

Teaching students and global citizenship:
A study from the University of Teacher
Education Zürich

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UNIVERSITY OF OSLO

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Abstract

A societal shift during the last decades has been observed. Shifting from an industrial society based on educational and political rationales towards an ideology steered by knowledge and economic principles, the so-called knowledge economy emerged (Gürüz, 2008). This contemporary paradigm demands special kinds of citizens who have to be prepared to face upcoming challenges and need specific competences to successfully advance the society: *global citizens* (Gürüz, 2008). Such a global citizen is according to Reysen and Katzarska-Miller (2013) understood as a person that embraces cultural diversity, supports social justice and secures sustainability, while always acting with a sense of responsibility. Research has revealed an interesting connection between outcomes of mobility experiences and characteristics or competences needed as global citizens (Kehm, 2005). Specifically since it has indicated that the immersion into culturally diverse settings has an influencing potential to stimulate and progress features that are relevant for the existence in the knowledge economy, such as for example intercultural skills (Cushner, 2009; Kehm, 2005). Linking these findings to the educational environment, it becomes apparent that teaching staff are at the forefront to prepare the future generation as early as possible for the awaiting global issues and challenges (Cushner, 2009). What is more, the working environment of teachers is becoming increasingly multicultural and it is of high relevance that teachers are prepared for such dynamic conditions as they have to work competently as *multicultural effective teachers* (Santoro & Major, 2012; McAllister & Irvine, 2010). In this context, multicultural effectiveness in the profession of a teacher means *to be aware of their own worldview, to recognize their personal biases, to possess knowledge of the pupils' cultures and to perceive the world through multicultural lenses* (McAllister & Irvine 2010). Taking the conceptual model of global citizenship of Morais and Ogden (2011), that builds the basis for the analytical framework into consideration, one can argue that the characteristics of multicultural effective teachers have a lot of similarities compared to the one of global citizens. For the sake of this research there are mainly two areas of interest which are of similar importance for the proficiency of a teacher in multicultural classrooms. The first one is the aspect of *self-awareness* which means *the ability to recognize limitations or abilities to successfully interact in intercultural encounters* (Morais & Ogden, 2011). In the educational field, this stands for a teacher who is aware of the personal worldview as a basis to understand the worldview of the pupils as well (Morais & Ogden, 2011; McAllister & Irvine, 2010). The second area is

altruism and empathy in regards to *the ability to respect diverse perspectives and to adopt multicultural lenses in the classroom* (Morais & Ogden, 2011; McAllister & Irvine 2010). This is a particularly relevant characteristic with regards to the teaching profession as such where teachers work in multicultural diverse school-environments.

*This master thesis examines how mobility experiences contribute to the enhancement of the global citizenship characteristics **self-awareness and altruism and empathy** which are significant attributes for effective multicultural teachers.* A qualitative thematic document analysis of teacher students' reflections at a Swiss institution has enabled to research and study the teacher students' subjective perceptions of their own mobility experiences.

The findings of this thesis indicate that the students indeed acquire skills and competences that match some of the characteristics defined by global citizenship and that are relevant for the profession of a teacher. As it becomes apparent in the reports, through encounters with culturally diverse groups they sharpen their multicultural awareness, get first hand insights and experience different perspectives. Consequently, many of the students have experienced transformations of their previously-held perspectives and have widened their own horizon. Further, they have acquired stronger social skills and critical knowledge about other cultural habits. The students themselves being in the situation of a foreigner abroad have developed a greater openness towards strangers and they further realize that they should be careful with prejudices towards others. What is more, they have experienced how it feels like not being able to express oneself adequately from a communication perspective. As a result, they have developed empathy to understand the circumstances of immigrants. They recognized that it takes a lot of time to get adapted to a foreign surrounding. One can argue that this empathy is highly relevant for their prospective teaching activities. The engagement with peers seems to be a significant factor for the overall success of their experience abroad. All the students have shown a high interest to get in touch with others and the social embedment seems to have an impact on the satisfaction of the students. Another finding is that through encounters with others, they get input to reflect the known context; some of the students appear to have acquired a critical outside stance towards Switzerland. Even though there are sometimes language barriers in discussions, it looks as if there is always a way to make you understood with alternative communication forms. All in all, the participants show a high level of curiosity, flexibility, tolerance, respect and openness, which seem to be key features to have

an extraordinary mobility experience and also indispensable characteristics for their future teaching careers.

Keywords: *Knowledge Economy, International Student Mobility, Global Citizenship, Multicultural Effective Teacher, Self-Awareness, Altruism and Empathy, Teacher Education, Switzerland.*

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1 Introduction of the study

1.1 Introduction

During the last decades a clear societal shift has become apparent. Shifting from an industrial society rooted in educational rationales and steered by policies towards the ideology dominated by knowledge and linked to economic principles (Gürüz, 2008). Within this emerging *knowledge economy* and due to the changing societal interests, there is a need for a special kind of citizens. These individuals have to be prepared to face the upcoming challenges within the new dynamics and they need relevant competences to successfully sustain and advance the society (Gürüz, 2008). *Global citizens* seem to be the key persons who have characteristics which enable an effective life in circumstances where previous ideologies and political beliefs are becoming replaced by economic and knowledge driven logics (Gürüz, 2008). A global citizen according to Reysen and Katzarska-Miller (2013) is understood as *a citizen who embraces cultural diversity, supports social justice and values sustainability while acting with a sense of responsibility*. What are possible mechanisms that bring about such citizens in our society if we postulate that there is a need for global citizens? Research has shown that mobility experiences, such as studies abroad have an impact on their participants and represent a context to possibly gain characteristics and competences that are typical for the ones of global citizens (Kehm, 2005). Living and studying in an environment that is different than the previously known one has the potential to stimulate and progress intercultural skills (Cushner, 2009). While being exposed to a foreign setting, mobility participants collect experiences that are outside of their natural zone of normality. For that reason, they get the chance to fully immerse into other cultural spheres (Cushner, 2009). With the intention to prepare the next generation as early as possible, teaching staff are at the forefront to stimulate global citizenship characteristics in pupils (Cushner, 2009). They have a huge task in getting the next generation ready for the awaiting global issues and they are therefore key instances to successfully accomplish that aim (Cushner, 2009). Further, due to the ever-growing multiculturalism on a global scale teachers are more than ever exposed to multicultural diverse school environments (Santoro & Major, 2012). It is highly relevant that teachers are prepared for such dynamic conditions, that they are able to face challenges linked to this tendency and that they work competently in those educational spheres. In short, they have to act as so-called *multicultural effective teachers* (McAllister & Irvine, 2010).

Multicultural effective teachers *are aware of their personal worldviews, recognize their own biases, know their students' cultures and perceive the world through different cultural lenses* (McAllister & Irvine 2010). The conceptual model of global citizenship as described by Morais and Ogden (2011) builds the underlying tool for the analytical framework in this thesis. A global citizen possesses a number of characteristics that have a lot in common with the ones of effective multicultural teachers. The notion of global citizenship according to Morais and Ogden (2011) includes three dimensions that imply specific characteristics: Social responsibility, global competence and global civic engagement. For the further investigation, there are two main areas of interest that seem to be particularly relevant for multicultural effective teachers and as well stand for the identification of the notion of a global citizen. The first one is the characteristic *self-awareness* (part of the category global competence) *meaning the recognition of the limitations or possibilities to successfully interact in intercultural encounters* (Morais & Ogden, 2011). Applied to the educational field this characteristic signifies also that multicultural effective teachers have to be aware of their own personal worldview as a basis to understand the views of their students (Morais & Ogden, 2011; McAllister & Irvine, 2010). The second area is *altruism and empathy*, representing the dimension of social responsibility. More specifically it means *to be able to respect diverse perspectives and to adopt multicultural stances, which seem to be relevant characteristics in the proficiency of teachers* (Morais & Ogden, 2011; McAllister & Irvine, 2010).

1.2 Problem statement

One can observe a connection between mobility experiences and their formative influence on the personality of the participants, which results in relevant characteristics for the existence as global citizens, as well for multicultural effective teachers. However, there are several issues linked to the distinct but interrelated components: Mobility experiences, global citizens and multicultural effective teachers. First, while reviewing literature, inquiries related to mobility experiences are usually linked to specific educational gains. Improved language skills are one example of these. Alternatively, they have an evaluative intention. Such as student numbers, study fields of participants, countries of interest or the like, as outlined in Maiworm, Steube and Teichler (1993). With regards to *experiences*, literature is often referring to so-called peak experiences that are based on Maslow's theory from 1971. Hereby, the participants encounter happenings of greatest joy and moments of a lifetime (Maslow, 1971). However, there seems

to be a lack of research that focuses more on regular experiences that are part of the everyday life situations abroad, which have a subtle transformative effect on participants. Such *common* experiences are the focus of this paper. Second, global citizenship is a widely mentioned concept that may be difficult to grasp and define in this context. Davies (2006) argues that the notion of global citizenship is simply a metaphor describing the shift of national political ideologies to a broader sphere. This paper examines if global citizenship is solely a broad and abstract notion or if the theoretical conceptualization can be applied to real life context where global mindsets are truly existent. Third, within the educational sector the educational elements of how to become effective multicultural teachers are usually experienced through theoretical and instructional courses (Cushner, 2009). Having observed that the experience of immersing into unknown areas outside of one's surroundings has a huge impact on participants in previous research it is thus also of relevance to closer investigate evidence and to study the influences of mobility experiences in this paper. Finally, there is a strong indication that the theoretical conceptions of the characteristics of global citizens and multicultural effective teachers have a lot of similarities. It is therefore of interest to study these two theories and to distinguish the parallels more closely.

