는 세계 대부분 사람들이 본인의 권리에 합당한 삶을 살고 있다고 생각한다.					
	2 세계의 소수 사람들이 다른 사람들보다 더 많은 기회를 갖는 것은 괜찮다.					
	3 세상 사람들에게 경험하는 보상과 벌은 각자 이유가 있다.					
	4 때로는 무언가 필요로 하는 것을 얻기위해 다른이들에게 물리적인 행사를 사용하는 것은 필요하다고 생각한다.					
	5 전반적으로 세상은 공정하다고 생각한다.					
	6 어떤 국가나 그룹을 막론하고 다른 나라와 그룹을 식민화하거나 지배해서는 안된다.					
이타주의와 공감	1 세상의 가장 취약한 사람들의 요구는 보통 내 자신의 일보다 더 시급한 일이다.					
	2 세상의 많은 사람들이 가난한 이유는 그들이 충분히 열심히 일하지 않기 때문이다.					
	3 나는 세계 모든 사람들의 권리를 존중하고 생각한다.					
기업별 상호 와 개인 책임	1 선진국은 가능한 한 전세계의 소득격차를 줄일 의무가 있다.					
	2 한국은 다른 선진국들이 실시하고 있는 지속가능하고 공평한 행동을 함께 실천해야 한다고 생각한다.					
	3 나는 세상의 불평등 문제에 대한 책임을 느끼지 않는다.					
	4 나는 글로벌 사회에 기여하고 돌려준다는 관점에서 생각하는 편이다.					

[글로벌 역량] 해당 칸에 V 표시를 하세요.

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		전혀 아니다 1	아니다 2	보통 이다 3	그렇다 4	매우 그렇다 5
자기 인식	1 나는 어떤 문화나 나라에서도 적응할수있다고 자신한다.					
	2 나는 지구 환경이나 사회 문제를 완화할수 있는 곳을 개발하는 방법을 생각하거나 알고있다.					
	3 나는 이 세계에서 가장 걱정되는 문제의 일부에 변화를 가져올 수 있는몇가지 방법을 알고있다.					
	4 나는 내가 걱정하고 있는 글로벌 문제에 대해 다른 사람들과 공유하며관심을모을수있다.					
문화 간의 사소 통	1 나는 다른 문화의 사람들과 상호 작용하고있을 때 무의식적으로 나의 기존 행동과 버릇을 적용한다.					
	2 나는 종종 다른 사람의 문화적 배경에 내 의사소통방식을 적용하는 편이다.					
	3 나는 다른 문화의 사람들과 각각 다른방식으로 소통할수있다.					
	4 나는 한국어 외에 다른 언어를 능숙하게 구사할 수 있다.					
	5 나는 나와 다른 문화적 가치를 갖고있는 사람들과 어울리고 협력하는 것을 환영한다.					
	6 나는 나와 다른 문화의 가치와 관행을 이해하려고 노력하기 때문에 문화/출신에 상관없이 서로의 상호작용을 중재할수있다.					

문항	설문내용	설문태도				
		전혀 아니다 1	아니다 2	보통 이다 3	그렇다 4	매우 그렇다 5
글 로 벌 지 식	1 나는 국제관계에 영향을 미칠 현 재의 문제 및 이슈에 대해 정보를 습득하고 있다.					
	2 나는 많은 사람들앞에서 글로벌이 슈나 문제에 대한 나의 시각이나 생각을 표현하는데 편안한 편이 다.					
	3 나는 글로벌 불평등과 문제를 통 해우려를 표현하는 의견을 SNS, 미디어, 또는 그룹에서 표현한다..					

[지역/글로벌시민참여] 해당 칸에 V 표시를 하세요.

