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Master's Thesis of Arts

**A Qualitative Analysis of Pre-Departure
Education in an International Voluntary
Service Program in South Korea:
Focusing on Global Citizenship Education**

대학교 단기 해외봉사단을 통한 세계시민교육:
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Abstract

A Qualitative Analysis of Pre-Departure Education in an International Voluntary Service Program in South Korea: Focusing on Global Citizenship Education

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Under the aim of nurturing responsible and active global citizens to meet the demands of globalization, the United Nations has presented global citizenship education (GCED) as a core agenda in the education sector. South Korea understands the importance and potential impact of GCED and has taken multiple approaches towards integrating it into education and training programs in higher education, including utilizing an international voluntary service (IVS). This international voluntary service programs provide students with experiential learning and is thus perceived as one of the most effective educational methods for fostering global citizenship in students.

However, the secure promise of global citizenship through volunteering abroad raises some concerns. Rather than fostering global citizenry, it can reinforce students' stereotypes about developed and developing countries or reinforce

paternalistic attitudes and cultural imperialism towards the local people they try to 'help.' Further, it has a potential danger in perpetuating inequitable power relationships. Moreover, global citizenship lacks a clear definition in its delivery due to its multiple aspects of its definition. This results in different program curricula and orientations, thereby, promoting different, sometimes contradicting, global citizenship. Thus, without a clear definition or concept of global citizenship, IVS programs cannot effectively strategize to promote global citizenship it aims to achieve. The entire process of IVS – pre-departure, placement, and post-completion – needs to be carefully designed, planned, and executed to promote the kind of global citizenship that an IVS program strives to achieve and provide students with positive, beneficial experiences during their fieldwork.

The purpose of this paper is to investigate how IVS programs' pre-departure education facilitates the experiential learning of the students in the field, especially in promoting global citizenship. Under this objective, this paper has examined the pre-departure education of IVS programs from X University in South Korea. The data for this study is collected from the interviews with two program coordinators, four education specialists, and ten student participants; and teaching materials of pre-departure education from 2017 to 2018 were collected and analyzed.

The major findings are as follows. First, GCED implemented in pre-departure education is understood from the perspective of the humanistic approach as 'service' is greatly emphasized in IVS programs. Second, the current execution of GCED is heavily knowledge-based among three components of GCED, which are knowledge, sensitivity, and behavior. Consequently, GCED is delivered mainly through lectures. The finding also suggests that participants' interaction between peers, rather than education in the lecture form, is a critical element in triggering potential transformative experience at the dispatched field. Based on these findings,

this study proposes five practical implications for designing pre-departure education that promotes experiential learning and allows students to become more active and critical global citizens.

Keyword : global citizenship, global citizenship education, international voluntary service, pre-departure education, international service-learning, experiential learning, South Korea

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Table of Contents

Abstract	i
List of Tables	vii
List of Figures	viii
List of Acronyms	ix
Chapter 1. Introduction	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study and Research Questions	4
1.4 Significance of the Study	6
Chapter 2. Research Background	8
2.1 Higher Education and Global Citizenship Education (GCE)	8
2.1.1 Globalization and Educational Goals of Higher Education.....	9
2.1.2 GCE in South Korean Context	11
2.2 Global Citizenship and its Education.....	13
2.2.1 The Concept of Global Citizenship.....	13
2.2.2 Multifaceted Approaches to GCE	17
2.2.3 Learning Components of GCE	25
2.3 International Voluntary Service (IVS) Programs	27
2.3.1 The Concept of IVS	27
2.3.2 IVS in South Korean Context.....	30
2.3.3 IVS and Global Citizenship.....	32
2.3.4 The Significance of Pre-Departure Education	33
2.4 Overarching Framework of Core Concepts of the Research.....	36

Chapter 3. Research Design and Methodology	41
3.1 Overview of Research Methods	41
3.2 The Rationale for Research Design	43
3.3 Overview of the Program Selected	44
3.4 Case Selection Criteria.....	46
3.4.1 X University	46
3.4.2 Y IVS Program	48
3.5 Data Collection Procedure	50
3.5.1 Teaching Materials.....	51
3.5.2 Selecting Participants and Interview Process	52
3.6 Data Analysis	56
3.7 Study Limitation and Positionality	58
3.8 Ethical Consideration.....	59
Chapter 4. Findings	61
4.1 Defining Global Citizenship and its Delivery	61
4.1.1 Global Citizenship Defined	61
4.1.2 Its Delivery	66
4.2 Main Themes and Contents of GCE	68
4.2.1 Main Themes and Contents	68
4.2.2 Reflected upon Three Lens of GCE	72
4.3 Pedagogical Approaches of Pre-Departure Education	73
4.3.1 Learning by Listening	74
4.3.2 Learning by Sharing.....	76
4.3.3 Learning by Teaching.....	77
4.4 Impact of Pre-Departure Education	78
4.4.1 To What Extent?: Contradicting Views on Its Impact.....	79
4.4.2 To Whom Does It Impact More?	80
4.4.3 Lecture: A Sufficient or a Limited Trigger?	82

Chapter 5. Discussions	85
5.1 Missing Components of Global Citizenship Education	85
5.2 Reasons behind the Humanistic Approach to International Voluntary Service Programs in South Korea.....	87
5.3 Pre-departure Education to be a Trigger for Experiential Learning.....	88
 Chapter 6. Conclusion	 91
6.1 Practical Implication to IVS Programs	91
6.2 Final Remarks	94
 References	 96
Appendix 1. Approval document of Institutional Review Board	106
국문초록	107

List of Tables

[Table 1] Three Approaches of Global Citizenship Education Defined in the Literature in Different Terminology	19
[Table 2] Three Approaches of Global Citizenship Education	24
[Table 3] Summary of Methods of Analysis and Analyzed Materials in relation to the Research Questions	42
[Table 4] List of Number of Participants and Dispatched Fields of Hub Institution of X University	47
[Table 5] Interview Questions related to Research Questions	55
[Table 6] List of Research Participants	56
[Table 7] Components of Global Citizenship Defined by the Program Coordinators and Education Specialists.....	65
[Table 8] Topics of Pre-Departure Education of X Internatioanl Voluntary Service Program from 2017 to 2018.....	70
[Table 9] Educational Topics of Three Approaches of GCE	72
[Table 10] Summary of Pedagogical Approaches to GCE by Programs	74
[Table 11] Comparison of the Components of Global Citizenship Discovered in the Study and the One from the Previous Studies.....	86

List of Figures

[Figure 1] Overarching Framework of Global Citizenship Education, International Experiential Learning and Experiential Learning.	40
[Figure 2] Analysis Process in Inductive and Deductive Content Analysis.	57

List of Acronyms

GC	Global Citizenship
GCED	Global Citizenship Education
IVS	International Voluntary Service
LVA	Learning/Volunteer Abroad
ISL	International Service-Learning
IEL	International Experiential Learning
KMOE	Korean Ministry of Education
SDGs	Sustainable Development Goals
GEFI	Global Education First Initiative
UN	The United Nations
UNESCO	United Nations Educational, Scientific, and Cultural Organization
APCEIU	Asia-Pacific Center of Education for International Understanding
KOICA	Korean International Cooperation Agency
KUCSS	Korean University Council for Social Service

Chapter 1. Introduction

1.1. Background of the Study

The rapid advancement of information and communications technologies has not only enabled people in distant locations to experience events simultaneously, it has also allowed the forces of globalization to become more influential than ever (Fletcher, 2003). This technological evolution has led to the partial collapse of national, cultural, and political boundaries, as well as the previously unimaginable interdependence and interconnection of nations (Ray, 2007, p. 1). Thus, it is vital to empower learners to become citizens who transcend borders. In 2012, momentum was regained towards pushing the global citizenship education (GCED) agenda. The UN Secretary-General's Global Education First Initiative identified "fostering global citizenship" as one of its three priority areas (United Nations General Assembly, 2015). Through GCED, the global community strives to ensure that younger generations obtain the skills, knowledge, values, and attitudes needed to thrive in a rapidly changing society, solve new kinds of complex problems and social issues, which have emerged under globalization, and maintain the environment and peace.

South Korea's higher education sector, with its commitment to fostering and promoting global citizenship, has put enormous efforts into internationalizing institutions and integrating GCED into its programs and curricula. Among the educational means to promote global citizens of the students, increasing attention has been given to international voluntary service (IVS) programs as an effective

means to cultivate global citizenship. These programs are generally designed to achieve educational goals by providing experiential learning to students while simultaneously achieving developmental goals by doing voluntary service in developing countries.

However, this pedagogy of learning through an experience with the marginalized people in the developing countries are criticized for its risk. If these programs are not thoughtfully designed, planned, and implemented, they can reinforce stereotypes about developed and developing countries, perpetuate inequitable power relationships, or serve as grounds for paternalism and cultural imperialism. Thus, critics question the experiential learning pedagogy of IVS, noting that it does not guarantee students with the expected results of GCED. Instead, it raises questions about the effectiveness of these programs. Thus, the entire process of IVS – pre-departure, placement, and post-completion – needs to be carefully designed, planned, and executed to promote the kind of global citizenship that an IVS program aims to achieve, and provide students with positive, beneficial, and transformative field experiences.

Another challenge in fostering global citizenship through international voluntary service programs is that the goal of GCED is complicated by the multiple definitions and concepts of global citizenship. Program curriculum and orientations vary based on how global citizenship is defined and formulated. For instance, with a curriculum that focuses on employability for the global market, GCED may highlight the skills and knowledge needed to prepare students to become global workers for international markets in the 21st century. Not in direct opposition, with a curriculum that intends to address the issues of sustainable development and social justice, GCED may emphasize topics on global problems rather than individual positionality and development. This variance implies that, without a

clear definition or concept of global citizenship, IVS programs cannot provide practical and effective strategies for promoting or achieving global citizenship. This variance implies that the definition or concept of global citizenship is closely related to how IVS programs are structured under the aim of achieving global citizenship of the students. This, in other words, indicates that a well-prepared IVS orientation program and appropriately structured curriculum are necessary in order to cultivate students to be global citizens. Therefore, education delivered before students' field experience is necessary to prevent the aforementioned potential pitfalls and promote the programs' desired aspects of global citizenship.

1.2. Statement of the Problem

The importance of pre-departure education is well understood and has been emphasized in IVS, as it shapes global citizenship and affects students' experiences throughout their service in the program (Simpson, 2004; Perold et al., 2012; Lough, 2013; Tiessen & Epprecht, 2012). However, more studies are being done on the impact of IVS programs on global citizenship (See Harman & Kiely, 2014; Larsen & Searle, 2017; Scheinert, 2019; Smith & Laurie, 2011; Tiessen, 2007; Tyran, 2017), while a dearth of literature exists regarding the impact of educational contents and pedagogical approaches of IVS's pre-departure education. This is because the learning experience of IVS is based on the theory of David Kolb's 'experiential learning,' and the majority of the studies focus on the experiences of the participants in the field, where they learn from interacting with a new culture, local people and the community. Thus, research focuses more on the learning process and field experience than on preparatory educational opportunities

provided by an IVS program before their field experience. Consequently, evidence-based, effective pre-departure learning programs and curricula, content, and pedagogy that assist in program delivery are lacking.

Furthermore, most of the studies related to pre-departure education of IVS and global citizenship are studied in Western-contexts. Evidence investigating experiential learning through IVS in non-Western contexts is scarce. There is also a large gap between theory and practice in terms of understanding the concept and the purpose of global citizenship and how IVS programs foster it. This makes it difficult to assess the impact of pre-departure education on global citizenship and students' experience and learning in the field.

Therefore, this study aims to explore how IVS programs' pre-departure education facilitates students' field experience in promoting global citizenship by analyzing 1) contents and pedagogical approaches of pre-departure education and 2) interviews of the students, education specialists, and program coordinators who participated in the selected IVS program.

1.3. Purpose of the Study and Research Questions

This paper explores the meaning of global citizenship through the experiences of IVS and describes the role of education in shaping this experience. In order to achieve this goal, the study analyzes contents and pedagogical approaches of pre-departure education in IVS programs from the perspective of GCED and describes its impact on the experience of participants. The paper also reveals how the program coordinators and educators in the selected IVS program defined global

citizenship, which contributed to the design of the content and pedagogy of the pre-departure education curriculum.

This study explicitly examines GCED in pre-departure education of IVS programs. As the scholars, Tiessen and Huish (2014) stated, "theories of global citizenship shape the kinds of experiences that students seek out and the kinds of learning that they hope they will encounter (p. 24)." Grusky (2000) also highlights the importance of pre-departure education in reducing the exploitation by experiential service-learning programs, which sometimes recreate "historic cultural misunderstandings and simplistic stereotypes and replay... the huge disparities in income and opportunity that characterize North-South relations today." He emphasizes the need for thoughtful preparation, educational programs, and curricula that can build bridges between classroom learning and experiential learning in the field in order to achieve the educational purpose the program intends to promote, in this case, global citizenship of students. Under these objectives, the following research questions are explored in this paper:

- 1) How do the program coordinators and educators define global citizenship that is related to the existing components of global citizenship developed in prior research?
- 2) What contents and pedagogical approaches does IVS's pre-departure education use to promote participants' global citizenship?
- 3) In what ways does pre-departure education influence participants' field experience and learning, specifically in promoting one's global citizenship?

1.4. Significance of the Study

This study contributes to theoretical and practical aspects of IVS and GCED by addressing what kinds of global citizenship is promoted in the current IVS programs, and what components of global citizenship education are emphasized or missing (or less emphasized) in pre-departure education of an IVS program. It also explores the impact of pre-departure education to the field experience and learning of the participants. There are four significant aspects of the study:

First, the study provides information on the current state of educational contents and methodology of pre-departure education in IVS programs provided by universities in South Korea. Studies discussing the contents and pedagogical approaches of pre-departure education are limited. Thus, not much information is available concerning how pre-departure education is delivered to participants. Consequently, collecting and analyzing relevant data and information is generally difficult. This study, however, provides detailed examination and information on the curriculum of pre-departure education through the in-depth analysis of qualitative case study.

Second, this study describes the current trends of GCED practiced in Korean IVS programs. In the process, it deepens the understanding of global citizenship as one potential outcome and educational process of IVS. These findings of the study may offer theoretical insights and a greater understanding of GCED as well as stimulate theoretical development of the concepts as the basis of many subsequent studies.

Third, this study presents some of the opportunities and shortcomings of pre-departure education in South Korean IVS programs. This research intends to bring

practical contributions to the field of IVS, specifically in formulating the curriculum of pre-departure education. Thus, the findings from this research should provide useful information to program coordinators, institutions, agencies, and educators for organizing international volunteering programs and improving the program's curriculum. Moreover, this should provide valuable insight into how pre-departure education can be designed and executed in order to promote global citizenship through an international volunteering program.

Lastly, this study highlights the significance of pre-departure education, which builds on existing studies to shape future research related to educational aspects of international volunteering programs in South Korea. This is especially significant in that it provides information on a non-Western context. Therefore, it finds the relation between learning from pre-departure education and experience in the field. The finding of the study can serve as a foundation for future studies on how pre-departure education can effectively build its curriculum that connects learning and students' field experience.

Chapter 2. Research Background

This chapter explores the core concepts of the study, which are global citizenship, international voluntary service, and how they are related to each other within higher education. Before going further into the concept of two concepts, the first session discusses the aim of higher education under the influence of globalization, especially in the context of South Korea. Then, the second session explores the multiple aspects of global citizenship and its education. It provides multifaceted approaches to global citizenship education and learning components of global citizenship education, which are the conceptual framework used in the analysis of the study.