1.3 Aim and research questions

The aim of this research is to investigate the aforementioned areas mobility experiences abroad, global citizenship, effective multicultural teacher and to explore the gaps in the less researched territories. Further, the aim is to link the three aspects mobility experiences, global citizenship and effective multicultural teacher, whereas the firstly mentioned element is the dependent variable and the two latter elements constitute the independent ones. The overall intention hereby is *to investigate the effects of mobility experiences on the development of global citizenship characteristics and features in the context of the profession teacher with a focus on multicultural effectiveness*. The interest to shed more light on these areas is justified by the similarities between the features of a global citizen and the characteristics that are necessary to work as an effective multicultural teacher. The guiding research question throughout the whole inquiry is therefore the following one:

How do mobility experiences contribute to the development of global citizenship characteristics, as well as enhance attributes for multicultural effective teachers amongst teacher students?

The current study aims to identify characteristics that are typical for global citizens and also relevant for multicultural effective teachers that can be generated through mobility experiences. The overlapping categories build an interesting basis for a closer investigation *whether* and *how* future teachers show characteristics of being global citizens. It may further reveal their readiness towards diverse classrooms in their task of being multicultural effective teachers. Results of a study of McAllister and Irvine (2010) expose that every individual teacher has a different level of multicultural awareness. The higher the level, the more positive is the association with multicultural competency, non-racist behavior and the understanding of other cultures (McAllister & Irvine, 2010). It is therefore deemed to be important to closely examine teachers' personalities to be able to further progress within that area and to support all actors within the educational sector – teacher educators, teachers, researchers, teacher students and of course as well pupils. Hence the aim is to increase cross-cultural knowledge and skills to prevent school failure for a high number of culturally different students (McAllister & Irvine, 2010).

For the formerly outlined reasons, the focus of this paper lies especially on two areas of investigation that are part of the features of global citizens and similarly relevant for multicultural effective teachers. As a result, the subsequent research questions will be the central drivers of this investigation:

- 1. How do mobility experiences enhance self-awareness?**
- 2. How do mobility experiences further altruism and empathy?**

Both research questions are applied on the personal evaluation and reflection papers of teacher education students from the University of Teacher Education in Zürich, Switzerland, which were part of mobility programs in the year 2015/16. The data has been rendered anonymous prior to the data evaluation. The students' reflections post their experiences abroad will give insight into their experiences and perceptions. The analysis is performed in a qualitative manner in the sense that their reports are read with the aim to reveal distinct patterns of the students' thoughts and reflections while mapping these to the characteristics of global citizenship/effective multicultural teacher characteristics. The underlying analytical framework is the *global citizenship model* of Morais and Ogden (2011) as described in Figure 1, which will be illustrated later on in the outline. In the first research question, the focus lies on the enhancement of self-awareness which is part of the category *global competence* that

stands for a feature of a global citizen and as well for a significant characteristic of a multicultural effective teacher. *Self-Awareness* is understood *in the way that the students recognize own limitations or abilities to successfully engage within intercultural encounters. Respect and sensitivity for other cultural practices, embracement of such diversities, flexibility and open-mindedness towards other cultures are features that are part of the characteristics linked to the notion self-awareness* (Morais & Ogden, 2011). The second research question deals with the reinforcement of the two elements altruism and empathy representing a component of the classification *social responsibility* which also has implications for the profession of a teacher. *Altruism and empathy* imply that *students examine and respect different perspectives and that they are able to construct an ethic of social service to face global and local issues* (Morais & Ogden, 2011). More concretely this should be understood as that *when meeting others, students are sharing their cultural experiences and their knowledge base, they are active in combating cultural stereotypes, they are engaged with people they come in contact with and that they adopt multiple cultural perspectives* (Morais & Ogden, 2011). The indicated global citizenship model will be outlined closer in the upcoming third chapter *Analytical framework*.

1.4 Outline of the study

This thesis is organized in the following order: In a first step, there will be a literature review, followed by the outline of the analytical framework that is based on the theory of global citizenship. Herein, the global citizenship model of Morais and Ogden (2011) will be exposed building the underlying principle of the analytical framework to analyze the data set comprising of the students' evaluation and reflection reports. The following methodology chapter presents and describes the method used in this paper. The consequent fifth chapter aims to create an overview over the empirical setting of the study giving the relevant background information of the setting of the analysis. The subsequent sixth chapter consists of the findings of the analysis. Based on these findings the following discussion attempts to link the outcomes to the initial research questions and to the corresponding literature. The final and eighth chapter will cover the conclusion summing up the research procedure of this paper and discussing future research.

2 Literature review

2.1 The knowledge economy

During the last decades, a clear societal shift has become apparent; namely shifting from an industrial society based on educational principles and driven by policies, towards an ideology dominated by knowledge and linked to economic interests: The *knowledge economy* (Gürüz, 2008).

2.1.1 The need for global citizens

The knowledge driven economy implies one main global challenge, namely educating the upcoming generation in such a way that they become beneficial citizens within and for this society. This means that they have to be employable and productive in this knowledge-driven economy (Gürüz, 2008). It is therefore highly relevant to turn the youth into so-called *global citizens* for the reason of economic advantages, but as well as a contribution to the global security by reducing the present unbalanced inequalities. Such global citizens are seen as highly relevant for the further existence and development of the whole society (Gürüz, 2008). They form and build the basis for the prospect generation and their actions should be on the forefront of all doing. Global citizens are understood as individuals that could possibly solve the great need for highly qualified workers; they have more influence in decision-making within organizations and are skilled in the usage of ICT resources (Paul, 2002; Lundvall & Johnson, 1994). Consequently, the present knowledge economy has one major request: *Higher Education needs to develop new competences that rely more on behavioral characteristics, such as leadership features or problem-solving skills, which empower graduating students to adapt to the changing world* (Paul, 2002). As a result of this tendency, the intention of initial training is no longer perceived as a preparation for a specific occupation, rather as a provision with basic utensils that are adjustable for various professions (Paul, 2002). But how is it then possible to achieve this ambitious goal and to form such global citizens within the higher education sector? A very interesting standpoint that constitutes one possible way of how to acquire such competences is the notion of student mobility experiences. According to Kehm (2005), exchange experiences are procedures that have the potential to strengthen desired basic goals of higher education institutions, namely

the acquisition of basic tools and skills to perform adequately within the knowledge economy. International mobility experiences help on the one hand to develop the personality by widening the horizon of the participating students (Kehm, 2005). Further, they provide individual students with cultural and social knowledge to be prepared for unfamiliar situations and to perform suitably within them (Kehm, 2005). On the other hand, there is the possibility to gain qualifications that foster abilities with regards to employment or working conditions on an international scope, such as for example the improvement of intercultural competences; not to forget the acquisition and advancement of language skills (Kehm, 2005).

2.1.2 The shifting paradigm of learning

Reflecting further on the learning environment abroad through mobility experiences, having the aim to foster specific characteristics, demonstrates that the process of learning undergoes huge changes. The shifting rationales caused by the driving forces of the knowledge economy points to the importance of having the capacity to learn and the ability to perform within a cooperation (Paul, 2002). Since the industrialization *learning* in general evolved into a more strategic process than ever before. For that reason the authors call the contemporary knowledge-centered economy of the first world countries also *learning economies* (Lundvall & Johnson, 1994). It is perceived as a dynamic concept that involves the ability to learn and to increase the knowledge aggregate within scientific or technological institutions but also the implications of learning on the economic systems and on organizational or institutional structures (Lundvall & Johnson, 1994). If one prefers the terminology *knowledge* or *learning economy* depends on one's own reasoning as the distinction is not deemed significant for this paper. More important is the notion of the shifting paradigm of the society, which aims at gaining a set of competences through educational practices being rather independent of the field of study of the students (Paul, 2002).

2.2 Global citizenship

Keeping the strong societal shift from ideological and political driving mechanisms towards guiding economic forces in mind, it is of interest to have a closer look at the kind of people these mechanisms require to ensure a prosperous society. What characteristics are needed in circumstances where no longer solely the aspect of education, but rather the link to economic benefits seems to be significant? The herein mentioned global citizen is seen as an important

key factor to effectively function in the dynamic and knowledge driven environments (Gürüz, 2008). But what exactly is global citizenship then? This chapter aims to shed light on the answers to this question.

2.2.1 Global citizenship versus cosmopolitanism

While studying previous research and literature it is observable that there are various and interchangeable notions used to describe the same kind of phenomenon: The world has become and will become increasingly interconnected, which leads to increased exposure to various cultures and the possibilities of developing so-called global identities (Reysen & Katzarska-Miller, 2013). There are a lot of different attributes to describe this interconnected form of citizenship as for example *global*, *world*, *earth*, *cosmopolitan* or *universal*. There are some researchers suggesting clear distinctions between the terminologies, but they are considered as not being relevant for this research (Reysen & Katzarska-Miller, 2013). The focus lies therefore solely on global citizens. This term has its roots in *cosmopolitanism*, which comes from the Greek *kosmopolitês* and means world citizen (Cameron, 2014). Even though *cosmopolitan* seems to be more used in theoretical debates about moral duties in the world, there are some other associations that are completely contrasting, such as the fashion magazine or the famous Martini cocktail (Cameron, 2014). *Global citizenship* is more linked to concrete actions and attributes in comparison to the theory-loaded and abstract concept of cosmopolitanism (Cameron, 2014). Both terms seem to become more and more relevant, but they are also provoking confusion in their use. For this reason and to further advance the discussion in the scope of the thesis, the focus lies exclusively on the notion of global citizenship.