문항	설문내용	설문태도				
		전혀아 니다 1	아니다 2	보통 이다 3	그렇다 4	매우 그렇다 5
시민 단체 참여	1 나는 6개월이내에, 국내외개인및지 역봉사활동에참여에관심을갖고있다. (또는참여했다)					
	2 나는 6개월이내에, 걷거나, 춤, 마라 톤, 그림, 또는자전거일주등다양한 형태의참여를통해세계문제에대해지 지를할의사가있다. (또는지지했다)					
	3 나는 6개월이내에내시간을지역봉사 및해외봉사를위해쓸것이다. (또는봉 사했다)					
	4 나는 6개월이내에세계인권관련단체 및프로젝트, 학술대회등에참여할예 정이다 (또는참여했다)					
	5 나는 6개월이내에경제적, 사회적어 려움을겪고있는국내외사람들을도울 것이다 (또는도왔다)					
	6 나는 6개월이내에글로벌환경문제에 관련된프로그램참여에관심을두고있 다 (또는참여했다)					
	7 나는 6개월이내에세계인류의문제를 고민하고일하는그룹들과교류를가질 의사가있다 (또는가졌다)					
	8 나는 6개월이내에세계문제와관련된 자선활동에참여할것이다 (또는참여 했다)					
정치 적목 소리	1 나는 6개월이내에환경적, 사회적, 또는정치적세계문제에대한나의견 과우려를 SNS나그룹을통해표현할것 이다 (또는표현했다)					
	2 나는 6개월이내에국제웹사이트의정 치, 블로그, 또는채팅방의나의의견 을표현할것이다 (또는표현했다)					
	3 나는 6개월이내에국내외에서개인 이나지역사회를돕기위해추구하는전자					

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	메일이나서면청원에서명할것이다 (또는서명했다)					
4	나는 6개월이내에글로벌이슈및관심 사에대해공개적조치를취하고있는기 관, 관계부처또는그룹에연락하거나 방문할예정이다 (또는방문했다)					
5	나는 6개월이내에더정당하고공평한 세계를촉진을요구하는내용이담긴표 시 (배지, 스티커, 사인, 팔찌, 책또 는물건)을가지고다닐것이다. (또는참 여했다)					
6	나는 6개월이내에교내외라이브음악, 공연, 연극등을통해젊은사람들이글 로벌문제에대해자신의의견을표현하 는다른이벤트에참여할것이다 (또는 참여했다)					
글 로 컬 시 민 행 동	가능하다면나는항상지역에서재배된 1 제품이나브랜드또는공정무역을통한 물품을구입할것이다.					
	나는판매된수익을통해소외된장소및 2 사람들에게혜택을주는제품을구입할 것이다.					
	나는소외된사람과장소에계약영향을 3 주는제품을적극적으로보이콧할것이 다 (예: 아동노동, 노동탄압등)					

다음은 귀하의 개인적 특성에 관한 질문입니다.

1. 귀하의 성별은 무엇입니까?

(1) 남자 (2) 여자

2. 귀하의 나이 (만)를 표시하세요.

(1) 15 (2) 16 (3) 17 (4) 18 (5) 기타 (정확하게 기재 -----)

3. 귀하의 학년을 표시하세요.

(1) 중 3 (2) 고 1 (3) 고 2 (4) 고3 (5) 기타 (정확하게 기재 -----)

4. 귀하의 학교는 (1) 일반고 (2) 특목고

5. 세계시민교육 및 국제개발협력 관련 프로그램 참가경험이 있나요?

(1) 그렇다 (3) 없다.

6. 있다면, 참가한 단체명 및 시기/기간을 표시해주세요 (1회 이상 참여시 모두 적어주세요)

7. 해외 거주 경험: 있을 시 거주 장소 및 기간 기재

(1) 있다 (2) 없다

8. 해외 연수/ 여행/ 봉사 경험: 있을 시 체류 장소 및 기간, 목적 기재

(1) 있다 (2) 없다

9. 본 프로그램 참가 계기

10. 세계시민교육에 대해 궁금한 점이 있으면 기재해주세요.

H. Statistical Measurement

Test for Bias

Group Statistics					
	GloEd	N	Mean	Std. Deviation	Std. Error Mean
SR	.0	166	3.2122	.60440	.04691
	1.0	140	3.1863	.37185	.03143
GC	.0	166	2.8920	.65496	.05083
	1.0	140	3.1242	.41456	.03504
GC	.0	166	3.4118	.57813	.04487
	1.0	140	3.5008	.27703	.02341
GC	.0	166	3.1055	.60504	.04696
	1.0	140	3.1656	.35995	.03042