Session three explains the history and current states of international voluntary service while examining its concept and why this specific terminology has been chosen. Further, the paper explores the position of international voluntary service in the South Korean context. The impact of international voluntary service is explicitly explored in relation to global citizenship and the significance of pre-departure education. Finally, session four explains the overarching framework of all the concepts, including global citizenship, international experiential learning, and service-learning, international voluntary service, experiential, and transformative learning.

2.1. Higher Education and Global Citizenship Education

This section explains two conflicting educational goals in higher education, one framed in neoliberal policy formation, productivity and prosperity, and the

other framed in cosmopolitan aims for educating socially responsible global citizens for the young generation. It is essential to discuss these conflicting educational goals in this paper because these, directly and indirectly, influence the curriculum and goals of global citizenship education in international voluntary service programs constructed in higher education. These conflicting educational goals also aligned with the conflicting demands the international voluntary service requires to the students and the motivations the students have in participating in the program. This is closely examined in chapter 2, section 3.2.

The second part of this section explores the goal of global citizenship education in the universities in the South Korean context in more detail. This goal of educating global citizens has distinctively appeared after the UN presented global citizenship education as a means to achieve quality education for all in sustainable development goals for a more just and sustainable future. Thus, the second part of this section examines the historical development of global citizenship education explicitly in the Post 2015 context as the course of higher education, especially the universities, has dramatically changed according to the newly presented educational goals and agenda with the explicit use of the term 'global citizenship.'

2.1.1 Globalization and Educational Goals of Higher Education

Educational practices, along with its policies, are converging to address the need for change in their educational goals and practices as a response to the conditions of globalization (Stromquist & Monkman 2014; Suarez-Orozco, 2007; Myers, 2016). Consequently, there emerge two dominant and conflicting

educational aims framed in the universities worldwide under the development of globalization,

The first educational goal is framed in terms of neoliberal policy formation, productivity, and prosperity (Rizvi & Lingard, 2010). According to Rizvi, the global market under globalization demands universities to educate students to become competitive workers in the internationalized world. As an effort to internationalize their curriculums and goals, "higher education institutions have centered on the goal of preparing students for the global economy, which is increasingly understood as knowledge-based and service-oriented" (Rizvi, 2007 cited in Aktas et al., 2017)." As has been said, one of the leading educational goals of higher education focuses on developing global competences of the students that enable them to become internationally mobile and competitive in the international market and intercultural contexts (Rizvi, 2007).

Another educational aim is cosmopolitan aims for educating socially responsible global citizens for the young generation. In analyzing the role of the university in the economic system and the community, Munck (2010) clarified the need for including global citizenship education as part of critical functions of 'socially embedded universities.' The importance of educating students as global citizens has been highlighted especially after the United Nations Secretary-General Ban Ki-moon has presented global citizenship education as one of the core agenda in Global Education First Initiative (GEFI) in September 2012, which aims to build a better future and sustainable world through the transformative power of education. Following the Initiative, educating global citizens has been selected as 'Education 2030' on World Education Forum held in Incheon, 2015, in response to globalization. In the same year, global citizenship education has been declared as one of the 2030 agenda for sustainable development goals as a strategy to improve the quality of

life of people and to end poverty and inequality. Educating global citizenships became one of the key aims of the global world and education that the world needs to pursue and achieve.

This call for global citizenship has dramatically affected the forms and contents of higher education world-widely. The United Nations Academic Impact (UNAI), an initiative that aligns institutions of higher education with realizing UN's goals and mandates, presented ten basic principles as their goals of higher education, and global citizenship was presented as one of the fundamental principles. There is no doubt that educating global citizenship is one of the top priorities within higher education under the influence of the SDGs (Nussbaum, 2002; LaMachia, 2016). These two conflicting goals of higher education both aims to meet the demands of globalization, but creates a significant tension with one another, suggesting very different policy and program orientations

2.1.2 Global Citizenship Education in South Korean Context

As the hosted country of the World Education Forum, where global citizenship education has put forward as an essential agenda in achieving sustainable development goals in May 2015, South Korea has been one of the leading advocates of its education (Torres, 2017, p. 7). Deep committed to achieving this goal, global citizenship education has been written into the 2016 educational policy document in Korea, which includes a section entitled 'Leading Global Citizenship Education' (KMOE, 2016, p. 27). Further, the fact that key political parties in Korea, the conservative Saenuri Party, and the liberal Minjoo Party, embraces the concept of global citizenship in their policy and the educational system shows how deeply global citizenship education is rooted in the educational

policy in the country. Accordingly, universities in South Korea have included global citizenship education as part of their mandate. The number of international students and professors increased in the universities, classes, and majors concerning internationalization, and citizenry in a new global society has emerged in high numbers. Financial supports and programs like study abroad, internship abroad, and volunteering abroad programs have emerged to support students with an opportunity to experience abroad during their degree in the aim to achieve the goal of global citizenship education.

However, discourses of global citizenship in South Korea must be understood in contradicting streams of neoliberalism and humanitarianism. According to Schattle (2015), the idea of global citizenship in academic discourse on global citizenship "focuses heavily on moral responsibilities to humanity and the planet." South Korea's discourse of global citizenship has been closely aligned with neoliberalism and filled with exhortations to the domestic population to overcome numerous perceived liabilities seen as impeding the country's advancement (p. 53)." Therefore, as Cho (2013) has stated in her paper on Korean society's involvement in relieving poverty through international voluntary service, Korean society is demanding youths to become globally competitive workers and also to become an altruistic person who can serve others at no cost. By this, Korean society is acquiring a hegemony of pursuing sustainability of the better world while pursuing profit in the capitalist society (Cho, 2013, p. 47). Thus, understanding the discourses of global citizenship must be understood within the highly competitive social atmosphere.

Further, shadow education plays a unique role, and "new dilemmas emerged when trying to create elite global research institutions that are purely technical. (Torres, 2017, p. 59)" This also goes aligned with the popularity it takes among

youths to join international voluntary service as a means to improve their resume. (See section 2.3.2). Thus, as stated by Cho and Mosselson in their paper on global citizenship education in South Korea, GCED has been undertaken within national and cultural space as "an aspirational force for transformative possibilities within a neoliberal world order" for Korean students (Cho & Mosselson, 2018, p. 863).

2.2. Global Citizenship and its Education

In understanding how global citizenship is delivered in international voluntary service programs, it is crucial to understand the concept of global citizenship before we further go into the dynamics of the learning process of international voluntary service programs. As the term, 'global citizenship' has been widely studied.

First, it will discuss the historical development of the concept of global citizenship in two tracks: one as the philosophical development and one with the international system, the United Nations. Then, it will discuss three ideological foundations – neoliberal, humanitarian, and critical approaches – within the discourses and practice of global citizenship education found in the international voluntary service.

2.2.1 The Concept of Global Citizenship

"Cosmopolitanism is back," as David Harvey (2000, p. 529) puts it, the concept of global citizenship has been reactivated recently in education, social, and political context. However, it is not a brand-new concept that suddenly emerged

into the academic field. Its development can be traced back to two different levels. First is by tracing back the emergence of the term 'global citizenship' within its relevance found in the international system, in the United Nations and its specialized institutions, UNESCO." (Torres, 2017, p. 1) This approach is briefly described in chapter 2, section 1, along with the influence of globalization on higher education. The re-emergence of global citizenship arises from the proposal of the United Nations in Sustainable Development Goals, which puts global citizenship as one of the essential goals in the education sector in achieving a sustainable and better society for the future.

Another realm of development is a philosophical approach developed by various scholars in an academic context. Despite its recognition of the importance of the aims and impact of global citizenship education at the international level, global citizenship is contentious and controversial in how it is understood, interpreted, and applied in practice. Many scholars have critiqued the ambiguity of the concept, and this criticism has led to the development and categorization of global citizenship (Goren & Yemini, 2017, p. 171). Though its traditional history of philosophical thinking of global citizenship has not been developed and discussed in a uniformed way. However, the beginning of the discourse comes across in a specific moment in ancient times when Diogenes of Sinope has declared, "I am a cosmopolites ('citizen of the world')" when asked where he was from (Papastephanou, 2018, p. 180). This philosophical discourse has been developed further by the Stoic philosophers. Chrysippus, a leading scholar of the early Stoicism, argued that it is 'good' to serve others with their best efforts according to the law of the world (Son, 2013). Stoicism aims to harmonize the duty of citizenship in one's city and of the world. "Thought the common human reason could enable all men to have a brotherhood." (Walks, 2008)

Most of the advocates of global citizenship in the 18th century have understood global citizenship from the perspective of Stoicism, which is based on the idea of the universal moral community of humanity. Its cosmopolitan tradition has further developed by Immanuel Kant, who claimed for the cosmopolitan rights entailed in his political writings, "the restriction of each individual's freedom so that it harmonizes with the freedom of everyone else... and public right is the distinctive quality of the external laws which make this constant harmony possible" (Reiss, 1970, p. 73). Kant has brought the conception of global citizenship as a concept of a universal human community, which serves as a significant model for starting place for many current conceptions. Kant's concept of cosmopolitanism has been further developed by Martha Nussbaum and Anthony Appiah (See Nussbaum, 2002 and Appiah, 2006).

As shown above, the concept of global citizenship serves differently as the change of the times, serving as a political and economic ideal of national and international relations or as moral ideals such as peace and poverty reduction according to the change.

This study focuses on global citizenship education developed after 2015 when the United Nations has presented global citizenship education as a means to educate people to be actively be involved in bringing the world more peaceful, tolerant, and inclusive. To put the best efforts in actualizing this goal, GCED has been included in 17 Sustainable Development Goals (SDGs), which are the shared goals of all countries as global partners to reduce poverty, deprivations, and inequality and bring peace and prosperity of all people and for the planet. Kim (2015a) has defined this new emergence of global citizenship in educational sectors as 'Post 2015' where global citizenship is set forward as one of the core agendas of

international education in the process of being newly defined and established in the realm of globalization.

This study specifically examines global citizenship education in the Post 2015 context as the course of higher education, especially the universities, has dramatically changed according to the newly presented educational goals and agenda with the explicit use of the term 'global citizenship.' Increasing attention has given to the term 'global citizenship,' and now it is commonly and widely used in many educational sites. Despite the effort to provide a specific and clear define the term 'global citizenship,' not one single agreed-upon definition has been identified, and educational contents of global citizenship do not come across in a uniformed way until today.

In this study, rather than providing a tentative definition of global citizenship, it examines how the term is defined by the educators and the program coordinators, which is a key influential factor in structuring the educational contents and pedagogical approach of pre-departure education. Further, those definitions and educational contents will be analyzed in the conceptual framework of global citizenship education to see what components and characteristics are focused and promoted through the program.

In summary, this study does not research with a concrete definition of global citizenship for its purpose of the study is to examine how it is defined by the program, providing an understanding of the practice of global citizenship education in international voluntary service programs. Further, 'global citizenship,' 'global citizenry,' and 'global citizens' are used interchangeably. This paper will not use the term 'world citizen' or 'cosmopolitanism to minimize the confusion caused by the terminologies.

2.2.2 Multifaceted Approaches of Global Citizenship Education

The typologies and frameworks of global citizenship education are a useful tool in understanding how the ambiguity and flexibility of the contested concept of global citizenship are integrated into education. Among the competing ideological foundations developed, the categorization can be broadly come across into three approaches though termed and explained slightly differently among scholars, and they are neoliberal, humanistic, and critical approaches (Enns, 2015; Evans et al., 2009; Shultz, 2007; Veugelers, 2011; Dill, 2013; Andreotti, 2006; Lilley, Barket, Harries, 2017; Chung & Park, 2016; and Cho & Morris, 2018). This section briefly explores each approach and how they inform the conceptual frameworks in the discourse of global citizenship education. This typical framework is selected as a conceptual framework for analysis because the chosen framework reflects the context of South Korea in how the policy understands globalization and its influence on higher education related to international voluntary service programs, as explained in chapter 2, section 2.2. Further, this framework is an excellent tool for exploring how global citizenship education is translated into practice.

1) Neoliberal Approach

Based on the rationale of market-based economic rationale, neoliberal approach of global citizenship education focuses on developing skills and knowledge of the students required to be competitive in a global market place such as learning of global issues, foreign languages, and professional skills for productivity and prosperity (Cho, 2016, p. 21; Lilley, Barket, Harries, 2017). For example, the Philippines, where market-based global citizenship education is embedded in the

curriculum, focuses on developing an ability to speak English fluently, which is perceived as an essential competency to be involved in the global marketplace (Camicia & Franklin, 2011 cited in Cho, 2016). In a market-based economic education, it is highly likely that global citizenship education takes a strategy based on human capital development, which aims at educating students with skills and the ability to be productive and efficient workers in the global market (Carter, 2001).

In this perspective, the neoliberal approach understands globalization as 'globalization from above', which is "framed by an ideology of neoliberalism" and aims for free-trade between nations, demands for "fast-paced economic and financial exchanges" (Torres, 2017, p. 56). Under this aim, it is important for students to understand the system of the global market and world system, students learn the global economy, international politics, language, culture, history, and geography of foreign countries. From a neoliberal perspective, global citizens are defined as one who can freely travel across the borders, a participant of the global economic system, and "one who can successfully participate in a liberal economy driven by capitalism and technology (Shultz, 2008, p. 249).

The neoliberal approach is defined in different terminologies by scholars, as shown in [Table 1]. Evans et al. (2009) have defined a neoliberal approach as 'instrumentalist orientations' (22). As improving the competency of the students are the main objective of global citizenship education in this perspective, Dill (2013) has identified it as having global competencies orientations while Chung and Park (2016) and Schattle (2008) defined as a competency-based approach. Veugelers (2011), on the other hand, have defined this approach as 'open global citizenship', for it opens 'more possibilities for cultural diversity' as the interdependency of nations has increased through globalization. Though defined slightly differently,

many scholars include this neoliberal perspective of global citizenship in its education, where educating global citizens is interpreted as developing personal intellects and competencies of the students to be competitive in a capitalist society.

	Neoliberal Approach	Humanistic Approach	Critical Approach
Enns (2015)	Human capital, development based	Equity- and right-based	
Dill (2013)	Global competencies approach	Global consciousness approach	
Camicia and Franklin (2011)	Neoliberal Cosmopolitanism		Critical democratic cosmopolitanism
Evans, Ingram, Macdonald, and Weber (2009)	Instrumentalist orientations		Transformative orientations
Shultz (2007)	Neoliberal approach	Radical approach	Transformative approach
Chung & Park (2016)	Competency-based approach	Moral approach	Critical approach
Andreotti (2006)		Soft global citizenship education	Critical global citizenship education
Johnson & Morris (2010)	Cosmopolitan global citizenship: neoliberal	Cosmopolitan global citizenship: moral	Critical (post-colonial) global citizenship
Oxley & Morris (2013)	Economic global citizenship	Moral global citizenship	Critical global citizenship
Veugelers (2011)	Open global citizenship	Moral global citizenship	Social-political global citizenship

[Table 1] Three Approaches of Global Citizenship Education Defined in the Literature in Different Terminology

- Source: Modified based on the work of Cho (2016)

2) Humanistic Approach

The humanistic approach of global citizenship education bases on the idea of human rights and moral obligation. The humanistic approach understands globalization as the 'globalization of human rights' which emphasis more of the rights of humanity than the international economic market systems (Torres, 2017). As the international system and law highlights human rights for all people around the world, the humanistic approach recognizes 'the value that binds humanity together.'

In this perspective, being a global citizen is to be 'a benevolent neighbor in a global community.' In order to do so, global citizenship education imparts the topics on human rights, cultural diversity, local, national, and global issues and conflicts for students to understand the world better in order to be engaged in problem resolution with responsibilities. In this perspective, global problems such as poverty and climate change are perceived as a problem to solve with moral responsibility. However, this benevolent attitude from the humanistic approach is criticized that it ignores inequality and fails to challenge the global hegemonies that sustain the unequal distribution of wealth, power, and labor of the world (Tarozzi & Torres, 2016, p. 19). This approach is also defined as 'equity- and right- based' approach (Enns, 2015), which emphasizes the global collective responsibility to achieve universal human rights.