2.2.2 What belongs to the realm of a global citizen?

Global citizenship is a construct dealing with a global phenomenon, namely the aspect of citizenship. Even though citizenship is a well-known conception, it is relevant to further differentiate its meaning within that scope. A citizen is usually referring to a national or regional identity, where individuals have special rights or duties under a specific government (Noddings, 2005). McIntosh (2005) takes this definition further and adds the responsibilities and privileges of a person within a political system that demands loyalty in exchange for protection. Citizenship therefore often evokes associations of a more formal understanding,

which is connected to legal issues, such as rights and duties (Killick, 2012). But if one tries to apply this to the notion of a global citizen, there is not only one global government which all individuals are equally linked to (Noddings, 2005). McIntosh (2005) raises the question of how such a membership on a political and social level can be interpreted when it includes the whole globe. This stimulates a lot of other reflections, such as if there is really a global way of life? Or what should be put first: National or global concerns? Undeniably, it is clear that *citizenship* goes beyond the notion of where one lives and what obligations are linked to those circumstances (Noddings, 2005). It can be understood as *a citizen of a specific area that has an interest or concern in the welfare of that place and of its inhabitants* (Noddings, 2005). It is also oriented towards the aspect of living, but more focusing on residing amongst others in a globalized world with different viewpoints, morals, norms and objectives (Killick, 2012). The idea of what belongs to the living area of a citizenship has to be expanded of being part of the whole world. What is more, within that scope, affection, respect, care and concern for all beings have to be considered (McIntosh, 2005). It stands therefore for *habits of mind, heart, body and soul that have the intention to create a network of relationships across diversities, while maintaining and developing one's own identity and integrity* (McIntosh, 2005). The indicated aspects of identity (“who am I?”) are closely interrelated with the factors of agency (“what can I?”). Thus, such a citizenship entails that how people perceive themselves in the world has a direct influence on their acting in the globe (Killick, 2012, p. 373). Due to the fact that one's own identity and the personal agency are intertwined elements, they shape the whole context of human beings where diverse morals, norms and beliefs are acknowledged (Killick, 2012). Additional previous research with regards to global citizenship reveals similarities to Killick's highlighted components *identity* and *agency*. Reysen and Katzarska-Miller (2013) suggest in a tangible explanation that global citizenship is defined as **consciousness, care and encouragement of cultural diversity, while at the same time supporting social justice and securing sustainability. The underlying principle of all human doing is a sense of responsibility to act (Reysen & Katzarska-Miller, 2013)**. For this research, this last outlined definition of Reysen and Katzarska-Miller (2013) will be used as the core narrative for the conception of a global citizen.

2.3 International student mobility

International student mobility experiences are possible sources to stimulate the formation of characteristics that are typical for a global citizen. Thus, they may also be indispensable or at least critical in the present knowledge economy. Postulating this, it is of interest to have a closer look at the phenomenon *international student mobility experiences*. In a first step, it is relevant to clarify the terminology for the further use within that investigation. *International mobility of students* is understood as *the reception of foreign students and the sending of local ones abroad* (Kehm, 2005). According to the UNESCO and within the dynamics of mobility patterns, the understanding of an *international student* is an *individual which is enrolled at a higher education institution in a country where he or she is not permanently resident* (Gürüz, 2008). There are various national understandings of the term *foreign* or *international student*. For example, in the country of focus in this thesis, Switzerland, it refers to non-Swiss citizens, thus including residents that are permanent (Gürüz, 2008). For the scope of this thesis *international students are understood as individuals that reside in the German part of Switzerland who are enrolled at higher education institutions outside of their known contexts for a certain period of time*. This may thus as well include students that stay within the Swiss borders, but who are registered in education programs that take place in the non-mother tongue language French.

2.3.1 Influencing factors and trends linked to student mobility experiences

Keeping in mind that mobility experiences are stimulators to acquire global citizenship characteristics it is relevant to further deepen the broad area of international student mobility experiences. In this chapter, the perspective lies on influencing factors and trends that impact and embed such mobility experiences. As a starting point and taking a closer look at the term *inter-nation*, one can understand it as the relationships between and among nations, individuals, systems and cultures (Knight, 2004). Attaching the suffix “-ization” to the adjective *international* leads to the related and widely used concept of *internationalization*. This particular ending implies that it is a process of change (Knight, 2014). The reason for the elaboration of that terminology is that according to Knight (2014), *the process of internationalization is a changing factor of the educational sphere*. Taking this into account it seems important to reflect shortly upon that broadly used but difficult to grasp term. The

terminology contains some challenges if one tries to reveal the concrete meaning; it stands for diverse things to individuals, institutional organizations and nations (Knight, 2014). There is a need to express it generically enough to be suitable to different countries, cultures and educational systems but without standardizing the internationalization processes around the world (Knight, 2014). Rationales, benefits, actors, outcomes and stakeholders linked to internationalization vary extremely across different regions or within various institutions (Knight, 2014). For the purpose of this thesis *internationalization* within the field of education is defined as *a procedure that integrates an international, intercultural or global scope into the objectives, functions or services of that education* (Knight, 2014, p.2).

2.3.2 Internationalization and global citizenship

At this point it is interesting to reflect back to the notion of global citizens to be able to reveal possible links between processes of internationalization and the existence of global citizens. Doing that, it becomes evident that such outlined internationalization tendencies within the educational field and the internationally oriented beliefs connected to them are elements that possibly contribute to the formation of global citizens. Taking it a step further and keeping in mind that internationalization is limited to the educational arena in this thesis: How is then international student mobility, being integral to the education system, influenced by the internationalization tendencies? According to Kehm (2005) international student mobility is perceived as a relevant sign for the degree of internationalization, especially within the higher education arena. In addition, it is therefore also an indication for a possible source and creation of future global citizens that are relevant for the knowledge economy. It is however important to mention that the aspect of student mobility is not a recent phenomenon. Throughout centuries it has been common that students and scholars were moving around with the aim to collect new ideas, spread their own philosophical/religious beliefs, share their political thoughts and cultural ideals and conduct or receive education/research (Gürüz, 2008). Rulers protected and invited students and scholars for the reason that they were stimulating the local economy, strengthening the resident workforce, as well as advancing the intellectual abilities of the court (Gürüz, 2008). The mentioned drivers for early academic mobility on an international level are nowadays still the same. However, as stated previously there are additional drivers caused by the rationales of the knowledge economy (Gürüz, 2008). During the last decades, there was a clear shift in the process of such mobility experiences from rather unorganized or self-organized forms to a variety of different possibilities integrated in study

programs (Kehm, 2005). It is evident that the general trend is a strong increase in the global number of foreign students in higher education since the second half of the twentieth century (Gürüz, 2008). According to Tiessen and Huish (2014), the increasing popularity of such international learning opportunities reflects the desire to enlarge the educational setting beyond the institutional walls. Besides, it is a possibility to expand minds and open up the scope of learning settings by creating classrooms and identities that encompass a global range. The previously mentioned growth ranges from 1950 with 110'000 participants towards 2002 with 2.10 million enrollments up to a future projection of the year 2025, where according to different sources 5 to 8 million participants are expected in mobility programs (Gürüz, 2008). It is going to be interesting to follow up the dynamics of such experiences and to investigate the impacts of this ever-growing global fusion and junction.

2.4 The field of education within the global tendencies

Further narrowing down the topic of global citizenship and transferring it to the educational arena makes it apparent that teachers can and should have an influence on their students. Teachers play a crucial role in increasing the know-how of the upcoming generation to better understand the world and to generate drivers to collaboratively resolve global issues (Cushner, 2009). Before further elaborating that specific area, it is relevant to focus on the setting where the data for this thesis was collected. Keeping in mind that the tendency of developing global citizens is a worldwide phenomenon, it is still of interest to reflect the background of this research. The focus lies therefore in a first step on the Swiss context to investigate the relevance of the conception of global citizenship in school practices.

2.4.1 Reviewing the Swiss school context in light of the global developments

In Switzerland, the principles of global citizenship are becoming increasingly visible within the educational arena as seen for example in the recently established curriculum called *Lehrplan 21* (Lehrplan 21, 2015). This is an inclusive curriculum for all education on primary school level in the twenty-one German and multilingual speaking cantons (Lehrplan 21, 2015). At this point it is important to make a short excursus to better understand the Swiss case. Switzerland is consisting of twenty-six equal cantons that can be understood as separate

states, which individually regulate the political affairs that are not part of the federal constitution. Before the Lehrplan 21 existed, there used to be a different primary school curriculum for each canton. With regards to this newly established Lehrplan 21 (2015), the following excerpt illustrates the previously mentioned tendency towards global citizenship ideals: *Education of sustainable development is understood as a key of our future society, which is influenced by economic and environmental factors within a specific time frame and a local to global scope.* Besides, themes like politics, democracy, human rights, natural resources, global development, peace, cultural identities and intercultural communication represent significant rationales of the global citizenship conception that are included in the curriculum. It is apparent that future trends indicate and consider the ever-growing importance of pupils that have to be prepared to enter the global sphere. At the present stage, it is unclear if the newly established rationales of global citizenship are able to keep pace with the universal globalizing tendencies. Other nations, as for example the British case, already show a well-established education noticeably focusing on global citizenship and the preparation of pupils towards their existence in the global society. As stated in a guide for schools concerned with a curriculum for global citizens that was published by Oxfam, it is believed that young people's learning, their cognition and actions – in the present time and for the future existence – are fundamental to the realization of a more secure, fair and sustainable oriented global future (Oxfam, 2015). For that reason, the school has the important task to enable a development of young people's skills to behave as responsible agents in a transforming and dynamic future and to take a critical stance of one's own role (Oxfam, 2015). Children should get the chance to develop the understanding, abilities, values and attitudes that are needed to fully participate in the evermore interconnected globalized world (Oxfam, 2015). This comparison between Switzerland and Great Britain shows that Switzerland seems to be on a similar track with their more inclusive and global oriented educational intentions whilst there is room to argue that there is still room to catch up with other nations such as Britain. Only time will reveal the success or failure of this implemented strategic change and the achieved gains.