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
SR	Equal variances assumed	49.633	.000	-.443	304	.658	-.02597	.05868	-.14144	.08950
	Equal variances not assumed			-.460	279.510	.646	-.02597	.05646	-.13712	.08518
GC	Equal variances assumed	61.460	.000	3.625	304	.000	.23215	.06403	.10614	.35815
	Equal variances not assumed			3.760	283.149	.000	.23215	.06174	.11062	.35367
GC	Equal variances assumed	43.519	.000	1.668	304	.096	.08908	.05339	-.01599	.19414
	Equal variances not assumed			1.760	245.477	.080	.08908	.05061	-.01062	.18877
GC	Equal variances assumed	66.239	.000	1.031	304	.303	.06007	.05828	-.05461	.17475
	Equal variances not assumed			1.074	275.048	.284	.06007	.05595	-.05008	.17022

Reliability Test

		Correlations	
		GCE	Test
gce	Pearson Correlation	1	.713*
	Sig. (2-tailed)		.001
	Sum of Squares and Cross-products	.717	.881
	Covariance	.080	.098
	N	10	10
test	Pearson Correlation	.713*	1
	Sig. (2-tailed)	.001	
	Sum of Squares and Cross-products	.881	2.128
	Covariance	.098	.236
	N	10	10

*. Correlation is significant at the 0.05 level (2-tailed).

Inter-Item Correlation Matrix for Social Responsibility														
after	sr1_1	sr1_2	sr1_3	sr1_4	sr1_5	sr1_6	sr2_1	sr2_2	sr2_3	sr3_1	sr3_2	sr3_3	sr3_4	
.0	sr1_1	1.00	.761	.973	.475	.765	-.300	.597	.563	.465	.637	.515	.305	.477
	sr1_2	.76	1.00	.783	.493	.960	-.269	.723	.807	.217	.452	.646	.432	.194
	sr1_3	.97	.783	1.00	.484	.787	-.304	.623	.580	.510	.638	.517	.362	.499
	sr1_4	.47	.493	.484	1.00	.452	-.078	.542	.516	.040	.428	.444	.092	.222
	sr1_5	.76	.960	.787	.452	1.00	-.302	.703	.780	.228	.465	.615	.444	.194
	sr1_6	-.30	-.269	-.304	-.078	-.302	1.00	-.081	-.073	-.213	-.164	-.125	-.033	-.234
	sr2_1	.59	.723	.623	.542	.703	-.081	1.00	.737	.114	.646	.816	.431	.329
	sr2_2	.56	.807	.580	.516	.780	-.073	.737	1.00	.090	.397	.539	.529	.085
	sr2_3	.46	.217	.510	.040	.228	-.213	.114	.090	1.00	.420	-.057	.206	.748
	sr3_1	.63	.452	.638	.428	.465	-.164	.646	.397	.420	1.00	.619	.107	.474
	sr3_2	.51	.646	.517	.444	.615	-.125	.816	.539	-.057	.619	1.00	.240	.214
	sr3_3	.30	.432	.362	.092	.444	-.033	.431	.529	.206	.107	.240	1.00	.310
	sr3_4	.47	.194	.499	.222	.194	-.234	.329	.085	.748	.474	.214	.310	1.00
1.0	sr1_1	1.00	.804	.923	.750	.830	-.097	.688	.703	.549	.562	.656	.416	.551
	sr1_2	.80	1.00	.848	.730	.971	-.062	.855	.908	.474	.558	.728	.526	.314
	sr1_3	.92	.848	1.00	.690	.873	-.094	.787	.755	.640	.626	.660	.519	.579
	sr1_4	.75	.730	.690	1.00	.716	-.013	.617	.686	.404	.473	.551	.277	.350
	sr1_5	.83	.971	.873	.716	1.00	-.072	.840	.892	.467	.548	.727	.545	.328
	sr1_6	-.09	-.062	-.094	-.013	-.072	1.00	.091	.088	.002	.050	.067	-.058	.029
	sr3_1	.41	.526	.519	.277	.545	-.058	.611	.586	.470	.232	.386	1.00	.297
	sr3_2	.55	.314	.579	.350	.328	.029	.335	.261	.815	.499	.237	.297	1.00
	sr3_3	.55	.314	.579	.350	.328	.029	.335	.261	.815	.499	.237	.297	1.00
	sr3_4	.55	.314	.579	.350	.328	.029	.335	.261	.815	.499	.237	.297	1.00