On the other hand, Dill (2013) 'global consciousness approach' as a contrast with the global competency approach. According to Dill (2013), the global consciousness approach aims at educating students with global orientations such as empathy, cultural diversity, and humanistic values. Andreotti (2006) proposed a similar concept using the phrase 'soft GCED' that is grounded in humanitarian and

moral obligations. Shultz (2007), on the other hand, had defined this approach as a radical approach in that it demands people as global citizens to be 'responsible' to challenge the global poverty and related issues. As explained by scholars, the humanistic approach emphasizes the moral obligation that this approach is also identified as 'moral global citizenship' by other scholars (See Oxley & Morris, 2013; Veugelers, 2011; Chung & Park, 2016).

3) Critical Approach

The critical approach of global citizenship education bases its idea on post-colonial theory and highlights critical reflection on one's position and situations in local and global issues and justice, as well as cultural sensitivity and humanistic values (Dill, 2013; Andreotti, 2006; Shultz, 2009). From a critical perspective, globalization is viewed as more than a system of the global market. Instead, it is understood as a result of a dynamic of international, national, and local relationships of the nations which have created a new pattern of inclusion and exclusion, thereby creating unequal power relationships at the global level. (Shultz, 2007, p. 254).

Andreotti (2006) proposes critical GC as a contrast with soft GCED in which critical GC tackles issues of inequality and injustice rather than poverty and helplessness of people as the problem. According to Andreotti (2006), critical GC asks for students with critical literacy, which enables individuals to reflect on their identity, positions, and present knowledge in relation to the complex local and global structures. Thus, reflexivity is a critical component in being a critical GC, which is also a core idea ground in transformative learning.

Accordingly, Veugelers (2011) has defined a critical approach as 'social-political global citizenship' as it tackles "political power relations in the direction of more equality and the appreciation of cultural diversity" (p. 476). Having reflexivity as an important component of critical GCED, Evans et al. (2009) identified this approach as 'transformative orientations.' In addition, Shultz (2007) claimed that this approach, contrast to radical approach, aims at creating social justice through challenges the unjust structures through "deep compassion and accompaniment, through creating democratic spaces for building an inclusive community, and through action that links the local experience with the shared global experience." (p. 255)

Thus, the goal of critical GCED is to educate students with an ability to reflect on their contexts and positions critically and able to participate in resolving the current global conflicts to bring different futures based on social justice. Accordingly, critical GCED deals on educational topics such as global issues and problems, global system and structure, power relations and dynamics, cultural diversity in subaltern, global social justice. In the critical approach, individuals as global citizens are agents of social change in the local and global society.

	Neoliberal	Humanistic	Critical
Key words	Economy	Moral responsibility	Post-colonial theory
Differently termed	<ul style="list-style-type: none"> - Instrumentalist orientations - Global competencies - Competency-based - Economic GC 	<ul style="list-style-type: none"> - Equity-right based - Global consciousness approach - radical approach - soft GC 	<ul style="list-style-type: none"> - Critical democratic cosmopolitanism, Transformative orientations - Social-political GC - Post-colonial GC

	- Open GC - Development based	- Moral GC	
Perspectives on globalization	Globalization from above	Globalization of human rights	Globalization in the perspective of unequal power relations
Educational approach	Human capital theory	Character education	Transformative social justice learning
The individual as a global citizen	-A free traveler crossing the borders -A participant of the global economic system -A prospect global leader - A successful participant in a liberal economy driven by capitalism and technology	-A benevolent neighbor in a global community -A conscientious and responsible citizen	-An agent of social change in the local and global society.
Purpose of education	-To be aware of the blurred national borders -To equip knowledge and skills required in the competitive world (e.g. language, history, geography) -To have open attitude and global manners	-To be aware of global interconnectivity -To understand different histories and cultures -To be aware of local, national, and global issues/conflicts -To take responsibilities and	-To be aware of the structure of global system -To recognize local, national, and global issues/ conflicts regarding social structure and power relations -To critically reflect one's status

	- To provide students with skills to participate and the global market place	engage in problem resolution -To have sense of belonging to a common humanity -To develop attitudes of empathy	-To develop capacity to investigate deeper causalities of global issues -To pursue social structural transformation - To develop an attitude of solidarity
Educational topics	-Global economy -International politics -Foreign language/literacy -Culture, history, and geography of foreign countries	-Global issues/problems -Human rights -Cultural diversity	-Global issues/problems -Global system/structure -Power relations/dynamics -Cultural diversity/subaltern -Global social justice

[Table 2] Three Approaches of Global Citizenship Education

- Source: based on the work of Torres (2017), Park (2017), Shultz (2007), Cho (2016) and Oxley & Morris (2013)

Within the conceptual framework described above, this study aims at analyzing the practice of GCED in an international voluntary service program through the lenses of theoretical analyses. Given the multiple concepts and underlying ideologies, it is clear that how GCED is discussed and employed, what people or organizations understand, and how they approach GCED differs depending on perspectives and ideologies.

Based on the studies on the context of international voluntary service, globalization and the role of universities and position of global citizenship in South

Korea are embraced under these three specific approaches. In the analysis of global citizenship education in South Korea, Cho & Mosselson (2018) has stated that "GCED is positioned in Korea as a social justice pedagogy based on emancipatory critical theoretical debates, but its implementation is influenced by the practical political social and national economic realities (p. 864)." Along with the collectivist tradition and culture of doing good for the collective good and the conflicting goals of university described in chapter 2, section 1, the author assumes that all three approaches of global citizenship education, each with great possibility, will be found in pre-departure education of international voluntary service.

2.2.3 Learning Components of Global Citizenship Education

The most well-known learning components that consist of global citizenship is one that is suggested by United Nations Educational, Scientific and Cultural Organization (UNESCO) (UNESCO, 2014) which are 1) knowledge and skills, 2) attitudes and values, and 3) behaviors. These components are also categorized as cognitive, socio-emotional, and behavioral dimensions in terms of learning outcomes of global citizenship education (UNESCO, 2015). The first component refers to knowledge, understanding, and skills need for challenging and tackling global issues. This component includes knowledge of languages, cultural differences, the interdependency of different countries, and modern ways of communication. The second component refers to the global identity and openness, willingness to help others, acceptance of universal human rights, and equality. It involved sharing values and responsibilities, empathy, solidarity, and respect for differences and diversity (See UNESCO, 2015). The last component refers to

involvement and participation that effectively and responsibly act at local, national, and global levels for a more peaceful and sustainable world.

However, UNESCO is not the only institution that has provided for the idea of its components. PISA, a Programme for International Student Assessment, has presented four global competencies as core capacity to be achieved among youths (OECD, 2018, p. 9-11). The four components are knowledge, skills, attitudes, and values. Knowledge refers to knowing about the world and other cultures and understanding global and intercultural issues. Skills refer to the capacity to carry out a sophisticated and well-organized pattern of thinking or behavior that understands the world and to take action. In order to do so, skills such as reason with information, communicate effectively and respectfully, perspective-taking, and conflict resolution skills and adaptability are required. Attitudes refer to one's openness, respect for people from different cultural backgrounds, and global mindedness. It requires an openness towards people from other cultural backgrounds, an attitude of respect for cultural differences, and an attitude of global mindedness toward the planet and others — collective identity, relationships, and context – connectedness, compassion, empathy, and humility. The last component of GCED is a value that refers to valuing human dignity and diversity.

Learning components are categorized differently by scholars, some components overlapping and some contradicting. Recent studies are conducted to propose an overarching conceptual framework of global citizenship education that embraces all the theories and concepts studied in the past. These efforts ultimately aim at overcoming the confusion and difficulty arises from different purposes and notions described within scholarly works of global citizenship to promote global citizenship among students.

The recent work conducted by Lee et al. (2019) provides an overarching framework of the learning outcomes of global citizenship. The research has conducted a qualitative meta-analysis on 80 studies dealing with learning themes and contents of GCED written in English between 2006 and 2017. The study came across with a total of 17 key learning components, which are communication skills, creativity, critical thinking, cultural diversity, empathy, gender equality, global identity, health and well-being, human rights, interconnectedness and interdependence, multiple perspectives, participation, peace and non-violence, responsibility, social justice, sustainability, and taking actions.

2.3. International Voluntary Service Programs

2.3.1 The Concept of International Voluntary Service

International voluntary service is defined as "an organized period of voluntary engagement and contribution to society across international borders with little or no monetary compensation" (Lough, 2013) International voluntary service, voluntary service abroad, international volunteering, and volunteering abroad is used interchangeably. In cases where participating students' learning is more emphasized, the program is defined as 'learning/volunteer abroad (LVA)' or 'international service-learning.' Among the terminologies given, the most widely used term in English when referring to 'international voluntary service' is 'volunteering abroad.' The term 'volunteering abroad' reveals the orientation and purpose of the program more explicitly and intuitively – a person voluntarily participates and doing an activity abroad. However, the term 'international

voluntary service' has been specifically chosen as it is the term closest to the term widely used in South Korea.

As the usage of terminology shown above, the term 'volunteering' and 'service' are used interchangeably. It is because of the meaning of each term intersects with each other. Voluntary or volunteering goes from the original Latin word *voluntas*, which means 'with free will, personal choice or option.' Based on this meaning, volunteer means an act of "doing something that you do not have to do, often without having been asked to do it and/or without expecting payment (IDM, 2013)." On the other hand, service refers to "a not-for-pay activity that is carried out for the benefit of the public (IDM, 2013)." Kim (2017), in her paper examining the difference between service and voluntary activities, she states that "service is not always performed on a voluntary basis, and volunteering is not definitely for the public good" and distinguishes two terminologies in its meaning.

In this paper, because it examines a program where undergraduate students voluntarily performed service work; it uses the terminology 'voluntary service.' Based on definition of 'voluntary' and 'service' provided above, in this paper, voluntary service is defined as a "structured activity during a fixed period of time, based on an agreement that provides all the parties involved with an appropriate framework of rules and procedures that inform all the partners about their duties and rights" (Geudens, 2013). International voluntary service, when simply put, refers to a voluntary service being done abroad.

Though 'volunteering abroad' or 'international volunteering' is more widely used, the term 'international voluntary service' has been chosen because the 'service' aspect of the program is more emphasized in South Korea. In Korea, helping and providing assistance play a significant part in volunteering activities abroad programs. Korean students voluntarily involved in service work is

perceived as doing an activity to do a charity or to help others. In other words, 'service' to help others is more emphasized than the 'voluntary' motivation of the participants in the program in the South Korean context. In 2009, Korean National Commission for UNESCO had published a book titled "Voluntary Activity is not a Voluntary Service" (Translated by the author) to criticize the simplistic ideas of charity and the focus of 'helping' in volunteering abroad programs (Lee, 2009). The book suggests using the term 'voluntary activities' rather than 'voluntary service.' However, though 'voluntary activities' or 'volunteering abroad' is the official terminology widely used in international organizations, 'voluntary service' is what is still widely used in universities and among students.

On the other hand, international service-learning is a widely used term in English to discuss the educational or learning perspective of international voluntary service programs. According to Grusky (2000), International service-learning is defined as "an organized excursion taken by students to different countries or different cultures where students and faculty live with local families and immerse themselves in a culture that is distinct from their own (p. 859)." More broadly defined, ISL refers to a combination of "academic instruction and community-based service in an international context (Crabtree, 2008, p. 18)." Some of the examples of international service-learning programs in higher education are international immersion with service experiences, study-abroad programs with service components, and semester-long programs going abroad to do service (Crabtree, 2008).

In summary, international experiential learning and international service-learning is an umbrella concept of international voluntary service. More broadly termed and defined, embracing diverse programs focusing on learning perspectives of the participating students. As this study focuses on a specific program of

international service-learning, the term 'international voluntary service' has been selected. Further, IVS also reflects the current understanding of most students who participate in the IVS program.

2.3.2 International Voluntary Service in South Korean Context

The Korean government's involvement in poverty through international voluntary work began to gain popularity in 2000 when the United Nations has declared Millennium Development Goals. The United Nations has declared to reduce the poverty rate and presented eight primary objectives in achieving the goal. In 1997, the United Nations declared 2001 as 'International Year of Volunteers.' International voluntary service programs have been presented as a means to achieve Millennium Development Goals. South Korean began to send out 131 students abroad to four countries in 1997, and it has shown rapid growth in its numbers (KUCSS, 2007). The Korea International Cooperation Agency (KOICA) has worked with UNESCO and launched the Korean international voluntary service programs that the number of participants of international voluntary service counted to be 5,009 in 2006. Now, over 1.2 billion people are going abroad to volunteer abroad (KUCSS, 2007). There is a significant increase in the number of programs and students who participate in the program. Along with the increasing numbers of participants in the program, the financial support has also increased to support the program where more than 55.5 billion won is being implemented.

This increasing number of participants and the program have also been provoked by the rapid economic growth that transformed Korea from a developing country to a developed nation within a generation, so-called the Miracle of the Han River (Cho & Mosselson, 2018). Along with the ancient traditions of collectivism

in Korea, the Korean government firmly positioned itself as an important player in the international capital market as well as in the Official Development Assistance (ODA). The economic transformation has resulted in South Korea to seek out to balance its role as an economic and global leader with its collectivist, traditional, and cultural roots of doing good to others as a community. Former Korean President Park Geun-Hye worked to position Korea as a global leader committed to greater social justice on the world stage. In May 2015, the Korean government put forward global citizenship education as an essential educational agenda in achieving social justice international leadership (Kim & Kang, 2015). The government's commitment to achieving this goal has been presented in educational policy: global citizenship education has been written into the 2016 educational policy document under the title of 'Leading Global Citizenship Education' (KMOE 2016, p. 27). Further, in 2008, the Korean government has announced to send out 20 thousand youths abroad through international voluntary service in the pursuit of fostering global leaders among youths, which also led to an enormous increase in the funding and the number of programs in South Korea.

Another important aspect of international voluntary service in South Korea is that IVS programs are popular among youths as a way to improve their resume along with achieving language skills, experiencing contest exhibit, and more. In the study of international voluntary service sponsored by big companies, the participants stated that it is an opportunity to do voluntary work as well as to build up their careers (Cho, 2013). Mainly because the unemployment rate among youths is high and students struggle to gain a career, joining international voluntary service is perceived as a way to escape from painful reality and as a route towards a better job.

Thus, 'going abroad,' 'doing service,' 'building up career' all converge under the name of 'international voluntary service of university students.' This has led to the lively and creative image of voluntary work where the pursuit of the sustainability and intervention of poverty is under process without harming the capitalist pursuit of profit as it can be shown in how international voluntary service in marketized (Cho, 2013). According to Cho (2013), Korean university students are asked to become a talented man with globally competitive skills who can serve others rather than an agent who defends justice and speak for the public values. This demand is shaped by the world where they must successfully enter after graduation. By analyzing the relationship between university students and the engagement in poverty through international voluntary service, Cho (2013) once again criticize the trend of international voluntary service among university students as a way to overcome their current difficulty in finding jobs.

2.3.3 International Voluntary Service and Global Citizenship

International voluntary service programs are perceived as one of the most effective educational means to cultivate one's responsibility and awareness as global citizens (Dower, 2003; Sperandio et al., 2010). Diprose (2012) states that IVS is an educational strategy more effective intense and perhaps more transformational than any one of other educational strategies alone can be. Moreover, as the number of IVS programs increases and those who participate in the program, more and more empirical researches report that the experience from international voluntary service programs fosters global citizenship of the participants (Kim, 2015b; Smith & Laurie, 2011; Hur, 2016). However, the

numerous studies conducted on the relationship between IVS and global citizenship of the participants offer conflicting results.