2.4.2 The role of teachers in the global dynamics

The global education aims that deal with the formation of the trajectories of pupils create a relevant link to the stakeholders in charge of educational affairs, the teaching staff. What exactly is the role of teachers within these dynamic environments? It seems apparent that the

younger the pupils become prepared for the awaiting world, the more successfully they will be at integrating themselves into those circumstances. Cushner (2009) underlines this thought and mentions that teachers of the present century have to support their students with the aim that they are able to operate effectively in the global arena, as well as that they make their own contributions. Within the global knowledge economy it is therefore highly relevant that teachers are on the one side aware of their own perception and stance when it comes to their personal role of being a member of the global sphere. On the other side, it is important to sharpen the consciousness of teaching staff with regards to their influence on the development of pupils' trajectories which in turn prepares them for the global arena.

2.4.3 The multicultural school environment: Calling for effective multicultural teachers

The relevant role of teachers makes it significant to shift the focus to their working surrounding. There is an additional factor coming along with the global tendencies which has also an influence on the activities of teachers: The present reality of multicultural school environments. Observing that there is a dynamic of rapidly changing ethnic and cultural composition of schools it is important to consider this component as well (Santoro & Major, 2012). Teachers in multicultural classrooms are facing challenges in generating a school environment that reaches all kind of pupils, especially the ones from lower socioeconomic background or of minority color (McAllister & Irvine, 2010). To become an effective teacher within such diverse conditions, it is essential that they are aware of their personal worldviews as basis to be able to understand the ones of their students as well. What is more, they have to recognize their own racism and biases, they should be aware of their students' cultures and they need to develop a perception of the world through diverse cultural lenses (McAllister & Irvine, 2010). There are different voices claiming that the field of teacher education does not sufficiently prepare teachers to work with cultural diversities or that global issues are not addressed adequately in such education programs (Cushner, 2009). Santoro and Major (2012) underline this thought and they claim that teacher education has to provide teachers with skills to work in culturally diverse contexts. In addition to that, it is important to emphasize that the majority of teacher education students or teachers often spend time with people of their own racial or ethnic group. As a result, teachers or becoming teachers live in completely different worlds than the students they are in charge of (Cushner, 2009). Thus, all the mentioned arguments highlight the fact that teachers need support when they are confronted with the

challenges of becoming multicultural effective teachers within classrooms of huge diversity (McAllister & Irvine, 2010).

2.4.4 How to become an effective multicultural teacher?

How is it possible to prepare prospective teachers for the awaiting and challenging educational surroundings? Most common practices to try to stimulate intercultural knowledge of teachers are field work experiences in culturally diverse settings, as for example in urban schools (Cushner, 2009). However, there are studies that show a limited effect on enhancing intercultural sensitivity through such approaches (Cushner, 2009). The reason behind is another impacting component that affects the ability to become such multicultural effective teachers. This component being that prior knowledge seems to have a huge influence on the success of new learning processes (Cushner, 2009). This can have implications on the intercultural development of teacher education students/teachers that have limited international experiences of their own (Cushner, 2009). While most of the teaching staff is proficient in the subject matter they are educated in, they might lack vital prior knowledge, attitudes or skills that are crucial to teach towards a global and multicultural standpoint (Cushner, 2009). Hereby it is insightful to have a look at Cushner's (2009) stance where he argues that study abroad experiences are possibilities to provide individuals with the necessary prior knowledge that facilitates their capacity to learn more about the globe and to become effective on an intercultural level. There is a need to have an experiential component in teacher education programs, which is an opportunity to let future teachers examine their own personalities, their attitudes towards others and supports them in fostering their intercultural competences (Cushner, 2009). Such a preparation for culturally diverse environments includes a fundamental transformation of people's views and perspectives that exceeds only giving information about foreign cultures (Cushner, 2009). Other research underlines that aspect and makes evident that the most effective way of gaining competences required for working amongst cultures different than the known one demands major, direct and personal interaction with contexts and individuals that are different than the familiar ones (Cushner, 2009). There is increasing evidence that for a significant impact, such experiences need to be outside of one's own and known area. In contrast, while staying in domestic settings that are solely culturally diverse they view the school context through the same cultural filters and preconceptions they have been socialized with. As a consequence, they see the school within a cultural paradigm they feel comfortable with on the grounds that schools

typically look alike (Cushner, 2009). For that reason thus, students are not able to fully examine their own beliefs and assumptions in domestic settings. With the intention to develop students' intercultural competences, they must therefore be designed in such a way that the participants cannot *return to normalcy* to explain things they are exposed to (Crushner, 2009). Therefore, they have to travel outside the domestic borders to really have a transformative experience.

After having outlined the literature review, it is in the subsequent chapter of interest to further deepen the understanding of the notion global citizenship. Hereby, the analytical framework of this thesis will be in special focus, which is based on the global citizenship conception of Morais and Ogden (2011). A comparison of the two conceptions global citizenship and multicultural effective teacher follows. This is of importance to highlight the similarities of the characteristics of these two terminologies which build the basis for the choice of the research questions.

3 Analytical framework

The underlying analytical framework for this thesis is built on the conception of global citizenship. In the following outline, the theory behind this research will be presented to further deepen the notion and to create the final analytical framework. As a reminder, global citizenship herein is defined according to Reysen and Katzarska-Miller (2013) and means *consciousness, care and encouragement of cultural diversity, while at the same time supporting social justice and securing sustainability. The underlying principle of all human doing is a sense of responsibility to act* (Reysen & Katzarska-Miller, 2013).

3.1 Global citizenship

In the following paragraph the relevant model linked to the conception of global citizenship will be presented closer. The underlying concept for the analytical framework is the so-called *global citizenship conceptual model* from Morais and Ogden (2011).

3.1.1 Global citizenship conceptual model according to Morais and Ogden (2011)

There are three main components that form the conception of global citizenship as visible in Figure 1 below: Social responsibility, global competence and global civic engagement.

Social responsibility is understood as *the observed level of interdependence or social concern towards others, the society and the environment* (Morais & Ogden, 2011). This means that individuals are able to evaluate social matters and cases of injustice or disparity. They further respect various perspectives and construct their own ethical understanding to address so-called *glocal* – local and global - issues. What is more, they comprehend the interrelation between local actions and the consequences on a global scale (Morais & Ogden, 2011).

Global competence refers to *having an open mind and showing an active engagement in understanding different cultural values and beliefs*. Further, this knowledge can be transferred into efficient interaction and working skills outside one's known environment (Morais & Ogden, 2011). Global competent people know their own limitations and capacities in intercultural confrontations and they show interest in global issues and happenings (Morais & Ogden, 2011).

Global civic engagement means an *active involvement in communities that deal with local, national or global matters, whereas a response in form of action (politics, volunteerism etc.) and participation is expected* (Morais & Ogden, 2011). Examples are volunteer work or assistance in global civic organizations. What is more, it is anticipated that they build their political voice through the joint use of their global knowledge and skills, which allows them to engage in local issues that stimulate the progress of a global agenda (Morais & Ogden, 2011).

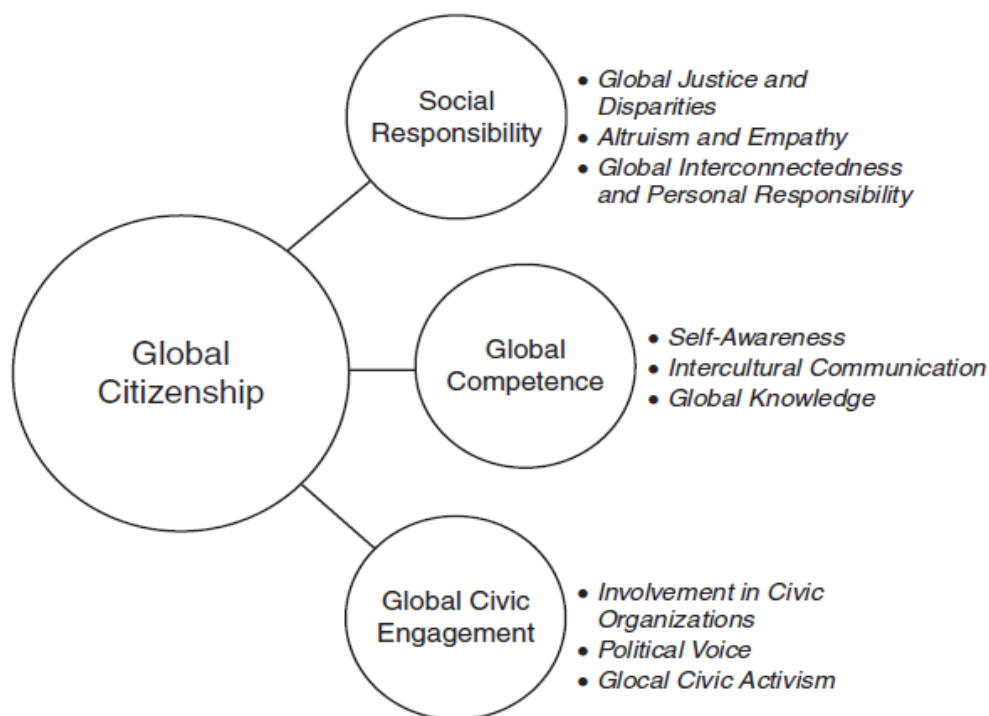


Figure 1: Global citizenship conceptual model (Morais & Ogden, 2011)

This model is suitable for this research due to the reason that the represented categories are clearly and understandably formulated. Also, the three domains are appropriate for the scope of this research; there is the possibility to apply the concept on an individual level of investigation as in this inquiry that examines the subjective views reflected in student reflection papers serving as the analysis data for this thesis. What is more, there is a harmony between the model and the underlying definition of global citizenship according to the authors Reysen and Katzarska-Miller (2013) and the conceptual model of Morais and Ogden (2011). With regards to the former, awareness and encouragement of cultural diversity, social justice, sustainability and responsibility of actions are the key elements of their definition. All the mentioned main components of this definition are included in the conceptual model of Morais

and Ogden (2011). This harmony will be made better visible in the concrete outline of the individual categories which follows in the subsequent chapters.