Inter-Item Correlation Matrix for Global Competence													
after		gc1_1	gc1_2	gc1_3	gc1_4	gc2_1	gc2_2	gc2_3	gc2_4	gc2_5	gc2_6	gc3_1	gc3_2
.0	gc1_1	1.00	.583	.718	.101	.663	.685	.651	.713	.390	.636	.472	.733
	gc1_2	.583	1.000	.901	.445	.514	.621	.455	.602	.321	.645	.828	.806
	gc1_3	.718	.901	1.000	.443	.618	.729	.613	.594	.354	.605	.642	.779
	gc1_4	.101	.445	.443	1.000	.268	.326	.500	.191	.464	.493	.371	.223
	gc2_1	.663	.514	.618	.268	1.000	.842	.684	.456	.518	.522	.393	.551
	gc2_2	.685	.621	.729	.326	.842	1.000	.716	.582	.351	.530	.482	.658
	gc2_3	.651	.455	.613	.500	.684	.716	1.000	.472	.462	.641	.315	.449
	gc2_4	.713	.602	.594	.191	.456	.582	.472	1.000	.281	.576	.510	.655
	gc2_5	.390	.321	.354	.464	.518	.351	.462	.281	1.000	.550	.226	.288
	gc2_6	.636	.645	.605	.493	.522	.530	.641	.576	.550	1.000	.643	.628
	gc3_1	.472	.828	.642	.371	.393	.482	.315	.510	.226	.643	1.000	.816
	gc3_2	.733	.806	.779	.223	.551	.658	.449	.655	.288	.628	.816	1.000
	gc3_3	.874	.654	.758	.300	.577	.605	.621	.645	.388	.706	.593	.840
1.0	gc1_1	1.00	.545	.609	.145	.612	.660	.589	.652	.303	.620	.490	.756
	gc1_2	.545	1.000	.954	.663	.553	.679	.612	.417	.647	.786	.910	.805
	gc1_3	.609	.954	1.000	.644	.593	.717	.656	.407	.654	.753	.802	.771
	gc1_4	.145	.663	.644	1.000	.384	.466	.523	.160	.614	.615	.601	.406
	gc2_1	.612	.553	.593	.384	1.000	.812	.792	.405	.648	.716	.506	.519
	gc2_2	.660	.679	.717	.466	.812	1.000	.877	.539	.587	.755	.611	.623
	gc2_3	.589	.612	.656	.523	.792	.877	1.000	.488	.643	.699	.567	.546

	2_4																	
	Ce	.327	.518	.350	.076	.299	.612	.141	.479	.553	.633	.642	.616	1.00	.727	.587	.418	.441
	2_5																	
	Ce	.433	.666	.464	.207	.406	.713	.175	.437	.508	.687	.596	.498	.727	1.00	.699	.344	.573
	2_6																	
	Ce	.309	.517	.346	.063	.448	.465	.076	.358	.423	.486	.567	.380	.587	.699	1.00	.552	.481
	3_1																	
	Ce	.558	.456	.585	.480	.696	.117	.519	.294	.348	.425	.358	.377	.418	.344	.552	1.00	.620
	3_2																	
	Ce	.575	.598	.641	.619	.623	.539	.588	.465	.508	.630	.499	.551	.441	.573	.481	.620	1.00
1.	Ce	1.00	.695	.912	.636	.761	.421	.679	.373	.474	.714	.377	.460	.561	.657	.406	.662	.550
0	1_1																	
	Ce	.695	1.00	.792	.798	.725	.794	.748	.665	.798	.870	.740	.808	.760	.816	.656	.614	.720
	1_2																	
	Ce	.912	.792	1.00	.766	.882	.465	.807	.458	.541	.800	.531	.526	.646	.652	.442	.628	.630
	1_3																	
	Ce	.636	.798	.766	1.00	.839	.473	.910	.522	.635	.708	.540	.664	.470	.506	.418	.489	.615
	1_4																	
	Ce	.761	.725	.882	.839	1.00	.407	.901	.379	.524	.707	.515	.508	.530	.498	.464	.536	.579
	1_5																	
	Ce	.421	.794	.465	.473	.407	1.00	.437	.626	.798	.744	.712	.794	.694	.780	.772	.325	.615
	1_6																	
	Ce	.679	.748	.807	.910	.901	.437	1.00	.451	.563	.699	.528	.599	.516	.463	.359	.523	.588
	1_7																	
	Ce	.373	.665	.458	.522	.379	.626	.451	1.00	.645	.675	.746	.658	.651	.588	.637	.507	.469
	1_8								0									