While one indicates that the program fosters volunteer's global citizenship, others claim that there is no significant relationship. Recent studies state that IVS programs, rather than fostering one's mindset and behavior as global citizens, contains a high possibility in inadvertently engaging in experiential learning that promotes paternalistic and neocolonial attitudes toward people in developing countries whom they are trying to "help" (Shutt, 2006; Tiessen & Huish, 2014; Lough, 2013; Lough & MacBride, 2014). In the studies conducted by Perold et al. (2013), the authors criticize the colonial legacy of international voluntary service. They specifically mention the 'northern' countries approach and attitude towards the 'southern' or so-called 'less developed countries' in participating IVS programs where the place is served as a ground to show paternalism, neo-colonialism, and culturally imperialism.

These contradicting learning outcomes of the participant's experiences have several reasons. The first reason is the vagueness of the concept of the term 'global citizenship' throughout the program. Tiessen and Husish (2014) state that "before university educators can promote global citizenship and students can practice it, both groups need to understand what the concept means, the principles behind it, and the goals that it seeks to encourage." However, it is many scholars noted that the term 'global citizenship' is used almost without any grounding philosophy and real meaning. The popularity of the term "relies heavily on its conceptual vagueness as it is used to represent many different and often contradictory ideas (Tiessen & Husish, 2014, p. 21)."

Second, learning outcomes may differ by the motivations, interests, and prior knowledge of the students participating in the program. Previous studies have

claimed that student's desire to participate in the program is mostly related to their career development, personal learning and growth, and new experiences of traveling abroad. Consequently, experiential learning outcome based on different motivation and interest of each individual is different. In this sense, learning experiences may result very far from social justice and solidarity the global citizenship education tries to build upon.

Moreover, global citizenship programs in universities follow the neoliberal understanding of globalization that the program might be aiming for training globally competitive employees and entrepreneurs rather than global citizens contributing to global justice (Langdon & Agyeyomah, 2014).

Thus, establishing a program that includes a clear understanding of what global citizenship is crucial as understanding the concept forms what is fostered through the experiences abroad in the program. According to Tiessen and Huish (2014), "theories of global citizenship shape the kinds of experiences that students seek out and the kinds of learning that they (and their professors) hope they will encounter. (p. 24)" In this regard, several other studies also have highlighted the importance of pre-departure education in order to reduce the potential dangers of IVS. In other words, pre-departure education influences the experience and the global citizenship of the participants in the field.

2.3.4 The Significance of Pre-Departure Education

International voluntary service program has a valuable potentiality in intriguing young adults' valuable insights. It fosters their global citizenship by teaching them about global peace, social justice, and international understandings as they serve and work in less-privileged communities. This changing experience

the students have may lead to social change when they return home with an awareness of inequality and injustice issues and participate in activities as global citizens for social change (Lough, 2013; Kiely, 2004; Sternbeger, Ford, & Hale, 2005). There is great potential perceived.

However, a number of more recent studies have raised questions about the impact of these programs on the local communities with a possibility of service "to (re)instill neocolonial economic and/or cultural relations" (Smaller & O'Sullivan, 2018, p. 2). Rather than enhancing participants' global citizenship, IVS can serve as a ground to show paternalism, neo-colonialism, and cultural imperialism (Perold et al., 2013). Some researches state that current IVS are "unintentionally reproducing inequitable power relationships and disempowering" (Shutt, 2006). It is also criticized for using less-privileged countries as their educational setting where people from privileged countries to practice their new skills and knowledge (Lough, 2013). Solutions have suggested for more structural and social-justice-oriented education for IVS before the field experience and service (Simpson, 2004; Lough, 2013). The major limitation of international voluntary service programs is that it may serve in reinforcing values of charity for the "other" and do little to aid in understanding the reasons for the unequal relations of "underdevelopment" (Smaller & O'Sullivan, 2018). Perold et al. (2013), in their study of "the colonial legacy of international voluntary service," have stated that "the reality is that the potential of the international service contribution is constrained by structural challenges arising from the hierarchical nature of the relationship between host and sending organizations, and the history that underpins these relationships. This power difference was manifest in two main ways: poor reciprocity between hosting and sending organizations and supply-driven volunteer placements." (Perold et al., 2012, p. 13)

To prevent these potential dangers, there is a need and the necessity to implement a well-structured orientation and education before their service abroad. Especially considering the fact that students participate in the program with all different reasons like in the pursuit of self-development, building a career, traveling abroad, or to make new friends, the contents of pre-departure education takes an important position in developing IVS programs as an opportunity to foster global citizenry among students. Education prior to the field experience will shape the attitudes the students take, thereby influencing their experience in the field and promoting the programs' desired aspects of global citizenship. (Tiessen & Epprecht, 2014; Perold et al., 2013; Lough, 2013; Soner et al., 2014; Kwon, 2016).

2.4. Overarching Framework of Core Concepts of the Research

Previous sections have examined the concept of global citizenship, international service-learning, and international voluntary service in detail. This section specifically deals with how each concept positions itself in relation to one another along with the subordinate concept of experiential and transformative learning theory, thereby providing an overarching framework that embraces all the core concepts dealt in this paper.

To begin, international voluntary service program is understood as one form of international experiential learning, and international experiential is understood as one strategy of global citizenship education for "expanding minds and opening up learning opportunities by making [the] classrooms, and [the] identities, global in scope (Tiessen & Huish, 2014, p. 4)." In the book *Globetrotting or Global*

Citizenship?: Perils and Potential of International Experiential Learning, Rebecca Tiessen, and Robert Huish state the relationship of global citizenship and experiential learning as below:

“International experiential learning programs therefore provide a valuable opportunity for reflecting on how much we need to learn about the world around us and the importance of global competency for good citizenship. Learning/volunteer abroad^① programs also provide rich opportunities for understanding the causes of inequality and finding ways to work in solidarity with our partners in the Global South to challenge and circumvent structures of inequality (p. 3).”

International experiential learning, developed by scholars David Kolb and Ron Fray, focuses on students' experience and observation of that experience. By reflecting on what students have learned, students are able to understand the concepts and knowledge they have learned from the classrooms. Building upon the concept of experiential learning, international experiential learning refers to one that is taken in cross-cultural contexts.

International experiential learning, one of the pedagogical strategies of global citizenship education, includes volunteer/study/internship abroad programs. When the 'service' part is organized along with those programs, the process of learning is defined as 'international service-learning' as examined in section 2.3.1. All of these programs are also understood as educational programs to promote the global citizenship of the students.

^① Learning/Volunteer Abroad is another way of naming international voluntary service programs focusing more on the learning part of the student participants. Refer to section 2.3.1

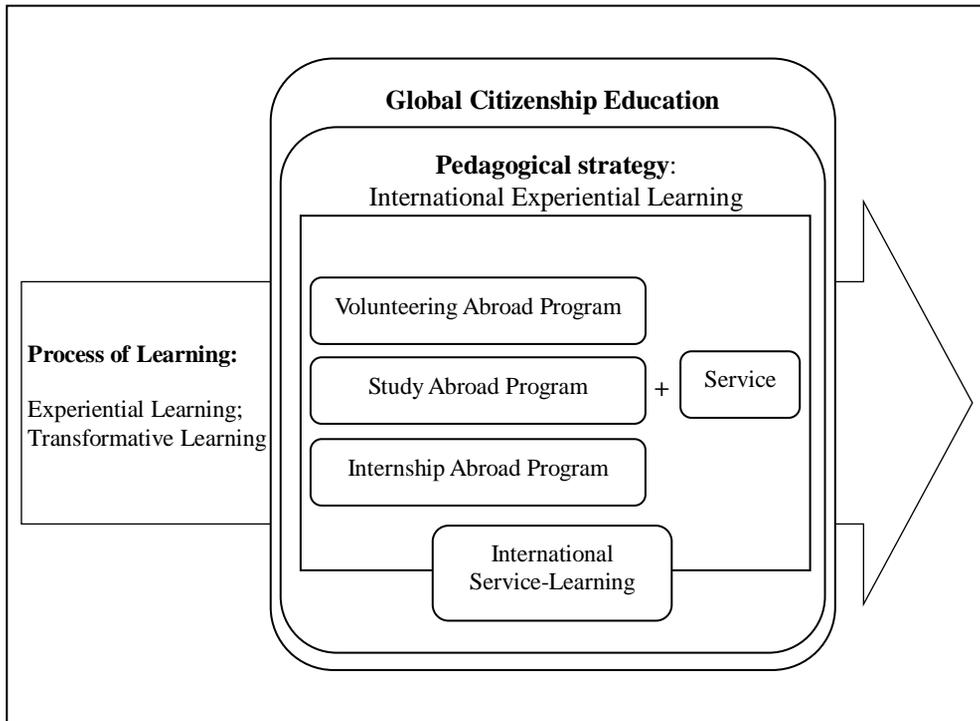
From pre-departure education to the experience the students have in the field of international voluntary service, the students have the potential to have experiential and transformative learning in the process of education for global citizenship. It is transformative learning in that the IVS program provides an opportunity for the students to understand more deeply about the issues of inequality, poverty, and global justice through their experiences with the local environment, people, and the community (Tiessen & Huish, 2014)

However, as mentioned in the previous section, not all the learning components of GCED correlates to experiential or transformative learning, and not all experiences at the dispatched field of IVS are experiential or transformative learning. Experiential learning or transformative learning is not always guaranteed also because not all the students participate in the program with the same desire, motivation, knowledge, and attitudes. For example, many of the students participate in the aim for their personal growth; desire to travel abroad; or to acquire qualifications for specific forms of employment (Tiessen, 2014). This directly relates to the diverse motivation of students in participating in international voluntary service programs in South Korea specified in chapter 2, section 3.2. Nevertheless, when structured education is provided before their field experience, there is a high potential, higher than any other programs combined, in bringing transformative changes in the students' thoughts, attitudes, and behaviors. This study specifically examines education for global citizenship in pre-departure education in shaping the student participants' experience in the field.

Global citizenship education and transformative learning are closely related. For instance, Cho and Mosselson (2008) stated that global citizenship education provides students with "a progressive and transformative educational experience." Langdon and Agyeyomah (2014) also emphasized transformative learning as the

ethical impacts and contributions of international experiential learning as it may provide struggles for quality and justice. Further, in the guide providing curriculum for educating global citizens in the UK, Oxfam (2015) stresses on transformative aspects of GCED, which grounds on the active engagement of students in bringing more just and peaceful world. Thus, the concept of international experiential learning and education for global citizenship education is intertwined in their characteristics and pursuits of goals (p. 5).

In summary, an international voluntary service program is examined in this paper as one pedagogical approach of global citizenship education wherein the process students may or may not experience experiential or transformative learning. Some forms of international experiential learning are volunteering/study/internship abroad programs. This paper focuses specifically on volunteering abroad program, which is also defined as an international voluntary service. The core concepts are summarized in [Figure 1].



[Figure 1] Overarching Framework of Global Citizenship Education, International Experiential Learning and Experiential/Transformative Learning.

Chapter 3. Research Design and Methodology

3.1. Overview of Research Methods

The study aims to better understand the contents and pedagogical approaches of pre-departure education in the international voluntary service and examines its influence on student's learning and experience in the field. To achieve the goal of the present research, the study uses qualitative research which includes a case study of pre-departure education.

According to Denzin and Lincoln (2005), qualitative research is "a suited activity that locates the observer in the world (p. 3)" This study attempts to peek into the experiences of the students in how education influences their learning experience. However, the student participants' experience cannot be observed first-hand during their international voluntary service.

The method of research that is intended to be used for this study is the case study method. A case study is a thorough and systematic investigation of an individual, group, organization, or event and collects detailed and in-depth data including various sources of information such as observation, interviews, audiovisual materials, documents, and reports.

Two sets of qualitative data were collected for this research. The first set of data is the educational materials used during pre-departure education in the target case from 2017 to 2018. Most of the teaching materials were PowerPoints used for the lectures. Second data is transcripts of in-depth interviews conducted with willing program coordinators, education specialists, and student participants. Interviews have been conducted to gain a deeper understanding of the contents of

the pre-departure education and the professional opinions of program managers and education specialists. In analyzing the data, content analysis and narratology were conducted. For the summary of the research methods and analysis tools in relation to the research question, refer to [Table 3] below.

Research Questions	Analysis materials	Methods of analysis
How does the program coordinators and educators define global citizenship related to the existing components of global citizenship developed in prior research?	Interview depositions of program coordinators and education specialists	Thematic content analysis (open coding and axial coding)
What contents and pedagogical approaches does IVS's pre-departure education use to promote participants' global citizenship?	Teaching materials and Interview depositions of all the interviews	Thematic content analysis
In what ways does the pre-departure education influences participants' experience and learning in the field, specifically in promoting one's global citizenship?	Interview depositions of student participants	Narratology

[Table 3] Summary of Methods of Analysis and Analyzed Materials in relation to the Research Questions

3.2. Rational for Research Design

In the previous studies, a quantitative research method also has been selected in analyzing the effect of the program in promoting global citizenship of the student participants. However, this quantitative study method has been purposely excluded from the quantitative method has the following limitation. First, there is a limitation in the self-report method in analyzing whether global citizenship has promoted through the program. For example, one may assess oneself as global citizens, such as scoring high in their sensitivity and openness to diversity and cultural differences. However, one might realize after participating in the IVS program that she or he had stereotypes and began to doubt oneself in being a global citizen. In this case, one's global citizenship will have assessed in lower score after participating in the program. Just by looking at the survey result, one cannot see the impact of the learning experience one had in relation to one's global citizenship. One might even conclude that the global citizenship of the participant has been lowered after their experience of IVS.

Moreover, just by looking at the survey, one cannot know which components of global citizenship has been promoted, and what kind of global citizenship one has become after the experience of IVS. This is a critical limitation for how global citizenship is define by result in contradicting results. For this reason, rather than conducting a survey, interviews found to be more adequate in deliberate exploring the student participants learning and experience of pre-departure education and its influence on their field experience.

Another objective of the research is to understand the content and pedagogical approach of pre-departure education provided to the students who have participated

in international voluntary service programs. In order to explore this, pre-departure education materials from the hub institute of the target university have been collected. The request has been sent to each lecture to use their materials to be analyzed for the study. However, only a limited amount of data was collected, and the types of educational material collected did not provide the level of detail this research was looking to analyze. The educational contents and handbooks were only a small portion of the content that is actually covered during pre-departure education.

On top of the educational materials, interviews were conducted to gain a better, more comprehensive understanding of the pre-departure education in its contents, purposes, and influence of the education delivered in the program. Interviews capture understanding of the possible content discussed not captured within the written educational materials provided. Further, interviews allow inquiring the facilitators' professional opinions in providing a deeper understating of how the pre-departure is implemented with what purpose and aim, how it should be constructed.

3.3. Overview of the Program Selected

This study examines a case in South Korea. South Korea has turned from the recipient country of international development assistance to one of the leading donors. As this trend takes over the country, a number of international voluntary service programs grows every year, emerging both as a development project and as an educational means to develop global citizens among young adults. Increasing numbers of students are joining the programs to go abroad for volunteering, and its

numbers of participants and programs are un-trackable. Though the programs are operated by various organizations such as non-governmental organizations (NGOs), governments, churches, and other educational organizations, this paper specifically focuses on the programs run within higher education under the aim of educating global citizens of the undergraduate students.

X University has been chosen as the research target because of the following reasons. First, X University is one of the top universities in South Korea known for its high-quality education. On top of it, X University has established a hub institute focusing on global social responsibility and facilitating global citizenship of university students. 700 undergraduate and graduate students participate in international voluntary service programs each year, and the number of participants is growing. This hub institute of X University is known for its international voluntary service as well as its well-prepared prior education compared to programs in other universities. Thus, it is an adequate target to be analyzed for its contents and methodologies of its education.