3.1.2 Comparing the characteristics of effective multicultural teachers and global citizens

There is a resemblance between the aspects of the conception of global citizenship according to Morais and Ogden (2011) and the characteristics that are typical for multicultural effective teachers. The latter have been outlined in the previous chapter *2.4.3 The multicultural school environment: Calling for effective multicultural teachers*. It is insightful to reflect the indicated elements of global citizenship and effective multicultural teachers and to compare them with each other. Having a look at the Figure 1 social responsibility, one of the three categories of the concept of Morais and Ogden (2011), says that a global citizen shows altruism and empathy. This means that he or she respects diverse perspectives, adopts multicultural stances and constructs an ethic of social service to be able to address global issues (Morais & Ogden, 2011). This altruism and empathy component is mirrored in the characteristics of an effective teacher, which includes the recognition of the own biases/racisms and the global perception with different cultural lenses (McAllister & Irvine, 2010). The global competence category of Morais and Ogden (2011) that contains self-awareness as an important feature of a global citizen is likewise apparent in the requirement of an effective teacher, which has to be conscious of the personal worldview in order to understand the ones of the pupils (McAllister & Irvine, 2010). Teachers further have to develop cross-cultural competences that facilitate them to work efficiently when facing cultural diverse classrooms. Hereby, being cross-culturally competent should be understood as an individual that has a high level of intercultural skills and whose mind is open toward different cultures (McAllister & Irvine, 2010). This demand is comparable to the global competence category developed by Morais and Ogden (2011), which is defined as having an open mind towards cultural norms and values of others, as well as showing the ability of a high level of intercultural communication skills. According to McAllister and Irvine (2010) an intercultural person is considered as someone who has an intellectual and emotional commitment towards the unity of human beings and acknowledges and appreciates varieties between individuals with different cultural backgrounds. This statement is reflected in the social responsibility element through respecting different perspectives, which is part of the global citizenship model (Morais & Ogden, 2011). What is more, a multicultural effective

person possesses an attitude to stand against discrimination, which is comparable to the characteristics of a global citizen, who is able to identify global injustice and has the possibility to stand against it (McAllister & Irvine, 2010). Last but not least, an intercultural person has a high level of social action skills, which is integrated into the domain of acting with social responsibility, as well as having global competence in knowing about world issues (McAllister & Irvine, 2010; Morais & Ogden, 2011).

3.1.3 Thematic coding scheme

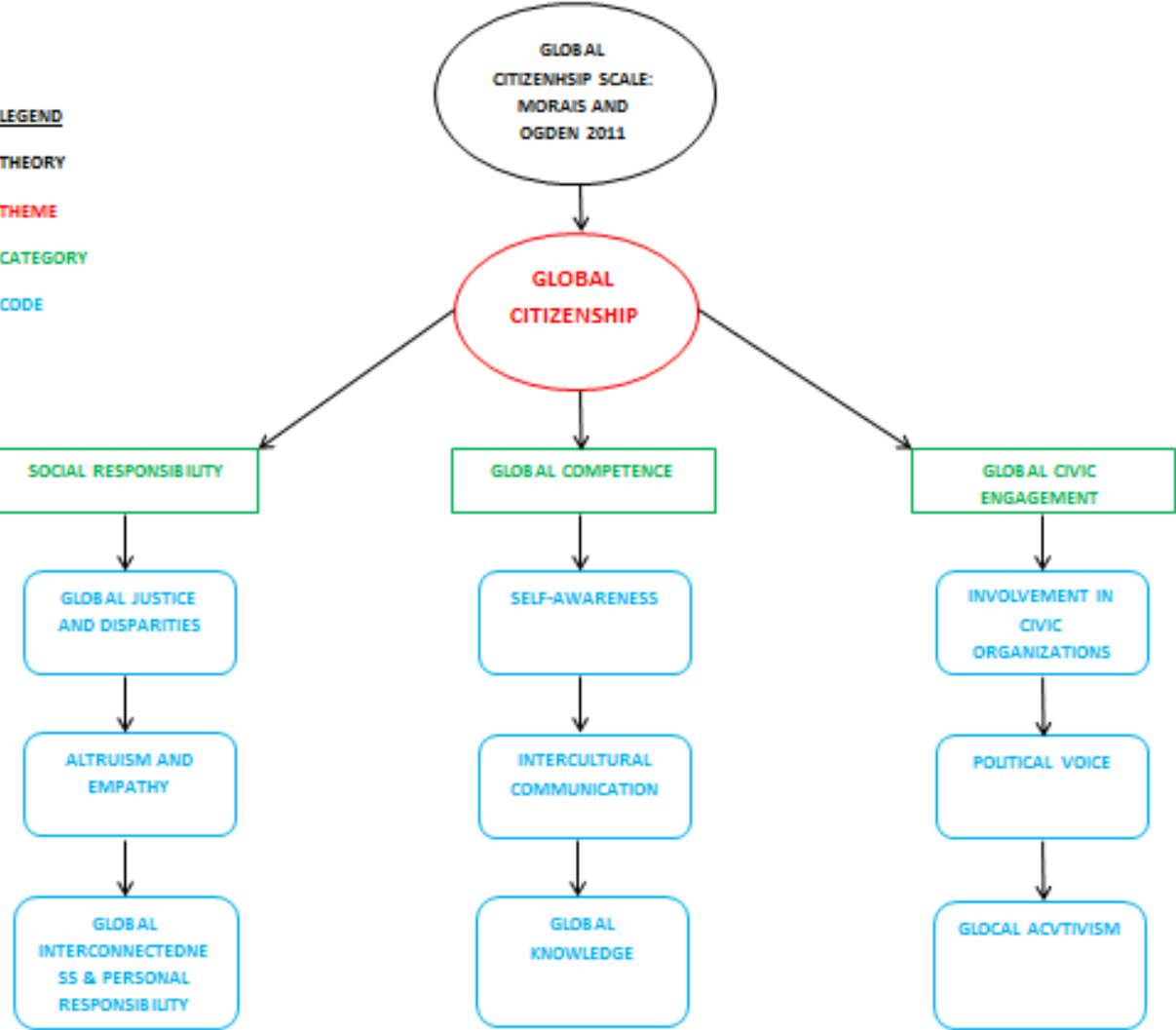


Figure 2: Thematic coding scheme according to the conception of global citizenship (adapted from Morais & Ogden, 2011)

The outlined scheme (Figure 2) builds the underlying tool to analyze the data. It is designed according to Saldaña’s (2009) method, which will be outlined further in the subsequent chapter 4.3.3 *Saldaña’s (2009) thematic coding scheme*.

It is clearly visible how the topmost element in the Figure 2 - *theory*, according to Morais and Ogden (2011) - has been narrowed down into a specific theme: Global citizenship. The three categories related to global citizenship are visible underneath in the square: Social responsibility, global competence and global civic engagement. The last components are the three codes linked to each of the categories, which build the basis for the investigation of the sources. Illustrating one example - the category social responsibility - the three codes are the following ones: Global justice and disparities, altruism and empathy and global interconnectedness and personal responsibility. The whole procedure will be explained in detail in chapter 4.2 *Data collection* and 4.3 *Data analysis*.

3.2 Operationalization of categories

The categories according to Morais and Ogden (2011) that build the underlying analytical framework will be outlined in a more detailed way in this chapter. Subsequently, the codes that are used for the analysis of the documents will be presented to get a deeper overall understanding of the analytical procedure. Within the software Nvivo that has been used to code the data-set, codes are so-called Nodes (Bryman, 2012). This will be further outlined in the fourth chapter *Methods*. All the codes/nodes are based on the theory of Morais and Ogden (2011).