	2_4																	
	Ce	.327	.518	.350	.076	.299	.612	.141	.479	.553	.633	.642	.616	1.00	.727	.587	.418	.441
	2_5																	
	Ce	.433	.666	.464	.207	.406	.713	.175	.437	.508	.687	.596	.498	.727	1.00	.699	.344	.573
	2_6																	
	Ce	.309	.517	.346	.063	.448	.465	.076	.358	.423	.486	.567	.380	.587	.699	1.00	.552	.481
	3_1																	
	Ce	.558	.456	.585	.480	.696	.117	.519	.294	.348	.425	.358	.377	.418	.344	.552	1.00	.620
	3_2																	
	Ce	.575	.598	.641	.619	.623	.539	.588	.465	.508	.630	.499	.551	.441	.573	.481	.620	1.00
1.	Ce	1.00	.695	.912	.636	.761	.421	.679	.373	.474	.714	.377	.460	.561	.657	.406	.662	.550
0	1_1																	
	Ce	.695	1.00	.792	.798	.725	.794	.748	.665	.798	.870	.740	.808	.760	.816	.656	.614	.720
	1_2																	
	Ce	.912	.792	1.00	.766	.882	.465	.807	.458	.541	.800	.531	.526	.646	.652	.442	.628	.630
	1_3																	
	Ce	.636	.798	.766	1.00	.839	.473	.910	.522	.635	.708	.540	.664	.470	.506	.418	.489	.615
	1_4																	
	Ce	.761	.725	.882	.839	1.00	.407	.901	.379	.524	.707	.515	.508	.530	.498	.464	.536	.579
	1_5																	
	Ce	.421	.794	.465	.473	.407	1.00	.437	.626	.798	.744	.712	.794	.694	.780	.772	.325	.615
	1_6																	
	Ce	.679	.748	.807	.910	.901	.437	1.00	.451	.563	.699	.528	.599	.516	.463	.359	.523	.588
	1_7																	
	Ce	.373	.665	.458	.522	.379	.626	.451	1.00	.645	.675	.746	.658	.651	.588	.637	.507	.469
	1_8								0									

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.598*	.358	.350	.47646	.358	46.820	7	589	.000

a. Predictors: (Constant), school, DD, gender, RPL, age, after, GloEd

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	74.402	7	10.629	46.820	.000 ^b
	Residual	133.711	589	.227		
	Total	208.113	596			

a. Dependent Variable: SR

b. Predictors: (Constant), school, DD, gender, RPL, age, after, GloEd

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Beta	Lower Bound
1	(Constant)	1.748	.551		3.174	.002	.666	2.829
	GloEd	-.034	.055	-.029	-.627	.531	-.142	.073
	after	-.003	.054	-.003	-.056	.955	-.108	.102
	DD	.831	.078	.595	10.618	.000	.677	.984
	gender	.055	.041	.046	1.348	.178	-.025	.135
	RPL	.119	.040	.100	2.957	.003	.040	.198
	age	.071	.034	.072	2.091	.037	.004	.138
	school	.003	.029	.004	.120	.905	-.053	.060

a. Dependent Variable: SR

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.607 ^a	.368	.361	.47168	.368	49.008	7	589	.000

a. Predictors: (Constant), school, DD, gender, RPL, age, after, GloEd

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	76.325	7	10.904	49.008	.000 ^b
	Residual	131.043	589	.222		
	Total	207.368	596			

a. Dependent Variable: GC

b. Predictors: (Constant), school, DD, gender, RPL, age, after, GloEd

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	1.903	.545		3.491	.001	.832	2.973
	GloEd	.049	.054	.042	.912	.362	-.057	.156
	after	-.003	.053	-.003	-.057	.954	-.107	.101
	DD	.776	.077	.557	10.024	.000	.624	.928
	gender	.100	.040	.083	2.475	.014	.021	.179
	RPL	.116	.040	.097	2.908	.004	.038	.194
	age	.050	.034	.050	1.476	.141	-.016	.116
	school	.020	.028	.023	.687	.492	-.036	.075