There are six to eight different programs in the hub Institute of X University going abroad for volunteering. Each program is implemented with different purposes based on the circumstances and their target field. Of the eight programs identified, only one program was selected to be examined as part of this research. Specific IVS program was selected because it is the oldest program with the most substantial support from the institute, b) and has a reliable educational program where it is the only program that continuously hires education specialists in the program for education. In the paper, the program will be referred to as the 'Y program' to guarantee anonymity. Some of the information describing the program or university has been altered within the boundary that does not affect the findings and discussion of the research.

Y program goes out for volunteering twice each year to one of the countries in Southeast Asia. In 2020, the program celebrates its 10th anniversary. In past years, the program has sent out 20 teams to the developing regions for international voluntary service. The program holds about ten to twelve prior education sessions before their departure. The education sessions are implemented once a week for three months, and each session lasting from 4 to 5 hours. However, except for the first few sessions, the prior education consists of time for preparing service and activities such as preparing culture concert, making a lesson plan, and planning and learning about appropriate technology.

3.4. Case Selection Criteria

3.4.1 X University

Among the countless programs, precisely one that is operated within higher education has been selected under the following criteria:

- 1) The program is associated and operated by the university as a self-organized program under the name of 'international voluntary service.'
- 2) The program is a short-termed and university student leading program
- 3) The program is currently operating and has a history of sending volunteers abroad for more than three years
- 4) The program uses the term 'global citizenship' in the mission statement of the program

- 5) The program must have had a structured form of education before the voluntary service abroad whether optional or mandatory
- 6) The educational data of the programs are accessible

Under the criteria, X University has been selected as a study case. The selected university has a hub institution focusing mainly on social responsibility, and the institution that focuses on operating international voluntary service programs sending 600~700 students abroad to do service work abroad. Refer to [Table 4] for a number of participants and dispatched fields from 2015 to 2018.

Year	Number of Participants	Dispatched fields
2015	Around 650 students	5~10 regions
2016	Around 700 students	15~20 regions
2017	Around 650 students	5~10 regions
2018	Around 650 students	5~10 regions

*The number has been altered to guarantee anonymity.

[Table 4] List of Number of Participants and Dispatched fields of Hub Institution of X University.

Between six to ten IVS programs are supported by the institution, and over 700 volunteers go abroad each year through the program. Among the programs, X program has been purposefully selected by the researcher under the following criteria:

- 1) Explicit use of ‘global citizenship’ in their purpose of IVS program
- 2) Has a solid educational program
- 3) Has been doing the education for more than 2 years.

Y IVS program is selected as a case for this study because this specific program has been doing voluntary service for the longest time in X university, has the strongest support, and provides a solid educational program compared to other programs newly emerged in the hub institute.

3.4.2 Y International Voluntary Service Program

The selected IVS program is one of the biggest and oldest programs in the institution. It collaborates with appropriate technology in order to meet the basic need of the people in the dispatch area. Volunteers are sent out twice a year during the summer and winter vacation. As being the oldest program of the institution, they celebrate their 10th anniversary in 2019. Before they go out, they have 10~12 pre-departure education, each taking 5 hours once a week for about three months. However, except for the first few sections, others are usually the time to prepare activities for the field experience, such as preparing cultural concerts, making a lesson plan, and planning and learning about Appropriate Technology.

Y program is a self-organized program by X university, mainly composed of Korean university students going abroad to one of the 'developing countries' in Southeast Asia to do voluntary work. The program member is recruited, organized, trained, and sent abroad within six months, usually sent out during summer and winter vacations for seven to ten days. The recruitment usually happens in April/October, and all the members are required to participate in preparatory education scheduled once a week for 10 to 12 weeks before the departure.

The beginning of the education is composed of lectures and partial group discussions primarily aiming to set out objectives and goals of the program and to prepare student participants with basic knowledge need during the international

voluntary service. Lectures focus on the topics on human rights of oneself and others, safety guidelines, international development, and international voluntary service. The rest of the educational period is spent on preparing the 'voluntary service' they ought to implement at the field they are going to. For this particular program selected for the study aims to achieve appropriate technology that the preparatory education composed of learning what appropriate technology is and practical skills on how to shovel, knead cement, connect pipe, and more.

In particular, 2015 was when undergraduates became the leading advocates of the voluntary service of the program that this program primarily targets program from 2017-2018. Program from 2015 and 2016 was purposely excluded for the following reason. First, while doing an interview, students who participated in the program in the year 2017 had a hard time remembering the content of pre-departure education. Therefore, it was highly likely that the participants from the year before 2017 will remember the contents of the education and to provide information on the impact of the education to their field experience in which happened three years ago. The second reason for recruiting interviewees only those who have participants in the year 2017 to 2019 is because it is hard to recruit participants from 2015 to 2016 for most of the participants had graduated when the research was implemented that it is hard to contact and organize an interview with them. For this study, program managers, education specialists, and student participants were recruited from those who have participated in the program 2017-2018. Criteria based on the following characteristics were used to guide this sampling:

- 1) Respondents are able and willing to participate in the study
- 2) Respondents who are available to meet with the researcher during the research period

- 3) Balanced representation from each term
- 4) Respondents are able to discuss and articulate their ideas and thoughts about their experience and thoughts about global citizenship education

3.5. Data Collection Procedure

There are two sets of primary data collected for the current study. The first set of data is teaching materials used by educators and lecturers who came to deliver education on a specific topic such as international development and human rights (Refer to [Table 1] for detailed information on topics delivered). This includes PowerPoints and hand-out materials used during pre-departure education. These teaching materials were collected to examine the contents and specific components of education related to global citizenship education.

The second set of data is transcripts of semi-structured interviews arranged with program coordinators, education specialists, and student participants who have participated in Y IVS programs from 2017 to 2018. The second set of data is comprised of program coordinators' and education specialists' definition of global citizenship, their thoughts on the aims, potentials, and barriers of pre-departure education in promoting global citizenship. It also includes student participants' voices on their experiences and learning from pre-departure education international voluntary service.

3.5.1 Teaching Materials

Teaching materials were collected to examine the contents of pre-departure education in preparing students to become global citizens. For the IVS programs are conducted twice a year, educational contents of four programs are selected for the study case. The detailed procedures in collecting materials are as followed.

- 1) The schedules for pre-departure education was collected from the Institute for Global Social Responsibility of X University from 2017-2018. A total of four sets of program schedules were collected. The table below shows the topic and the schedule of the pre-departure education done in the Y IVS program from 2017 to 2019. (Refer to section 4.2 for topics dealt in pre-departure education)
- 2) The contact numbers of educators/lectures were collected by contacting their associated organization or university.
- 3) A consent form was sent to each educators'/lecturers' e-mail address with a brief explanation of research while emphasizing that all the materials are only used for the study, and the anonymity is guaranteed throughout the process of data collection and analysis. A consent form was sent out via google survey form. Only the ones that were consented to be analyzed were collected and analyzed for this study.
- 4) Most of the materials were provided by the director of the international voluntary service program of the Institute for Global Social Responsibility, and some of the materials were provided by each educator and speaker of the lecture.

Educational materials provided by the institution and teaching materials provided by the invited lecturers were approved to be analyzed in the study by each of the lecturers.

3.5.2 Selecting Participants and Interview Process

In order to understand the educational contents, its purpose, potentiality, and limitations of pre-departure education on promoting global citizenship, semi-structured interviews were conducted with program coordinators and education specialists of the program from 2017 to 2018. Further, interviews were also conducted with the student participants of the international volunteering program to see whether pre-departure education has influenced the participants' experience in the field. Each of the interviewee's roles is described as followed:

- A) **Program Coordinator (PC)** is an organizer of the IVS program and plays a vital role in arranging the contents and the speakers of the pre-departure education.
- B) **Education Specialists (ES)** is a person who participates in the program to provide an understanding of what education is and delivering education for global citizenship during pre-departure education. They negotiate their time and what contents to deliver with program coordinators, and usually only one to two sessions – each session lasting for 60 minutes to 90 minutes – is scheduled for it. Another important role they take in the program is that they organize a part of pre-departure education to help and guide student participants to prepare their 'education service' at the field, and its contents vary by each ES. Usually, one to two ES is assigned for

each IVS team.

- C) **Student Participant (SP)** is an undergraduate student of X University who has participated in IVS programs coordinated by the Institute of Global Social Responsibility from 2017 to 2018. They have voluntarily applied for the program through the formal application process. Their age ranges from 19 to 26. Their majors are diverse, and motivations for participating for IVS vary, but usually, they are all eager to participate and preparing for IVS. They are named 'student participants' in the research, for there are other participants who are involved in the IVS program but take different roles throughout the program. However, because they do not participate in pre-departure education, they are excluded from the research.

Semi-structured interviews were conducted in order to collect specific data from the interviewees. After the interviews are done, the recorded audios were transcribed and analyzed. Specific procedures of participant selection and interviewing process are as followed:

- 1) Program coordinators and education specialists were contacted individually. The contact number was collected when the researcher participated in the program in the year of 2017. The interviewees were contacted casually with a brief explanation of the research with the notion that the whole process of interview is on a voluntary basis. Only those who have voluntarily expressed their willingness to participate in the research were further explained with detailed information on research

purposes and procedures. Total four ES and PC have participated in the interview.

- 2) Through education specialists, student participants were recruited. Total 10 SP have voluntarily participated for the interview in which four from the 2017 winter team, four from the 2018 summer team, and two from the 2018 winter team.
- 3) For all PC and ES, individual interviews were conducted while individual and group interviews were conducted for SP
- 4) At the beginning of the interview, a purpose of research, compensation, length of the interview, and the guarantee of anonymity were explained thoroughly, and the interviews were conducted after they have signed the consent form with an agreement. They were further explained that they can drop from the research during and after the interview if they have changed their mind.
- 5) Total eight main questions were asked, and some of other questions were further asked depending on the answers of the interviews to the main questions. Refer to Table 2 for interview questions.
- 6) The interview lasts from 60 to 90 minutes, and all the interviews were recorded under the consent of the interviewees.
- 7) Each interview was transcribed within a week after the interview, and the data was analyzed after all the interviews were collected and transcribed.

Research Questions	Interview Questions
How does the international voluntary service program define global citizenship and of which components it aims to promote?	<ul style="list-style-type: none"> - Have you heard of ‘global citizenship’ before? How would you describe/define global citizenship? - What do you think of fostering global citizenship through international voluntary service? Based on your experience, what are the possibilities? What are the existing barriers?
In what ways does the pre-departure education influences participants’ experience and learning in the field, specifically in promoting one’s global citizenship?	<ul style="list-style-type: none"> - Opening Questions: Why did you participate in the program? How was it? - What do you remember from pre-departure education? - Which contents of pre-departure education was most helpful to you? In what ways? - Were there any contents that have triggered a change in you? If so, can you share that experience? - Reflecting on your own experience, what contents do you think should be included or excluded? - Is there anything you want to share more?

[Table 5] Interview Questions related to Research Questions

Regarding the data collected through semi-structured interviews, a total of sixteen interviewees have participated in the interviews. Among the sixteen participants, two of them are program managers, four are education specialists, and ten student participants agreed to participate in the interviews. Refer to [Table 6] for detailed information of the interviewees.

Data Code	Pseudonym	Year of participation	Role
I1	Bo-young	2016 summer ~ 2018 summer	PC
I2	Dae-Hyun	2017 summer~ 2019 summer	PC/ES
I3	Da-Hye	2017 summer	ES
I4	Gyuri	2018 summer	ES
I5	Ji-Hye	2018 winter	ES
G1	Na-young, Yuri, Min-ho, Tae-min	2017 winter	SP
I10	Ha-Joon	2018 summer	SP
G3	Ye-Ji, So-young , Woojin	2018 summer	SP
G6	Han Sol, Min-Seo	2018 winter	SP

*I = individual interview

*G = Group Interview

* PC = Program Coordinator

* ES = Education Specialist

* SP = Student Participant

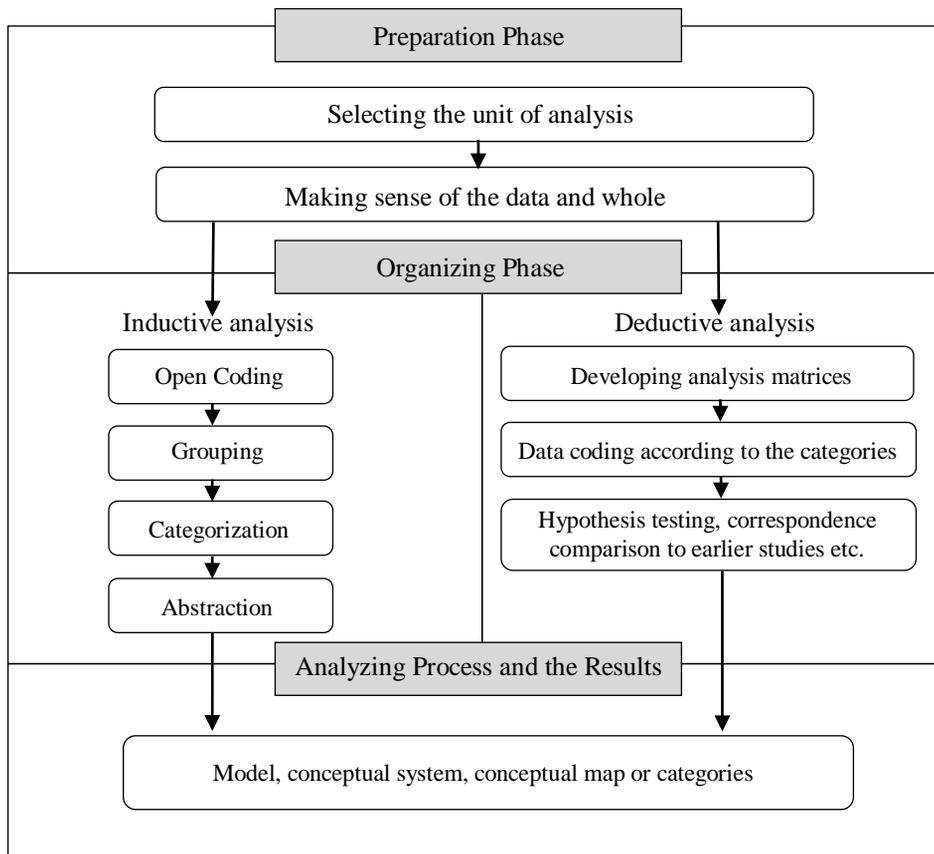
[Table 6] List of Research Participants

- Gender and age were not crucial elements in understanding the research purpose that two criteria of participants were excluded from the data.

3.6. Data Analysis

Content analysis was selected to examine the contents and the purpose of pre-departure education. To be more specific, inductive content analysis was implemented to explore how global citizenship defined by program coordinators and education specialists and components of GC were extracted through the open coding process; then, the extracted components were compared with the components developed in the previous studies. On the other hand, deductive content analysis was implemented under the conceptual framework of three approaches discussed in chapter 2, section 2.2. This specific framework has been

used in order to understand which components of GCED are emphasized in pre-departure education and which approach of GCED it takes during pre-departure education. The data transcribed from the interview were read through several times while taking notes and highlighting key elements and words. Content analysis was conducted under the following procedure shown in [Figure 2].



[Figure 2] Analysis Process in Inductive and Deductive Content Analysis. Re-created by the author referring to (Elo & Kyngäs, 2008, p. 110)

Further, narrative analysis is also used to examine student participants' experience in the field and their life afterward in regard to their understanding and

identification of global citizenship. Different analysis tools were used as the study aims at analyzing two different contexts, in which the first context is the contents of pre-departure education regarding global citizenship education and the second context is its educational effect on student participants experience in the field.