Social responsibility

“Social responsibility is the perceived level of interdependence and social concern to others, to the society and to the environment (Morais & Ogden, 2011).”

| Code | Nodes |
|--|---|
| <p>Global justice and disparities</p> <p>“Students evaluate social issues and identify instances and examples of global injustice</p> | <p>Acknowledge that global disparities exist in the world.</p> <p>Recognize one`s own privilege in the world.</p> |

| | |
|--|--|
| and disparity.” | |
| <p>Altruism and empathy</p> <p>“Students examine and respect diverse perspectives and construct an ethic of social service to address global and local issues.”</p> | <p>When meeting people talk about cultural experiences and share knowledge base.</p> <p>Take an active role in combating cultural stereotypes.</p> <p>Be engaged with people you come in contact with, talk about it.</p> <p>Adopt multiple cultural perspectives.</p> |
| <p>Global interconnectedness and personal responsibility</p> <p>“Students understand the interconnectedness between local behaviors and their global consequences.”</p> | <p>Strive to minimize ignorance and confront narrow-mindedness.</p> <p>Pay attention to the state of the globe and remember that we are borrowing from our children.</p> |

Table 1: Social responsibility (Morais & Ogden, 2011)

Global competence

“Global competence means having an open mind while actively seeking to understand others’ cultural norms and expectations and leveraging this knowledge to interact, communicate, and work effectively outside one’s environment (Morais & Ogden, 2011).”

| Code | Nodes |
|--|--|
| <p>Self-awareness</p> <p>“Students recognize their own limitations and ability to engage successfully in an intercultural encounter.”</p> | <p>Have humility, sensitivity, and respect for other cultural practices.</p> <p>Understand the importance of diversity and embrace the diversity of other living conditions.</p> <p>Be adaptable, flexible, and open-minded to</p> |

| | |
|---|--|
| | living in other cultures. |
| <p>Intercultural communication</p> <p>“Students demonstrate an array of intercultural communication skills and have the ability to engage successfully in intercultural encounters.”</p> | <p>Be able to speak other languages.</p> <p>Expand repertoire of communication and nonverbal skills.</p> |
| <p>Global knowledge</p> <p>“Students display interest and knowledge about world issues and events.”</p> | <p>Understand how national policies impact national conditions elsewhere.</p> <p>Be able to identify commonalities and differences across cultures.</p> <p>Have knowledge of the history, politics, religion, and major environmental issues of the destination.</p> |

Table 2: Global competence (Morais & Ogden, 2011)

Global civic engagement

“Global civic engagement stands for the demonstration of action and/or predisposition toward recognizing local, state, national, and global community issues and responding through actions such as volunteerism, political activism, and community participation (Morais & Ogden, 2011).”

| Code | Nodes |
|---|---|
| <p>Involvement in civic organizations</p> <p>“Students engage in or contribute to volunteer work or assistance in global civic organizations.”</p> | <p>Build connections with people who have less power to help themselves.</p> <p>Engage in international mission trips and volunteer work.</p> <p>Join organizations and student clubs that represent other cultural backgrounds and</p> |

| | |
|--|---|
| | <p>Traditions.</p> <p>Recognize that it is not just about helping others, but to understand empathetically.</p> |
| <p>Political voice</p> <p>“Students construct their political voice by synthesizing their global knowledge and experiences in the public domain.”</p> | <p>Write to local and national leaders about important public policy issues.</p> |
| <p>Glocal civic activism</p> <p>“Students engage in purposeful local behaviors that advance global agendas.”</p> | <p>Reduce greenhouse gas and invest in renewable energy sources.</p> <p>Seek out individuals of other cultures who would be open to interacting one on one.</p> <p>Choose a cause, concentrate energy there to make an impact, make a difference.</p> |

Table 3: Global civic engagement (Morais & Ogden, 2011)

4 Methodology

4.1 Research design and selection of case

The research design of the study is a qualitative research based on a thematic analysis of student reports. Both notions *thematic analysis and qualitative research* will be revealed closer at later stages in the outline. There are two main indicators pointing towards a cross-sectional design study according to Bryman (2012, p.59). First, there is a rather large n (=number) due to the fifty-six documents in focus, which is a typical characteristic for a cross-sectional design (Bryman, 2012, p.63). As Bryman (2012, p.63) states, in qualitative research strategies with a cross-sectional design, there is a need for a quite large sample. Additional details with regards to the sample and the population will be outlined later on. However, having a look at the response rate in this research gives an indication about the representativeness of the achieved sample, which is in this study about 65%, as visible in the formula below in Figure 3 (Bryman, 2012, p.199).

| |
|---|
| $\frac{\text{Number of usable reports (=56)}}{\text{Total sample (- uncontactable members of the sample) (=86)}} \times 100 = 65\%$ |
|---|

Figure 3: Formula response rate (Bryman, 2012, p.199)

There are a lot of discussions about the desired percentage – some researchers accept rates below 30%, others imply that it has to be above 50% - and for the reason of disagreement, this number of 65% which is above the mentioned rates, is considered as an acceptable rate for the study.

Second, there is the intention to look for patterns of association between the variables (Bryman, 2012, p.59). This means that the focus of the data analysis lies on relationships between the concepts of investigation, in this case student mobility experiences, global citizenship features and multicultural effective teacher characteristics (Bryman, 2012, p.59). However, it should be noted that the use of cross-sectional design studies is usually a quantitative research strategy (Bryman, 2012, p.62). This intention to quantify the data-set does not apply to this research. However, there are some qualitative research designs that

entail forms of cross-sectional design as also visible in the two characteristics of this research – large sample number and the intention to look for patterns of association between the variables - that represent features of a cross-sectional design (Bryman, 2012, p.62). The data collection and the analytical procedure are pursued with a qualitative research approach. This standpoint implies that the outcome will be a wealth of rather detailed information about a smaller number of people and cases. As a consequence, the depth of the research and the understanding of the cases are profound but not further generalizable (Patton, 2012). A mixture between an inductive and a deductive approach will be applied. Using an inductive stance, the processes of data collection and analysis will be pursued through specific observations that build the basis to detect patterns in an explorative way. As a result, it leads to conclusions in a more general form (Bryman, 2012). In the deductive approach the research design and the collection of data with its analysis will be guided by theory. What is more, the underlying theory enables a narrowing down from a rather general reasoning towards a more concrete formulation of a hypothesis, which can be tested through particular observations (Bryman, 2012). When it comes to the epistemological consideration, which is the question about suitable knowledge, *interpretivism* is the fundamental idea behind the study (Bryman, 2012). This term implies a *critical stance towards the application of solely scientific models to the study of the social world*. Consequently, it deals with the empathetic understanding of social actions and tries to shed light on the subjective meaning of an individual behavior (Bryman, 2012). Regarding the ontological perspective, which is concerned with the nature of social units, the orientation is based on *constructionism* (Bryman, 2012). Constructionism entails *that social phenomena and their meanings are produced by social actors and that they are in a permanent state of change* (Bryman, 2012). In this research and through the analysis of student reports, the underlying thought is that every student constructs an own meaning and understanding; in this case of the mobility experience.

4.2 Data collection

4.2.1 Sample and population

Sample

The sample consists of fifty-six Bachelor students from the University of Teacher Education in Zürich - *Pädagogische Hochschule Zürich* - who were in the last semester of their Bachelor studies when conducting the reflective feedback exercise. All the participants were enrolled in different courses of study: Pre-primary (Kindergarten/Kindergarten and 1st to 3rd class), primary (1st to 6th class) and secondary (7th to 9th/9th to 12th class) (PHZH, n.d.). What is more, they were part of a mobility experience abroad in the year 2015/2016. The total number of participants that went abroad in this period was eighty-six (C. Moser, personal communication, June 17, 2016). This difference between the total amount and the actual sample will be closer revealed in the next chapter 4.2.2 *Sampling technique*. Interesting at this point is that the total amount of students at the *Pädagogische Hochschule Zürich* in the year 2015/2016 was 3001 students (C. Moser, personal communication, June 17, 2016). This implies that the percentage of participants in the mobility program in the year 2015/2016 is about 2.9 % of the total amount of enrolled students. Further, it indicates that the research is solely applicable to a rather low number of students at the institution.

Distribution of the sample: *Attribute destination*

The highest number of respondents were participants in the so-called Swiss-European Mobility Program (SEMP) that takes place within the European context. For the overall understanding of the situation within Europe and to clarify the term SEM, it is relevant to make a short excursus. SEM refers to a newly established solution that deals with the political specialty of Switzerland within Europe. Due to the fact that Switzerland has been suspended from their participation rights as a full member in the Erasmus Program by the European Commission, this interim solution of indirect involvement has been developed (UZH, 2015). Reason for that resolution was a referendum in the direct democratic Swiss system dealing with the aspect of *mass immigration* in February 2014 (UZH, 2015).

Going back to the other destinations that exist besides the previously mentioned European context, there were participants travelling overseas (USA, Canada, Australia, China,

Singapore and Brazil) or staying within Switzerland for an inland exchange to learn French. The detailed distribution is visible in the Table 4 below, which includes a comparison of the choices of destinations between the number of all participants and the actual number of the used sample of students (C. Moser, personal communication, June 17, 2016).

| | SEMP / Europe | Switzerland | Oversea | Total |
|--------------------------------------|---------------|-------------|---------|-------|
| Total Number of Participants | 56 | 9 | 21 | 86 |
| Number of Participants in the Sample | 32 | 7 | 17 | 56 |

Table 4: Distribution according to destinations: Total number of participants versus number of used sample (C. Moser, personal communication, June 17, 2016)

The subsequent Figure 4 deepens the distribution of the year 2015/2016 and shows the exact range of the chosen destinations of the sample in focus.

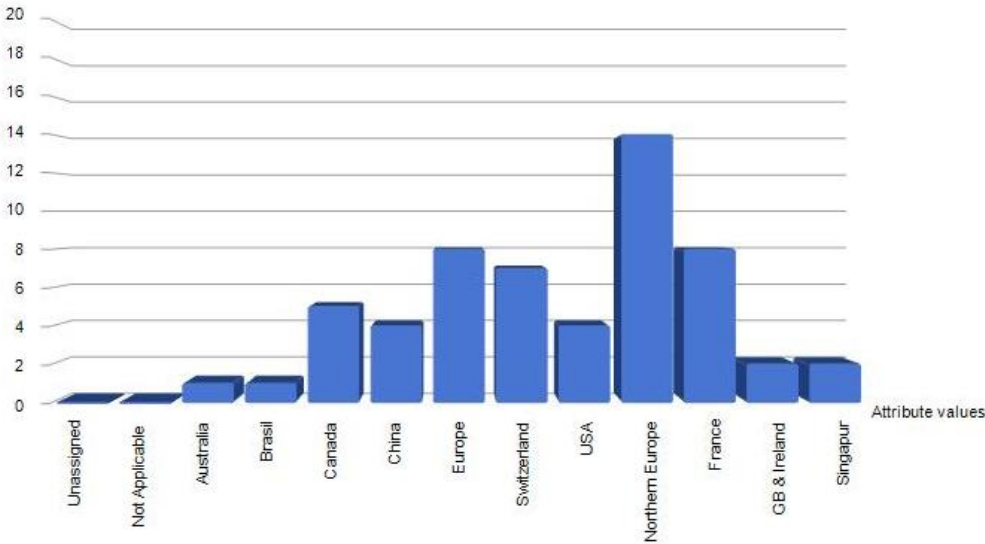


Figure 4: Distribution according to the attribute destination in the software Nvivo

Distribution of the sample: *Attribute gender*

The distribution according to the gender gets visible in the Figure 5, which follows subsequently. The category *not applicable* indicates that the gender was not identifiable within those reports. Hereby, it is obvious that the number of female students is remarkably higher compared to the male participants, which is a rather typical tendency for Teacher Education students in general.