a. Dependent Variable: GCE

국문초록

최근 시시각각 변하고 있는 전 세계의 도전과제에 대처하기 위해 개인 또는 지역, 국가 중심의 사고 체계를 뛰어넘는 새로운 교육적 방안으로써 세계시민교육이 급속도로 많은 주목을 받고 있다. 현재 대부분의 세계시민교육의 연구가 개념 및 담론적 이론, 커리큘럼에 치우쳐져 있는 데 비해 아직까지 교육 프로그램에 대한 실증적 효과성 분석 및 논의는 상대적으로 부족한 편이다. 이러한 맥락아래 본 연구는 세계시민성을 증진시키고자 개발된 프로그램의 시범운영을 통해 세계시민교육의 실증적 효과성을 지식획득, 지속, 행동변화의 다각적 측면에서 도출하고 검증하고자 하였다. 이를 위해 우리나라 중고등학교 360명을 대상으로 한 설문조사와 31명을 대상으로 한 인터뷰를 실시하였다. 먼저 혼재되어 있는 세계시민교육의 개념을 조작화하여 실증 연구에서 효과적으로 적용하고자 Morais 와 Ogden (2011)의 세계시민성의 개념적 모델 (사회적 책임, 글로벌 역량, 시민사회 참여)을 사용하여 프로그램 실시 전, 후 및 6개월, 12개월 이후 학생들의 세계시민성의 수준 차이를 비교함으로써 학습결과를 측정 비교했다. 이후, Hart (1992)의 청소년 참여 단계를 사용하여 세계시민성 수준과 실제 참여활동의 상관관계를 살펴보았다. 한편, 본 연구는 전반적인 세계시민교육 프로그램의 효과적 설계 및 실행, 평가 방법을 위해 변화이론 (Theory of Change)와 구성주의 학습이론을 채택, 적용하였다.

본 연구는 결과단계 분석결과는 다음과 같다. 먼저, 실험집단과 비교집단 간 학생들의 세계시민성 수준에 상당히 유의미한 차이가 있었는데 이는 학생의 상황과 수요에 맞춰 구성된 프로그램의 중요성을 보여주었다. 한편 학습자들의 프로그램 이후 세계시민성의 지속성을 지켜본 결과 우선 6개월 간은 수준의 변화가 없었음을 알 수 있었

다. 그러나 12개월 이후 학생들의 수준은 유의미하게 줄었으나 여전히 교육 시작 전보다 높기 때문에 교육의 지속성이 있다고 해석되었다. 또한 입시 위주의 교육이나 주변 환경 등의 변수가 학습지속성을 상쇄할 수 있는만큼 세계시민성에 대한 지속적인 재교육이 필요하다고 보여진다. 마지막으로, 세계시민성 수준이 높을수록 학생들의 참여 활동 수준 또한 높아짐을 알 수 있었다.

결론적으로 본 연구는 세 가지 차원에서 성과 및 시사점이 도출되었다. 첫째, 이론적 차원에서는 세계시민교육 프로그램 효과성을 위해서는 계획단계에서부터 평가단계까지 체계적으로 아우를 수 있는 틀과 교육적 수요와 상황을 고려한 교육 프로그램의 중요성을 확인할 수 있었다. 또한 실제 교육 현장과 긴밀히 맞닿아 있는 교육인만큼 현재 혼재되어있는 세계시민교육에 대한 정의 및 개념을 좀 더 체계적인 개념분석 틀에 근거하여 조작화하고 적용되어야 함을 확인하였다. 둘째, 방법론적 차원에서 본 연구는 단기적 학습 성과 뿐만 아니라 중장기적인 학습의 효과성을 도출하는데 기여하였다. 또한 이중차감법, 일반선형모형 및 순서형 로지스틱 회귀 모형 등 여러 분석방법론을 통해 보다 정확한 분석결과 도출 및 결과에 대한 내/외적 타당성을 높이고자 했다. 마지막으로 실용적 측면에서 본 연구는 세계시민교육의 개발, 실행 및 평가를 위한 틀을 설계하기 위한 고려사항 및 권장사항을 제공하는 한편 학습 활동을 촉진하는 방안으로서 변화이론 및 구성주의 학습을 소개함으로써 더 나은 학습과 변화를 달성하는데 기여하였다.

주요어: 세계시민교육, 변화이론, 구성주의교육, 효과성, 지속성, 청소년참여

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