Narrative analysis is an approach taken to see “why things are the way they are or have become the way they are” that this approach provides a realm of experience where “the realms of experience, where speakers layout how they as individuals experience certain events and confer their subjective meaning onto these experiences (Bamberg, 2012).” Thus, I found narrative analysis as an adequate approach to examine how the stories told and narrated by the participant in identifying the influence in their experience in the field as well as their life afterward. In this case, content analysis thought to be limited to answer the second part of the research question. However, because of limited time, this paper will only deal with content analysis of pre-departure education based on the interviews of coordinators and educational specialists. Only some of the experiences of student participants were taken for analysis.

3.7. Study Limitation and Positionality

There are some limitations to the study. First, participants may have had trouble accurately remembering the details of events, and the contents of education done during the pre-departure education for interviews were conducted two or two months after they came back from the field. Just as it is difficult to clearly remember the contents of the lecture you took two years ago, it is limited to the difficulty of clearly remembering the contents of the prior education the

participants took two years ago or months ago. Participants are not an expert of education – all of them might have interpreted 'education' in a different sense.

Another limitation is the translation of the language. All the data, including the teaching materials and the interviews, were initially been in Korean. The data were translated by the author after collection and analyzing the data that there might be some incorrect translations that may convey an interview's thoughts and contents of the programs incorrectly.

3.8. Ethical Consideration

Several ethical considerations came into play as the statement of purpose, and research questions were identified and throughout the data collection and analysis process. First, as interviews were the main methods conducted in collecting data, the researcher has paid close attention to interview participants' confidentiality, informed consent, and equitable treatment. Research questions were carefully asked in the way that the interviewees are comfortable and confident in answering questions asked to them. There is always a possibility of interviewees to feel embarrassed by specific questions in how they answer, feel their privacy has invaded with sensitive questions (Merriam, 2009, p. 231). To address this potential issue, the interview questions and interview procedures were reviewed and approved before the implementation by the dissertation committee and Institutional Review Board of Seoul National University.

Further, an unobstructed interview guide was used throughout the interview process that all the participants of the study to feel at ease, to respond to their answers consistently and in a non-offensive manner. The interviewees were

reminded that they do not need to answer the questions when they do not want to, and they have the right to asks the researcher when he or she want some part of the interview to be excluded from the study. Further, they were reminded that all the information collected from the interview would remain confidential through a consent form. Through this process, ethical issues were considered, and efforts were given to minimize the participant's risk to the greatest extent possible.

Chapter 4. Findings

4.1. Defining Global Citizenship and its Delivery

4.1.1. Global Citizenship Defined

How global citizenship is defined is closely related to the educational contents and methodology uses in pre-departure education, so it is crucial to discover how the educators and program coordinators – those who construct the curriculum and deliver global citizenship education – defines its terminology. To understand how global citizenship is defined and discovered, interviews were conducted with the program coordinators and education specialists who play vital roles in structuring and constructing contents and pedagogy of pre-departure education. The concept of global citizenship is categorized into four different dimensions. In defining global citizenship, four categories were presented from the data: 1) Sense of Belonging, 2) knowledge, 3) sensitivity, and 4) behavior. The data coding information is summarized in [Table 7].

1) Sense of Belonging

Sense of belonging focuses on how one defines and perceives oneself on their being and association. Thus, this first component of global citizenship means whether one defines oneself as 'global citizen' or not. Gyuri, one of the education specialists, stated that global citizens are those who consider themselves as global citizens "*who belong to the world nations, not limiting oneself to a citizen of one*

nation. (Gyuri)" According to Gyuri, whether one feels the belongingness to the nation called 'the world' are the global citizens, emphasizing the importance of recognition and identification on a conscious level. Ji-Hye, another education specialist, has stressed the importance of perception of oneself in defining global citizenship. She stated that "*global citizens are people who understand oneself as not an individual being but a coexisting being*(Ji-Hye)." To become global citizens, realizing oneself as a being that can influence each other and perceiving oneself as 'we' and 'us' is a critical component in global citizenship. Based on the interviews of education specialists, global citizens are defined as people who are living in a globalized society, identifying oneself as a coexisting being living in a nation called the 'the world.'

2) Knowledge

Components of knowledge refer to one's understanding of the cultural differences, interconnectedness, and interdependence of the current society.

“Well, global citizens are those who are living in this globalized society so... they are the ones who have a mindset that understands the difference.”

(Da-Hye)

“Global citizens are those who know that we are all interconnected to each other...and knowing the fact that we each other can influence each other...”

(Ji-hye)

Each of their answers emphasized the importance of 'knowing' and 'understanding' the global interconnectivity, which enables them to participate in global issues. All the educational advisors and the program manager agreed on

perceiving each being as equal human beings and taking the attitudes based on this fact. For another, being aware of the blurred national borders and having an open mindset and global manners toward the world came upon to be a central idea in global citizenship. All interviewees have indirectly and directly stated the importance of knowledge and understanding throughout the interview. Interviewee's references indicate that knowing the cultural difference and the influence of globalization on people's lives are underlying premises of being a global citizen.

3) Sensitivity

Sensitivity refers to an attitude, perspective, and one's mindset that keeps oneself away from existing and prevalent prejudices and biases related to gender, ethnicity, religion, and moreover. Da-Hye has defined this sensitivity as attitude and mindset of 'being open to diversity' and an ability to see other people as mere human beings rather than as people who belong to a nationality, ethnicity, age, and background. Thus, sensitivity refers to people with sensitivity to diversity and human dignity, which enables people to encounter and engage with others without prejudices. This also has been mentioned by almost all interviewees; thereby, it can be defined as a core component in determining what global citizenship is in international voluntary service programs.

4) Behavior

Behavior refers to one's efforts and intention in solving global issues with responsibility. Gyuri clarified that being responsible and having an intention to address global problems locally when they come back to their home country as an essential component of global citizenship. Dae-Hyun also highlighted the

importance of one's desire to solve the problem when it is not of their question when identifying global citizens. Behavioral intention based on one's responsibility is found to be a critical component in being a global citizen.

Component	Key words	Interview contents
Sense of Belonging	Belongs; Beings	<ul style="list-style-type: none"> • Those who are living in this globalized society [Da-hye] • Who belong to the world nations, not limiting oneself to a citizen of one nation... so global citizens are kind of citizens of one nation called 'the world' [Gyuri] • Global citizenship is a person who understands oneself as not an individual being but a coexisting being [Ji-hye] • One should realize that she or he is a global citizen [Ji-hye]
Knowledge	Knowing; Understanding; Cognition;	<ul style="list-style-type: none"> • They are the ones who have a mindset that understands the difference [Da-hye] • Global citizens are those who know that we are all interconnected to each other [Ji-hye] • Knowing the fact that we each other can influence each other [Ji-hye] • Global citizenship is about giving and about cultivating service spirit.. so it is all about changing in cognition [Gyuri] • (Global citizenship are those who) Think about how one's action can influence others [Dae-hyun]

Attitude and Sensitivity	Attitude; Perspective; Without prejudice and bias;	<ul style="list-style-type: none"> • Who is more open to diversity [Gyuri] • Those who have the perspective and attitude to see others as human beings rather than perceiving their nationality, ethnicity, age, or their background [Bo-young] • Enables people to meet others without prejudices or to specific condition [Bo-young]
Behavior	Solving the problem; Acting upon; Living for others; Responsibility	<ul style="list-style-type: none"> • Who tries to solve out the problem together despite ‘who’ is suffering from the problem. where the person is, what ethnicity and nationality one has... [Gyuri] • Who tries to locally solve the global problem [Gyuri] • Those who makes different attempts and efforts to make the world better and live better together [Dae-hyun] • Has a strong responsibility for the problem of the world [Gyuri] • How I act, talk, and live my life.. not doing it for my own benefit but for.. it doesn’t have to be for the world, but at least for people around me...(omit)...and act in the ways that will have more positive effects to the surroundings.. [Dae-hyun]

[Table 7] Components of Global Citizenship Defined by the Program Coordinators and Education Specialists

4.1.2. Its Delivery

The program coordinators and education specialists' understanding of global citizenship did not always correspond to the educational contents of the program. It was either educator who did not have a clear definition of global citizenship that it was not directly reflected upon the educational materials of the program.

When it was asked on their thoughts on what global citizenship is, two of the education specialists were reluctant to answer for the concept was unclear to them. When I asked them to define it freely as the definition of global citizenship is an ongoing debate, they have provided their interpretation of global citizenship after having some time to think about the term. This hesitance perceived with the program coordinators and education specialists indicates that during the pre-departure education session, they had had no chance in describing nor sharing who global citizens are with student participants.

“I have never really thought about it... because.. I don't know it well, but I guess global citizenship is...” [Da-hye, a program coordinator]

On the other hand, Gyuri, an education specialist in the 2018 summer program, had a clear concept of global citizenship. However, she mentioned that she hasn't delivered her thoughts on global citizenship that she wasn't sure if it was delivered to the students. During the session on discussing what 'global citizenship' is, Gyuri has mentioned that many student participants had an idea of global citizenship as a traveler, those who are fluent in English, which very much reflects the neoliberal concept of global citizenship.

“The discussion was open-ended questions. There were many students who said they are global citizens if they can speak English fluently or have experience of traveling abroad. (...) global citizenship can be defined in various ways, so I could not say the answer is this. How global citizenship is defined is all different, you know” [Gyuri, an education specialist of 2018 summer team]

Though the educational specialist recognizes that the definition provided by the student participants was different from hers, she did not explicitly speak out her thoughts and her idea on the concept of global citizenry. This shows that having the specific section for learning what global citizenship does not always correspond to having time for delivering concrete definitions of global citizenship and gaining different perspectives on who global citizens are and what it is.

The understanding of educators’ global citizenship did not directly and wholly reflect on the educational contents of the program. Prior studies have conducted interviews with teachers to understand the contents of global citizenship education. However, though the teachers’ conception is crucially in understanding the contents of global citizenship education, it does not always reflect the educational content.

In the previous studies, ‘delivery of the clear definition of GC or its typologies’ has been presented as one of the crucial tasks of global citizenship education in shaping the experiences of students in promoting global citizenship. However, the study result shows that educators having a clear definition of global citizenship does not always mean that it is clearly delivered to the students. Also, a clear deliverance of the meaning of global citizenship through vivid statement does not always mean it has been delivered to the students. Thus, this study suggests, rather than emphasizing on providing a clear definition of global citizenship, it is essential to guide students to expand their thoughts on their concept of global

citizenship through discussions and thought-provoking questions. The guidelines will enable students to think of different perspectives as well as to find out their position in the spectrum of global citizenship defined by previous scholars. Discussing the diverse aspects and definitions of global citizenship may provoke students to reflect on themselves and act upon the conception provided.

4.2. Main Themes and Contents of GCE

4.2.1. Main Themes and Contents

It is important to note that not all educational contents were analyzed in this study. As previously mentioned above, this study focuses on purposely delivered education regarding promoting global citizenship, hidden curriculum, and other activities not directly related to global citizenship have been excluded from the analysis. Team building activities, skill training sessions, time for preparing a class for the local community, and learning occurred outside pre-departure education are some of the examples that have been excluded from the analysis of the study. These learning activities mentioned may have influenced the participants' global citizenship, but these data have not been selected for analysis in the research because these data are hard to be tracked that it has been excluded from the data. The data analyzed in the study is teaching materials related to the lectures, discussions, and specific session that dealt on the topic of global citizenship and dimensions that is related to global citizenship.

The first two to three sessions of pre-departure education were analyzed, for it is when specific education is delivered to the students. The rest sessions of the

program focus on preparing for the service and activities the students will do at the dispatched area. Bo-young, a program coordinator of the team from 2017 summer to 2018 summer have described the first two sessions of the program as below:

"In structuring pre-departure education, fundamental concepts should be dealt at the beginning of the program. If you ask me what fundamental concepts is.. well, it's about dealing with the concepts such as what global citizenship is, what the significance of international voluntary service is... you know, there is always purpose and goals to certain activities. I think it is most important to establish the reasoning about why we are doing what we are doing. Many students say the purpose and the meaning of Y IVS program are building a water treatment facility in the field, but that is not the main purpose. I hope that students are participating in the IVS program for human rights.... So the concept of human rights must be dealt at the beginning of the program. Why we have to talk about human rights. I know this isn't very easy, but at least for a moment, the program should provide a time for students to think on this topic.... and next, we talk about what education is... This definitive and philosophical aspect must be organized before we prepare for technical skills for the activities we are implementing in the field." [Bo-young, a program coordinator]

[Table 8] summarizes the beginning sessions of the pre-departure education where 'the fundamental conception' is delivered in a lecture form. All the students participating in the Y IVS program are required to participate in all the pre-departure education sessions. Those who are absent for more than three secessions are disqualified from continuing to participate in the program, which makes pre-departure education compulsory and mandatory.

Team	Year	Title	min	Lecturer
1	2017 summer	Understanding International Development Cooperation: Focusing on Education Sector	80	Speaker A
		Human Rights and International Development Cooperation	80	Speaker B
		Health/Safety	80	Speaker C
		Limitation and Future of Short-termed IVS	90	Speaker D
2	2017 Winter	Understanding of International Development Cooperation	60	Speaker E
		Communication Skill	50	Speaker F
		Limitation and Future of Short-termed IVS	50	Speaker G
		Health/safety	50	Speaker C
3	2018 Summer	Understanding International Voluntary Service	80	Speaker A
		Human Rights and IVS	90	Speaker H
		Sexual Harassment Prevention Education	60	Speaker B
		Safety Education for Global Sharing Activities	60	Speaker G
4	2018 winter	IVS Field: Between Calm and Passion	90	Speaker I
		Education and Development in Developing Countries	90	Speaker A
		The role of International Social Contribution: From a Receiver to a Donor	60	Speaker I
		Sexual Harassment and Human Rights	90	Speaker G
		Safety Education	90	Speaker J
		Attitude towards Voluntary Service	90	Speaker K

[Table 8] Topics of Pre-Departure Education of X IVS Program from 2017 to 2018

As shown in the table, every program had 60 minutes to 90mins of lectures on the topic ‘human rights.’ The sub-title varies from ‘human rights and international

development cooperation,' 'international voluntary service and human rights,' and 'sexual harassment and human rights,' they all can go under the theme 'human rights'. The program also had 60 minutes to 90 minutes of lecture on the topic 'Safety/Health.' Another topic consistently deals in pre-departure education is understanding what international voluntary service, each of them including critical viewpoints on 'international voluntary service programs. The length of the lecture ranges from 50mins to 90mins. The topics of the pre-departure education consist of each program

However, the 2017 winter program includes the topic 'communication skill,' which has not been included before and after. According to the program manager of international voluntary service, it was included for there was a conflict between the participants in the 2017 summer program due to miscommunication that they felt the need for educating participants with communication skills. However, after the education, they realized having 'communication skill' for 1 hour does not lead to an improvement of the student's communication skills that it was excluded in the next year program.

Further, it was from the 2018 summer program when the education was delivered under the title 'What is Global Citizenship.' This is important to notify, for they have begun to have education with explicit use of the term 'global citizenship.' For the 2017 summer program, there was no specific mention of the term 'global citizenship.' The program in 2017 winter, there was no education done titled 'global citizenship.' However, education included explaining what 'cosmopolitanism' is, and it was explained in understanding what kind of attitude they should take when preparing and delivering the service in the field. The program manager began to include 'global citizenship education' from the 2018 summer program, which continued until the most recent program of 2019 summer.

It is shown that a particular part of feedback of the program influences the pre-departure education of the following program. Still, overall what is dealt and how education is delivered remains very similar from program to program.