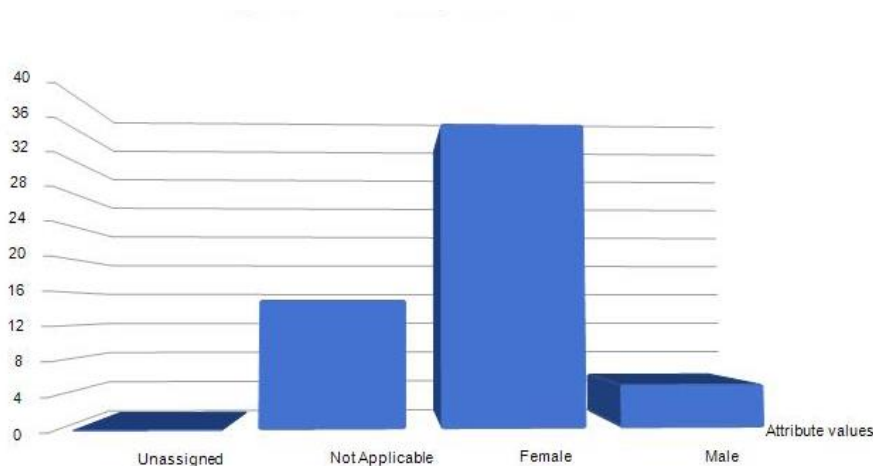


Figure 5: Distribution according to the attribute gender in the Software Nvivo

Population

The population of this research includes all Teacher Education students in the Swiss context that were part of a mobility experience. Such a mobility experience within this research is understood as a period of time that lasts for a semester. Further, the range of destinations is within the European area, it includes further overseas locations, as well as experiences within the Swiss borders, due to the reason that there are different official languages in the country of inquiry.

4.2.2 Sampling technique

The technique to get access to the data is a purposeful approach, meaning that it is a non-probability sampling technique (Bryman, 2012). The intention hereby is to sample participants in a strategic way so that they are relevant for the research question in focus (Bryman, 2012). What is more and with the use of one specific institution, the sampling

procedure shows also traces of a convenience sampling (Bryman, 2012). Such a technique refers to the virtue of accessibility, which is in this research the data-set of the Pädagogische Hochschule Zürich. It is important to add that at the point of the data analysis of this thesis not all of the reports were available. For that reason, fifty-six out of eighty-six reports in total were analyzed. According to Bryman (2012), researchers usually want to ensure a huge diversity in their sample to have different individuals with specific characteristics that are significant for the research question in focus. There is consequently a claim, that through a non-probability sampling approach that shows characteristics of purposeful and convenient techniques, such diversity is lacking (Bryman, 2012). However, the n (=evaluation reports of students) within this research is still rather high and also diverse because of the varied distribution of the destinations of choice and the different represented study fields of the participants. What is more, the Pädagogische Hochschule Zürich has a huge diversity of students that come from all over around Zürich, such as some examples visualize: They are residing in the city/on the country side, the age group ranges from below 20 years up to mid-forties, all the participants show a variety of educational and ethnic backgrounds. In addition, while conducting the analysis, it became evident that after a while the categories of investigation reached their saturation (Teppo, 2014, p.13). This means that at this moment, no new data provided additional information that could be relevant for the research (Teppo, 2014, p.13). For the previously mentioned reasons, there is a strong indication that the sample is generalizable to the whole population, which includes all the Teacher Education institutions in Switzerland.

4.2.3 Documents as source of evidence

According to Patton (2002), the analysis of documents is one possible source to undertake a qualitative investigation. There is a huge range of documentary sources that are adequate for such a procedure (Patton, 2002). Within this research and in order to get an unbiased insight into student reflections of their study abroad program, participants' final reports after having conducted a study semester abroad were analyzed. The documents were directly handed out by the two coordinators of the International Office of the University of Teacher Education in Zürich and the used reports are all publicly available on their homepage. The mentioned reports are obligatory for all participants and they have to be filled out after the sojourn abroad. Such a report is divided into four parts and every student has to comment on the following aspects:

- Pre-study-abroad-period.
- Organizational procedure.
- During-study-abroad-experience: Study and work experience/accommodation/life.
- After-study-abroad-period: Learning outcomes with regards to the future profession as a teacher/Organization and conclusion.

The main idea of the report is to stimulate the students to make a targeted reflection upon their study experience abroad. Further, it is a source of inspiration for prospect outgoing students to get inputs concerning their destination(s) of interest. Besides, it is as well a quality assurance tool for the international office in order to be able to get insights into specific information that could be useful for a further development of the mobility practices as one example. It is important to highlight that the analyzed data has not been produced for the purpose of research. They allow therefore a more genuine insight into students' unbiased experiences, but they are not particularly pointed towards the research question of interest, which implies some limitations.

4.3 Data analysis

4.3.1 Qualitative content analysis

The procedure to analyze the data-set and to answer the research questions was a content analysis, which is an approach to analyze documents and texts (Bryman, 2012). As already mentioned, there is a huge range of possible sources that are suitable for such a practice; for example annual reports, interviews, policy documents, curricula and so on. Within this research, fifty-six reflective student reports have been analyzed in depth. Some of the advantages of this research method are: Transparency, flexibility, possibility to analyze very detailed and that the method is non-reactive, meaning that there is no direct participant-researcher interaction (Bryman, 2012). There are different possibilities to conduct such an analysis, as for example through focusing on significant actors or counting specific words. The main emphasis within this thesis is a thematic analysis. A thematic analysis has the aim to extract core themes that can be distinguished among and within the transcripts (Bryman, 2012). The underlying idea behind this approach is to use a mixture between an inductive and

a deductive approach. It enables on the one side insights into specific aspects of global citizenship and on the other side as well a more objective picture of possible emerging themes that are significant for students (Bryman, 2012). As Bryman (2012) states, themes represent a predefined category or codes and they are further related to the research in focus, which is within that research project the concept of global citizens. They build the basis for the analytical procedure that was used to get a deeper understanding of the student reports.

4.3.2 Coding scheme

Each of the fifty-six sources had to be coded. This means according to Bryman (2012) that the data-sets were broken down into their component parts and labeled. For that reason, a coding scheme was established - adapted to the strategy revealed in Bryman (2012) - where all the data related to a coded item could be collected in a specific form. It was a simplification that facilitated the coding process. While analyzing the data and as outlined earlier, there was a guiding analytical framework with the aim to explore whether themes are represented within the sources; but there was also room for a more interpretive stance through the use of inductive lenses. The organization into different categories enabled more systematized data-sets for the analysis. The use of the software Nvivo allowed for a structured procedure to organize the different statements according to the diverse codes. When analyzing the individual documents in Nvivo, the codes are in the program labeled as so-called *Nodes*. In order to ensure a high quality of this coding scheme, there was the need for a coding manual, which is a set of instructions that included all the categories for every dimension that had to be coded (Bryman, 2012). It further contained the applied dimensions of the coding process, indications that guided the coding person and lists of categories that were created related to the dimensions (Bryman, 2012). The coding scheme was developed from theory and inspired by previous research. It is therefore a concept-driven scheme based on the model of Morais and Ogden (2011) (Miles & Haberman, 1994). Hsieh and Shannon (2005) affirm this standpoint claim that it is convenient to conduct the analysis with the use of existing schemes.

4.3.3 Saldaña's (2009) thematic coding scheme

Saldaña's (2009) conceptualized device of thematic coding that is visible in Figure 6 was the underlying tool to create the scheme of this thesis. It is a helpful guidance to clearly see the relationship between theory (general/abstract) and codes (particular/real). The development of

the coding scheme started in the direction from the more abstract and general theory part (global citizenship conception according to Morais and Ogden (2011)) towards the particular codes that had their application on real facts. However and at the same time, through the inductive stance, there was also room for opposite direction, where themes or important patterns emerged out of the dataset. This implies that the real life context with particular statements was a stimulator to construct new codes. Consequently, there also was room for new emerging findings, which were not part of the guiding analytical framework.