4.2.2. Reflected upon Three Lens of Global Citizenship Education

The primary education topics of global citizenship education are suggested as human rights, cultural diversity, safety, communication skills, and sustainable development. Not described in the table above, but learning the foreign language, culture, history, and geography of foreign countries have also been focused throughout the program as a preparation for ‘good service’ they want to provide to the local people of their dispatched field. These topics relate to neoliberal and humanistic approaches of global citizenship education described in the [Table 9] below.

	Neoliberal Approach	Humanistic Approach	Critical Approach
Educational topics	<ul style="list-style-type: none"> -Global economy -International politics -Foreign language/literacy -Culture, history, and geography of foreign countries 	<ul style="list-style-type: none"> -Global issues/problems -Human rights -Cultural diversity 	<ul style="list-style-type: none"> -Global issues/problems -Global system/structure -Power relations/dynamics -Cultural diversity/subaltern -Global social justice

[Table 9] Educational Topics of Three Approaches of Global Citizenship Education

As shown in [Table 8], human rights and cultural diversity are handled very importantly in the program. Further, all the program coordinators and education specialists all emphasized the importance of understanding cultural diversity and about taking responsibility to do good for the marginalized. This implies that the humanistic perspective is the most prominent approach surrounding pre-departure education of the Y IVS program. Further, most of the topics and content of pre-departure education discussed in the boundary of the current structure and how the structure can be transformed in order to tackle the global issues and to bring global social justice is rarely dealt with, and not much consideration is given.

4.3. Pedagogical Approaches of Pre-Departure Education

This section describes pedagogical approaches used typically for education done under the title ‘global citizenship education.’ Global citizenship education was specifically targeted for this section because the first two sessions of pre-departure education are taken in similar pedagogical approaches, which are lectures. Three pedagogical approaches were extracted from the data that found to be the main pedagogies of pre-departure education of the Y IVS program. There were also book readings and time scheduled for reflection, which are crucial factors in triggering experiential/transformational learning of the students. However, those two were not analyzed in the study for these learning activities that were done during and after the international voluntary service. This study aims to investigate the educational contents before the field experience; those two sets of pedagogical approaches were excluded. Without these two activities, there are three primary pedagogies found in the programs that are categorized as three sessions. First is ‘learning by listening,’ which refers to lectures and information provided to the

students. The second theme is ‘learning by sharing,’ which relates to group discussions or group presentations the students presented during the program. The final approach found is ‘learning by teaching,’ which refers to the whole process, where students prepare a class on global citizenship to the students at the dispatched field. The pedagogical approaches differed by a program to program, and it is summarized in [Table 10] below.

	Education	Programs			
		2017 Summer	2017 Winter	2018 Summer	2018 Winter
Pedagogical Approach	Related Education	Lectures			
	Global Citizenship Education	None	Small group to larger group discussions	Group discussions with poster presentation	Research team: teach team research and share under the theme ‘I, YOU, US’

[Table 10] Summary of Pedagogical Approaches to GCE by Programs

4.3.1 Learning by Listening

The first pedagogy identified in the Y IVS program is lectures. In delivering fundamental concepts such as international development, international voluntary service, and human rights were usually delivered through lectures. Professionals to the specific field come and give out lectures. This specific pedagogy has been

selected in order to provide a vast amount of knowledge to the student participants within a limited time. Further, these lectures are usually done in a large seminar room with other international voluntary service teams that other forms of educational activities such as presentation, group works that individual opinion sharing seemed hard to be implemented.

Further, each lecturer was invited from different fields and institutions. The professionals or experts are invited to the program to give a lecture on specific topics of their expertise within 50 to 90 minutes given. Planning project-based or learner-focused activities found to be challenging to be implemented during pre-departure education because of limited time and different levels of knowledge and background of the learners.

As a result of the condition of the education setting, the lecturers are heavily knowledge-based pedagogy. However, this does not mean that vast knowledge was merely shoved into students. It involved critical and thoughtful questions that triggered a change in students existing knowledge or to provoke students with critical thinking and understanding of international voluntary service, their influence on the people and village of the country they are going for service. However, these provoking questions are only influential to those who are already interested in the topic. Most of the student participants, especially those who are participating in the IVS program for the first time, are unfamiliar with those topics and are less influenced by the form of a lecture. The impact of the knowledge-based pedagogy is dealt more in detail in chapter 4, section 4.3.

4.3.2. Learning by Sharing

On topics related to defining education and global citizenship were done with short introductory presentations and student discussions. Some people remembered this activity and said it shaped their attitude when meeting local people. During the program of 2018 summer, students had time not only to discuss their thoughts on global citizenship, but they have also presented their ideas and concepts of global citizenship through a big poster as a group.

However, one of the limitations of this pedagogical approach found, as mentioned in chapter 4, section 1.2, the concept of global citizenship of the education specialist was not delivered clearly. While most of the student participants described global citizenship as those who speak English fluently or those who travel to different countries, which are the viewpoint of neoliberal approaches of global citizenship, the education specialists had a humanistic and critical perspective on global citizenship. However, because the educator did not want to provide a specific definition of global citizenship, she did not offer her thoughts on her description of global citizenship. She stated that “*(because) global citizenship can be defined in various ways.... (syncopation) I did not further explain on global citizenship (after the discussion)..*” Though the educational advisor recognized that the definition provided by the student participants was different from hers, she did not mention her thoughts on who global citizens are. This shows that having a specific section for learning what global citizenship does not always interpret as having time for delivering concrete definitions of global citizenship and gain different perspectives on who global citizens are.

4.3.3. Learning by Teaching

For the 2018 winter program, the student participants have prepared a global citizenship education program as part of their service in the field. Students were divided by three teams under the theme of ‘I, YOU, US’ and learn and taught local students how we are interconnected. Throughout the program, student participants were divided into three research teams in preparing the class on each topic. They researched, studied, discussed, and came up with teaching lessons to deliver education for global citizenship. One of the education specialists of this team have stated the reason for choosing global citizenship education for the local students as below:

“We talked about sustainability for development. As I have mentioned, we have discussed SDGs, so we have already talked about the importance of sustainability... so as we talked over SDGs, we thought of global citizenship... so with the members of the team (student participants), we discussed how we can deliver the idea of global citizenship to the local students... that is how we came up with three themes...” [Ji-Hye, an education specialist of 2018 winter team]

Global citizenship education for this team aimed to extend the concept of ‘I’ as to ‘you’ and to ‘us,’ understanding that each of the themes is interconnected to each other. In order to deliver the final message, education began by understanding oneself under the theme of ‘I.’ The activities included expressing who they are through clay. According to Ji-Hye, the purpose of the activity was explained both

before and after all the activities that local students were able to learn the big concept that embraces the different activities all together.

This activity was a new pedagogical approach tried by this team, and it seems it was the most impactful way to learn what global citizenship is. The student participants had to spend extra time to brainstorm, research, and prepare for the class on global citizenship. The impact of this pedagogical approach was both effective to the student participants as well as the local students. The concept of global citizenship was more vividly remembered by the student participants as well as the local students.

4.4. Impact of Pre-Departure Education

To what extent does pre-departure education influence the participant's experience in the field, ultimately influencing their global citizenship? This section explains the impact of pre-departure education in four different sub-sections. First section deals on different views of the impact of pre-departure to the participants in provoking change in their thoughts, attitudes, and behaviors in becoming global citizens. In the second section, the paper examines the different impacts of pre-departure education by the number of participating experiences under the sub-title of 'to whom does it impact more.' The last section explores the impact of the lecture, which is the primary pedagogical approach in the pre-departure education of the Y IVS program.

4.4.1 To What Extent? Contradicting Views on Its Impact

There were contradicting outcomes on the level of the impact of pre-departure education on the experience of the students as they go out abroad for service. Most of the program coordinators and education specialists stated that education is impactful to all the participants. However, to what extent does the pre-departure education has an impact on the participant's field experience is controversial. For instance, Dae-Hyun, a program coordinator, stated that international voluntary service in anyhow influences all the students who participate in the program because when a person learns about the term 'global citizenship' for the first time, it is considered as triggering a change in each participants' life.

“Yes, pre-departure education triggers... change.. because those who have never heard the word ‘ global citizenship’ begin to think upon what it is...”
[Dae-hyun, program coordinator]

Bo-young, another program coordinator, witnessed the impact of pre-departure education by saying that she herself has learned and changed through international voluntary service, and she once again emphasized the importance of having pre-departure education in the program in order to bring such change.

“I also began to think of the human rights of people around me... but without pre-departure education, I don’t think international volunteering program should exist.” [Bo-young, a program coordinator]

“Well, I have a personal conviction that participating experience in International voluntary service plants a seed in their heart. Even it may not blossom right now; the seed is there, and.. The memories and the experience will lead them to change in the future...” [Bo-young, a program coordinator]

On the other hand, some thought different from the impact of pre-departure education. Gyuri, an education specialist, stated that time for education was spent too much. Rather than spending time on education, she argued that the program should devote more time to preparing student participants for the service activities. She further explained that the current pre-departure education was not that effective to deliver specific knowledge nor message to the students.

“I think we spent too much time on education, building at the beginning of the session. It wasn’t an effective use of time” [Gyuri, an education specialist of 2018 winter team]

For the aim of international voluntary service is to do the service for the local students at the dispatched field, it is essential to spend more time on preparing for the service and to be prepared for the service as much as possible within the given time and resources.

4.4.2 To Whom Does It Impact More?

Another finding that was discovered through the interview with the program coordinators and the students who participated in the program for the multiple times that those who participate in the international voluntary service for more than once, the impact of pre-departure education was significantly different. This

indicates that the experience of international voluntary service itself is impactful to participants and that it provokes changes in their attitudes, thoughts, and choices after they come back from the field.

Moreover, they perceive pre-departure education as a more critical and essential part of international voluntary service than other participants who only have one-time experience of international voluntary service. For example, program coordinator Bo-young stated that her perspective on pre-departure education has changed mainly after she went volunteering abroad for three times.

“I did not believe in the effect of international volunteering program... but it totally changed after... third time I went. Yes, I began to think differently about the program. I began to believe that this program is effective educational means to educate students as a global citizen (...) I also began to think of human rights of people around me... but without pre-departure education, I don't think international volunteering program should exist”
[Bo-young, a program coordinator]

When people participate for several times that realizes more of the importance of pre-departure education, Bo-Young talked about how she changed after participating in international voluntary service for multiple times. She stated that she realized pre-departure education must come beforehand to bring those changes. Further, their sensitivity and knowledge related to global citizenship found to be higher than other participants.

4.4.3. Lecture: A Sufficient or a Limited Trigger?

There is a gap between what the coordinators and education specialists think was delivered through pre-departure education and what was learned by student participants. Program coordinators and education specialists have stated that through international voluntary service, students will have a better understanding of human rights, gender equality, international development, and global citizenship. In fact, these were included in lectures and continued to be included in the first sessions of pre-departure education. This is because all the program coordinators, who structure pre-departure education and organize the speaker of the lectures, all agreed that those topics are important topics for students to learn before doing international voluntary service. However, when it was asked to the participants what they have learned and what was helpful to them, almost all the student participants stated that they don't remember the contents of the lecture.

“..well.. at this point... I can't think of any. I really don't remember a thing...” [Ha-joon, a student participant of 2018 summer team]

When the researcher asked about specific lectures, some student participants mentioned he or she could not remember whether because it was not helpful or it was too dull for it was out of their interest.

“What you mean lectures... .. oh, that.. it was boring. I don't remember anything. I think that was one that was not helpful at all...” [Minho, a student participant of 2017 winter team]

One of the student participants mentioned that he did not pay attention to the lecture because he was studying for his exam; others state that she could not help herself from sleeping through the lectures. After all, the program schedule was too tight and tiring. Two of the participants noted that some of the lecturers were not only helpful and said as education that was most not helpful to their field experience.

Students, who participate in the program with different motivations, had less incentive in attentively listening to the lectures delivered during pre-departure education. This is especially so when the topic of the lecture was not the students' interest. As pre-departure education was delivered during the semester, students were distracted with their assignments or upcoming exams.

Students also mention that some of the lectures were not delivered in the context of international voluntary service that students felt the lectures delivered during pre-departure education was out of context or out of date. Students stated that the speakers might be the expert on the given topic but not specifically related to international voluntary service or even have no background knowledge on the issues of the topic at the dispatched field that the contents felt unhelpful.

“Oh, that lecture on gender equality was.. to be honest, that was total useless... many had feedback that the contents was outdated.” [Han Sol, a student participant of 2018 winter team]

“The gender equality.. well, it was about the internet comments and how young males have abused women.. I didn't think it was adequate lectures that correspond to the situation in the dispatched field.” [Ha-Joon, a student participant of 2018 summer team]

“The lecture on cultural differences... it was the lecturer herself who did not understand cultural relativism...” [Seong-Min, a student participant of 2017 winter team]

Further, the lectures on cultural diversity, for example, it does not always deliver the message that provokes cultural diversity. Other participants mentioned that the speaker who delivered a lecture on ‘cultural diversity’ was the one who was rejecting cultural relativism. He said that he felt uneasy about the speeches delivered.

Chapter 5. Discussions

5.1. Missing Components of Global Citizenship Education

The definition, theories, and practices of global citizenship have changed over time. Neoliberal globalization considers the term to mean “advocating competency and developing education within universities worldwide.” When the United Nations presented global citizenship as a core learning outcome worthy of pursuit in order to bring more peace and sustainability to the world, the contents of GCED began to move towards ‘humanistic’ approaches, which focus on human rights to educate students. However, GCED has been criticized for its inadequate focus on long-term behavioral changes. In response to these accusations, recent studies suggest the use of critical literacy and educational components that foster action and participation locally and globally. This must include a curriculum on global citizenship that is critical, active, and transformative. As mentioned in other studies, there is a definite gap between theory and practice. Whether this concept is framed within educational goals and implemented in the practical level has not been explored in great depth.

Today, the critical components of global citizenship are also found in the statement and attributes of global citizens described in the reports of UNESCO (UNESCO, 2015). However, some crucial components of global citizenship are not included in the contents of the current pre-departure education, such as critical literacy, critical thinking, education related to peace and non-violence, and attitudes opposed to ethnocentric judgments.

Component	Conceptual Framework	Corresponding Components
Sense of Belonging (identity)	UNESCO (2014)	<ul style="list-style-type: none"> • Attitudes and values;
	Lee et al (2019)	<ul style="list-style-type: none"> • Global identity
Knowledge	UNESCO (2014)	<ul style="list-style-type: none"> • Knowledge and skills
	Lee et al (2019)	<ul style="list-style-type: none"> • Creativity, Interconnectedness and interdependence
Attitude and Sensitivity	UNESCO (2014)	<ul style="list-style-type: none"> • Socio-emotional • Attitudes and values
	Lee et al (2019)	<ul style="list-style-type: none"> • Empathy, gender equality, human rights, responsibility, cultural diversity
Behavioral Intention	UNESCO (2015)	<ul style="list-style-type: none"> • Behaviors
	Lee et al (2019)	<ul style="list-style-type: none"> • Participation, taking actions, social justice, multiple-perspective
What is missing	Lee et al (2019)	<ul style="list-style-type: none"> • Critical thinking, health and well-being, sustainability, peace and non-violence, communication skills,

[Table 11] Comparison of the Components of Global Citizenship Discovered in the Study and the One from the Previous Studies.

5.2. Reasons behind the Humanistic Approach to IVS programs in South Korea

A humanistic approach is prominent in South Korea's IVS program mainly because of the perception of the term 'voluntary service', which is widely used in the country. Voluntary service refers to "not-for-pay activities that benefit the public and emphasizes 'helping' people in need." Many IVS programs in South Korea advertise and attract youth attention by emphasizing their responsibility to serve others. This corresponds to the ethical lessons Korean youth learn throughout their school years. In South Korea, the term 'global citizenship' is used as a tool to inspire and motivate students to be in the service program. Because of these reasons, the program focuses on the social responsibility of being a benevolent neighbor in a global community.

Another reason for this humanistic approach existed before the existence of the South Korean IVS. After the Korean War, the country underwent an economic transformation, referred to as the "Miracle of the Han River." Korea raised its gross national products and changed from an agrarian society to a significant contributor to a developed, capitalistic within a generation (Cho & Mosselson, 2018). An increasing number of IVS programs and participants have emerged as Korea has transitioned from a recipient of the development assistance to a donor. The idea that "we once received when we were poor, and now, we should help other countries who are in need" has played a vital role in increasing IVS.

Besides, the ancient traditions of collectivism, which value working together for good for society, remain deeply rooted in South Korean culture (Han, 2001

cited in Cho & Mosselson, 2018). This tradition and culture have led to a dramatic increase in IVS and a humanistic approach in these programs.

This approach also corresponds to the previous studies of Heater (2002), Carter (1997), and Crabtree (2008), which maintain that the concept of global citizenship is often synonymous with having a cosmopolitan moral outlook. Just as an understanding of global citizenship focuses on the humanistic approach, the educational contents and pedagogical approaches in the IVS programs must also be humanistic in nature.

5.3. Pre-departure Education to be a Trigger for Experiential Learning

All interviewees agreed that pre-departure education and encounters with peers in their field were necessary for student participants' learning experience. Pre-departure education works as a trigger for change in many ways. As prior studies have claimed, education before beginning one's field influences actions, behaviors, thinking, and learning experiences in the field.

However, this is possible only when their existing knowledge is challenged through pre-departure education. Interestingly, most of the students were not challenged or triggered by the lectures, which were of the primary pedagogical approaches of pre-departure education. The lectures seem to function as a trigger only for those who are already interested in the topic delivered, have experience in the field of international development, international voluntary service, or other related areas, or possess the sensitivity of critical thinking. However, the

motivations and backgrounds of participating students are diverse. Some join the program to have new experiences abroad or make new friends. Others participate in improving their CV and career options. The lectures do not provide sufficient transformative learning for students who are not interested in international development.

Further, because lectures provided during pre-departure education do not always deliver the contents in the context of international voluntary service or in the contents the education it aims to deliver, pre-departure education must focus more on what contents are delivered and how it is delivered to the students. The student will feel distracted when the lecture is not addressed in relation to international voluntary service or in the context of the dispatched field, even if the contents of the lecture itself is interesting or helpful. There needs a more careful arrangement in structuring pre-departure education, primarily when it is delivered through lectures.

During the interviews, it was found that pre-departure education is heavily knowledge-based. This corresponds to criticism of previous studies, which maintained that, for South Korean youth, GCED is mostly limited to delivering 'knowledge', and social-emotion engagement is lacking (Yang, 2015). Not everyone understands the importance of pre-departure education, and few educational specialists mention that preparing for 'service' takes precedence over educating the students.

In summary, because pre-departure education has the power to prepare the readiness of the students for change, it plays a crucial role in shaping students' experience in the field. Furthermore, although lectures were the primary pedagogy used in pre-departure education, they are generally not transformative. Only participants are already interested in the topic or field, are already thinking

critically about IVS, or have joined several overseas volunteering programs that seem to be triggered by the lectures. For other students, lectures do not lead to transformative learning. The main trigger of change is the stories – critical viewpoints of who have already participated in IVS – shared by their peers.

Chapter 6. Conclusion

6.1. Practical Implications to International Voluntary Service Programs

Five practical implications can be extracted from this study. First, as pre-departure education was found to be heavily knowledge-based and are mostly focused on developing cognitive and socio-emotional aspect of global citizenship, this study suggests the inclusion of more learning activities that can provoke specific behaviors. In order to trigger students to act upon what they have learned and experienced in the field, they must realize that global issues or structural inequality are not other people's problem, but of their own.

During pre-departure education, activities, and discussions that link global issues to local ones that the students face in their daily lives must be included to provoke more of behaviors intended for global citizenship. The component of behavioral intention includes discussing specific information and activities related to how to participate in making the world a better, more sustainable place. Having this component included will transform the abstract concept of global citizenship to be a more concrete concept, and this will allow students to incorporate the idea of global citizenship into their daily lives by acting locally to resolve the global problems. Without taking into account the behavioral aspect of global citizenship, GCED may fail to realize the value of including social justice in the curricula.

Second, one benefit of improving pre-departure education to promote global citizenship is the inclusion of a more critical approach of GCED into the educational contents. According to the study's findings, most topics and

pedagogical approaches are humanistic, and issues related to the critical approach of GCED are limited. A pedagogy is needed that enables students to become agents of social change in a local and global society. Fostering students as an agent for change is essential, primarily because of the potential risks inherent in the IVS program. As stated in the previous studies, the IVS programs are criticized for its possibilities in promoting paternalistic and culturally imperialistic attitudes toward developing countries and reinforcing neocolonial economic and cultural relations at the local community (Smaller & O’Sullivan, 2018; Perold et al., 2012; Shutt, 2006; Tiessen & Huish, 2013; Lough, 2013). Approaches to GCED are now more open-minded and focus more on understanding global systems and critically examining status, social structure, and power relations. Thus, abilities and skills to investigate global issues should be developed prior to their field experience and must learn to display greater solidarity and less paternalism and neocolonialism throughout their experiences with IVS programs. Critically-delivered approaches to GCED in pre-departure education will help students to expand their views on ‘voluntary service’ activities, which are currently mostly understood to be merely a charity. This will prevent reinforcement unequal power relationship. By achieving this, the program will be able to take a holistic approach towards GCED by immersing participants in the learning experience and progressively making them global citizens.

Third, one of the advantages of pre-departure education is that students learn from, are inspired by, and reflect on their thoughts and behaviors while hearing different perspectives shared by their peers. This is identified by Taylor (2017) as “peer dynamic” in his paper Transformative Learning Theory. Taylor claims that peer dynamics plays a vital role in bringing experiential and transformative learning. This is because peer relationship is based on a nonhierarchical status, no evaluative feedback, voluntary participation, partner selection, authenticity, and the

establishment of mutual goals. To create such dynamics, a system in the program should be constructed that allows previous participants to stay involved and thus triggers transformation among new participants.

The fourth implication is that constructing the program in a way that brings participants back to the field or the program to lengthen the impact of short-termed IVS program should be considered. This may create different peer dynamics, as it was shown that experienced students are more likely to be triggered by the lecture forms of pre-departure education and to trigger changes in other peers. Furthermore, just as separate dots may appear to form a line when aligned sequentially, IVS programs that continuously go to the field may provide a more effective and long-term impact than a single visit. Therefore, the program should be targeted in the same way that dots make a line effect. This may be possible, as students who have already experienced IVS may participate in the program again.

Lastly, in order to improve how IVS promotes global citizenship, the program should further investigate pre-departure education. More resources should be placed in structuring a professional and high-quality education, even when this requires reducing the number of programs and the opportunity for more participants to go abroad and experience IVS. Reducing the risks of being imperialistic and paternalistic towards the local community by providing high-quality education must be considered even if this requires downsizing the number of students participating in the program due to the limited resources. In other words, with the limited resources, the IVS program should focus on developing a well-structured education before their experience rather than focusing on increasing the number of participants, which has been one of the criteria in evaluating the effectiveness of the IVS program. Rather than relying on the typical standard for program effectiveness, the number of students who participate, the IVS program

should focus on quality education. This will, in the longer term, have more significant benefits to both participants and the local communities.

6.2. Final Remarks

Pre-departure education has the potential to develop an awareness of learners and their readiness for change. Through adequate and structured pre-departure education, students who participate in international voluntary service can provide students with fulfilling transformative learning experiences.

Based on the study, it was found that those who participate in the IVS program multiple times and have thought upon the potential dangers of the IVS programs are more likely to be triggered for change through pre-departure education, especially in the case where education is delivered in a lecture format. This means that current pre-departure education does not always lead to the transformative learning experience to all the participants. How, then, can the students be triggered to become global citizens through IVS programs? This study concludes that educational content should embrace all three components of global citizenship, which are knowledge, sensitivity, and behavior. Corresponding to the previous studies, knowledge, and skills are highly focused on the contents of global citizenship education in an international voluntary service program. By including more components of the critical approach of global citizenship, the current pre-departure education can provide more social justice-oriented education with higher potentiality in triggering students for experiential learning in the field.

Lastly, it was found from the study that there is a gap between theory and practice, just as it was criticized by the previous studies. In fact, in the field of comparative and international education, most educators identify themselves as

“practitioners” where there is “a resistance to theoretical engagements, which are perceived as elitist and detached from practice, as well as reservations in relation to careerist academic endeavors in the area.” (Andreotti, 2006, p. 53). This polarization between academics and practitioners miss opportunities to deepen discussions of both theory and practice (Cho & Mosselson, 2018). This study hopes to link the theory and practice gap by suggesting the practical implication on how to implement the theoretical work into practice.

However, this study cannot generalize the result because the sampling is targeted to university students from a prestigious university in South Korea. The students who participated in this study may have higher citizenship consciousness and academic curiosity than other university students. Thus, this study suggests examining pre-departure education on other international voluntary service programs. Further, this study suggests that the impact of global citizenship of the local people should also be analyzed in future studies.

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Appendix 1

Approval document of Institutional Review Board (IRB)

심의결과 통보서

수신

책임연구자	이름: 임예은	소속: 사범대학 글로벌교육협력	직위: 석사과정
지원기관	해당없음		

과제정보

승인번호	IRB No. 1811/003-019		
연구과제명	사례연구를 통한 대학교 단기 해외봉사단의 사전교육의 중요성 및 의미 고찰: 세계시민교육을 중심으로		
연구종류	학위 논문 연구, 면담(FGI 포함)		
심의종류	변경심의		
심의일자	2019-05-03		
심의대상	연구계획서(변경), 연구참여자용 동의서 또는 동의서 면제 사유서, 연구참여자 모집 광고, 연구참여자에게 제공되는 서류, 변경대조표		
심의결과	승인		
승인일자	2019-05-03	승인유효기간	2019-11-25
정기보고주기	12개월		
심의의견	<ol style="list-style-type: none"> 1. 심의결과 제출하신 연구계획에 대해 승인합니다. 2. 연구자께서는 승인된 문서를 사용하여 연구를 진행하시기 바라며, 만일 연구진행 과정에서 계획상에 변경사항(연구자 변경, 연구내용 변경 등)이 발생할 경우 본 위원회에 변경 신청을 하여 승인 받은 후 연구를 진행하여 주십시오. 3. 유효기간 내 연구가 끝났을 경우 종료 보고서를 제출하여야 하며, 승인유효기간 이후에도 연구를 계속하고자 할 경우, 2019-10-26까지 지속심의를 받도록 하여 주십시오. 		
검토의견	<p>계획서 검토 의견</p> <p>- 승인합니다. 추가로 "생명윤리 및 안전에 관한 법률"에 의거하여 "정보 활용 동의서"를 3년 동안 보관의 의무가 있음을 안내드립니다.</p> <p>동의서 검토 의견</p> <p>기타 검토 의견</p>		

2019년 05월 03일

서울대학교 생명윤리위원회 위원장



국문초록

대학교 단기 해외봉사단을 통한 세계시민교육: 사전교육을 중심으로

서울대학교

사범대학원 글로벌교육협력전공

임예은

2012년, 유엔 사무국장은 세계화에 맞는 새로운 교육 패러다임으로 세계시민교육을 제시하며 이를 전 세계가 달성해야 할 주요 교육목표로 채택했다. 이후 대학에서는 세계시민교육을 주요 교육목표로 채택하고 관련 된 수업과 전공을 개설하며 교환학생프로그램을 활성화 하는 등 세계시민양성을 위한 다양한 교육적 접근을 시도하고 있다. 그 중에서도 대학교 해외봉사 프로그램은 학생들의 해외봉사 경험이 세계시민성 함양에 도움이 된다는 실증적인 연구결과와 함께 세계시민성을 함양하는데 가장 효과적인 프로그램으로 학자와 교육자의 많은 관심을 받고 있다.

그러나 해외봉사에서 사용되는 세계시민이라는 용어가 철학적 근거와 실질적인 의미 없이 사용되는 경우가 빈번하며, 각 용어의 의미가 서로 상반되는 경우가 있어 비판을 받고 있다. 또한 해외봉사활동이 한국 대학생들 사이에서 인기가 많은 만큼, 해외봉사는 ‘봉사의 탈을 쓴 여행’ 또는 ‘스펙을 쌓기 위한 수단’으로 남용되고 있는 경우가 많다. 이에 해외봉사가 단순히 세계시민을 양성하기보다 개발도상국에서 현지 사람들을 열악한 타자로 간주하며 자만적인 인식과 태도를 기르게 되는 위험을 내포하고 있으며 해외봉사활동이 신(新)식민적이고 가부장적이며 문화적 제국주의라는 비판을 받고 있다. 이러한 위험성

을 최소화하며 세계화에 대응하는 세계시민을 양성하기 위해 봉사활동에서 사전교육의 필요성과 중요성이 보다 더 강조되고 있다. 하지만 해외봉사를 통한 세계시민교육은 주로 체험학습을 기반으로 이해됨에 따라 사전교육에 대한 연구는 부족한 실정이다. 이에 따라 본 연구에서는 해외봉사에서 진행되는 사전교육이 학생들의 활동경험에 어떠한 영향을 미치며 참가자들의 세계시민을 양성하는데 어떠한 역할을 하는지를 탐구한다.

본 연구는 한국의 X 대학을 대상으로 2017년부터 2018년의 사전교육 자료를 분석하고 총 16명의 인터뷰를 진행하였으며, 연구 분석틀은 기존 세계시민교육 유형에 대한 선행연구와 관련 이론을 바탕으로 구성된 개념틀을 활용하였다.

주요 연구 결과는 다음과 같다. 해외봉사활동에서 ‘봉사’의 측면이 강조됨에 따라, 사전교육은 인도주의적 관점의 세계시민교육이 주를 이루고 있으며, 지식, 기술, 행동의 3가지 요소 중 지식적인 측면에 많이 집중되어 있는 것으로 나타났다. 단기간에 많은 지식을 전달해야하는 특성 때문에 사전교육은 주로 지식전달 방식에 가장 적합한 강의식 교육방법을 채택하고 있었다. 지식위주의 지식전달방식은 해외봉사를 여러 번 다녀온 학생이나 해외봉사활동에 대한 관심이 많고 비판적인 시각을 가진 학생들에게는 체험학습을 이끄는 발판으로 작용하지만 처음 참가하거나 스펙 또는 여행의 목적으로 해외봉사 프로그램에 참여한 학생들에게는 별 다른 영향을 미치지 않는 것으로 나타났다. 반면, 학생들의 해외봉사 경험에 가장 큰 영향을 미친 것은 또래집단과의 상호작용임이 밝혀졌다.

이를 바탕으로 본 연구에서는 한국 대학교 단기 해외봉사활동의 한계를 최소화하고 세계시민을 양성 할 수 있는 잠재성을 극대화하는 방안을 제시하며 사전교육이 어떠한 방식으로 설계되고 실행되어야하는지에 대한 구체적인 방향을 제시한다. 본 연구는 사례연구 분석을 통해 해외봉사활동에서 어떠한 내용으

로 사전교육이 진행되고 있고 무엇이 부족한지 현황과약에 대한 정보를 제공함과 동시에 사전교육의 의미를 밝히는데 기여하며, 본 연구결과는 여러 후속 연구의 기반으로써 이론적 발전을 촉발시킬 수 있을 것으로 기대되는 바이다.

주요어 : 세계시민교육, 해외봉사, 국제자원활동, 사전교육, 봉사학습

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