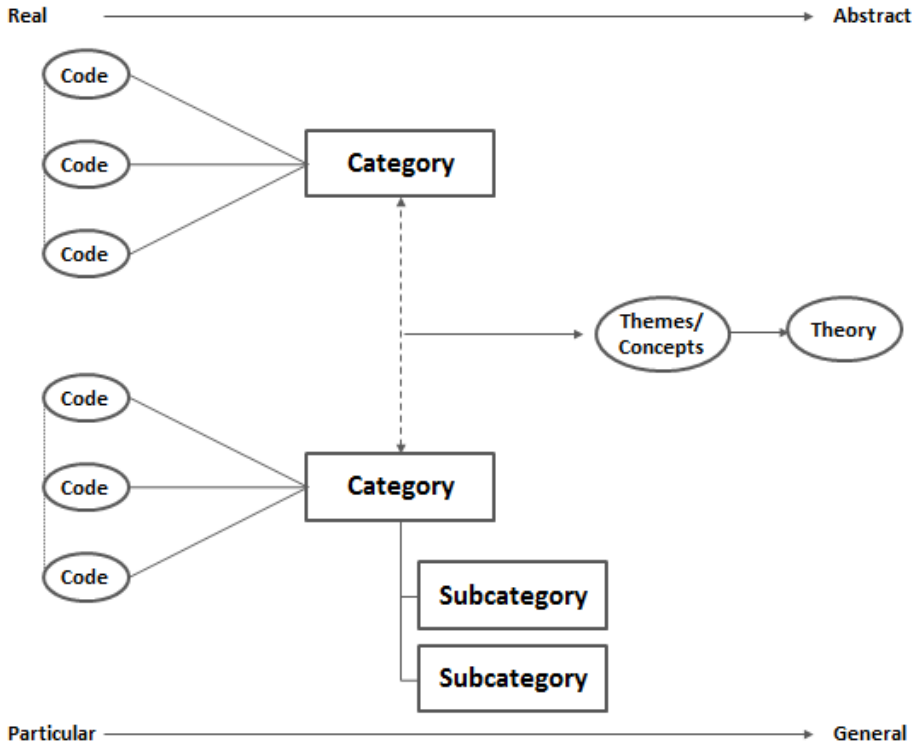


Figure 6: Thematic coding scheme (adapted from Saldaña’s 2009)

4.3.4 The Importance of piloting the coding scheme

In order to ensure a high quality of the coding scheme, it was helpful to pilot its application in a first step. Doing that, there was the possibility to identify difficulties linked to the categories and it allowed to verify if the categories were clear or if they had to be further discriminated (Bryman, 2012). For that reason, the first phase of the analytical procedure was a preliminary analysis. It was a useful step to distinguish whether the defined categories really existed in the documents or if something had to be adapted. After having analyzed half-part of the data and

due to the fact that the inductive approach revealed new categories in this preliminary analysis, the coding manual was revised once more. With the intention to conduct a thorough analysis, this final coding manual was again applied to the whole set of data. This procedure was relevant to ensure that the documents were all equally analyzed. That is, according to the same coding manual. In the subsequent phase, it was possible to look for frequencies of the coded sequences within and across the samples and to examine possible links between the different codes (Bryman, 2012). In general, this was an attempt to make sense of the systematized reports and to link them back to the initial research questions and to the correlated literature (Bryman, 2012).

4.3.5 Choice of categories of investigation

After having outlined the different categories with the corresponding nodes, it is relevant to reflect the application of this analytical framework on the specific set of data. The reflection papers used in this analysis were not produced for the sake of research. For that reason, the researching person had no possibility in steering participants towards a specific topic. Therefore, it was likely that some of the categories *social responsibility*, *global competence* or *global civic engagement* were not included in the documents of analysis. On the grounds that the sources were focusing on experiential, reflective, organizational and evaluative aspects, the third category *global civic engagement*, which includes political actions and voices, was intentionally not considered in the researching inquiry. Students might have been involved in political affairs or were part of civic organizations but it was unlikely that they referred to that within their reports. As a consequence, the focus was from the beginning more oriented towards relevant issues that were also possibly included in the individual student reflections. Hereby, it was more probable to find elements from the categories *social responsibility* or *global competence*, which was subsequently the area of investigation. In addition, the more concrete formulation of the research questions was empirically driven according to the findings of the analysis procedure. Amongst a huge array of outcomes, the two nodes and characteristics of global citizens - *self-awareness* and *altruism and empathy* – were most strongly represented in the data. For that reason it was particularly interesting to deepen the mentioned and significant factors self-awareness and altruism and empathy within that research.

4.4 Criteria for interpretation of the findings

There are different possible stances to assess a qualitative study; hereby the criteria of Lincoln and Guba (1985) will be used, which are specifically made up for qualitative investigations (Bryman, 2012). The mentioned authors claim that the two criteria trustworthiness and authenticity are the primary principles for assessing a research study (Lincoln & Guba, 1985). Within this investigation, the focus lies solely on the first criteria *trustworthiness*, which is widely accepted for the use of qualitative studies. For the reason that the aspect of authenticity deals with a wider set of issues concerning the political impact of the study and due to the scope of the thesis, this factor will not be considered. Trustworthiness is made up of four criteria: Credibility, transferability, dependability and confirmability (Lincoln & Guba, 1985).

Credibility

Credibility addresses the confidence in the truth of the findings (Lincoln & Guba, 1985). As Bryman (2012) puts it, it is very important to make sure that there is a match between the observations of the researcher and the theoretical ideas behind. In short, it implies that the researcher has correctly understood the social world of inquiry (Bryman, 2012). There is therefore a need to state how the construct of *global citizenship* has been operationalized based on theoretical outlines, in order to see if the findings are truly happening or rather interpretations of the researching person (Bryman, 2012). Through the use of the construct of Morais and Ogden (2011) and their proposed components of the three categories, the findings of this research were truthfully based on theoretical propositions. After an intensive investigation in different possible framework, the mentioned concept was the most applicable for the phenomenon under study. By applying a detailed coding manual, by trying to be objective and consistent with its use and by identifying clear defined operations, the credibility of the whole investigation was augmented. This enabled the matching of the observations of the researcher and the theoretical ideas behind and it secured the transferability.

Transferability

Lincoln and Guba's (1985) second criterion is transferability, which includes that the findings have to be applicable in different contexts as well. Due to the reason that qualitative research often entails the intensive study of a small group or of individuals, qualitative findings often

represent contextual uniqueness. As the authors state, transferability is therefore an important aspect, whether findings *hold* in another context or in the same context at another time (Bryman, 2012). The sample of this study was rather small and only including respondents of one specific institution in a very particular European context: Switzerland. As a consequence, transferability to other contexts outside of Switzerland with the intention to generalize the findings is not possible (Bryman, 2012). However, even though it is not feasible to make a general conclusion for a wider context, there is still a visible and general tendency for the population under inquiry. It could therefore build a basis for a reinterpretation of previous studies or be a possible stimulator for future research in other contexts, which could then result in a more general theory.

Dependability

Dependability addresses the fact if the findings are consistent and if they could therefore be repeated as well (Lincoln & Guba, 1985). Researchers should adopt an auditing approach that entails that the whole research process with all the different phases has to be documented (Bryman, 2012). While keeping track of the entire research process and the different applied steps, the aim was to ensure a high amount of transparency. It further enables a prospect investigator – if he or she followed the same procedures – to obtain the same findings.

Confirmability

The last criterion includes the degree of neutrality, also meaning the degree to which the results of a study are really shaped by the respondents and not bias of the side of the researching person (Lincoln & Guba, 1985). It is important to remember that the used sources were not produced for the sake of research. The participants haven't been asked directly concerning the concept of interest and due to that reason was it the researching person that had to extract the core themes out of the reflections. There might be a risk of bias from the side of the researcher, while trying to find elements represented in the text. However and for the reason that the respondents were in no way steered by the researcher, their reports were solely shaped and produced by their very own thoughts.

4.5 Scott's four criteria: Evaluation of secondary sources

It is relevant to have a look at the used documentary sources and to evaluate them appropriately. Scott (1990) offers some useful guidelines for such an evaluation according to the four different criteria: Authenticity, credibility, representativeness and meaning.

Authenticity

The first criterion includes the consideration of how genuine a document or source is when it comes to the authorship or its soundness (Scott, 1990). Applying it to the research, it is obvious that the documents are very genuine. Every single report has been written by a single author that expressed very personal feelings.

Credibility

This criterion deals with the amount of distortion and error to the document, which could be an influencing factor for its sincerity and accuracy (Scott, 1990). It means an investigation if the author has given a true account of the situation or if there could have been bias to make the situation look differently in a way (Scott, 1990). The used reports seemed to be honest and authentic. As they were student reflections produced to inform future participants and to evaluate the exchange experience, the writing was considered as genuine. The range of experiences that have been reported was huge and very diverse – there was no reason why something should be hidden or distorted. There might be emotional influences that worsen a specific situation and provoke an impulsive writing of an account; there could also be contrasting cases where a bad experience happened, but due to the time that passed, the sensed frustration from that moment is no longer present and therefore not reported. For that reason, the overall average of the accounts seemed to be accurate.

Representativeness

According to Scott (1990), a researcher must be careful when sampling documents and when considering how typical/untypical the documents used as sources are. Doing that, researchers are able to identify the limits of the conclusions they are able to extract from the sources (Scott, 1990). The used reports were rather typical documents and the students were

accustomed doing such kind of evaluating processes. Therefore, the documents were representative with regards to the evaluation and its authenticity as such. However one had to be careful when applying them for researching inquiries for the reason that the material has not been produced for such an empirical investigation. One had to keep in mind this double sided peculiarity *high authenticity versus non-empirical intention* and it was significant to reflect possible limitations.

Meaning

The last criterion of Scott (1990) is concerned with how well a researcher will be able to grasp the meaning of the document. As Bryman (2012) puts it, *if the evidence is plain and understandable*. The sources within the own research project were very simple in their understanding. The documents were produced in an informal style of writing and for an ordinary public that is why there was no problem in their comprehension.

4.6 Ethical issues

The four main areas of Diener and Crandall (1978) are the guiding principles that were used in this research to assess potential ethical issues. According to Bryman (2012) the following categories are overlapping but serve as a useful classification for social research. They are the following ones:

1. Harm to participants.
2. Lack of informed consent.
3. Invasion of privacy.
4. Deception.

Harm to participants

Research that harms participants in a certain way is of course considered as intolerable (Bryman, 2012). Harm has a rather broad meaning and includes diverse aspects, such as: Physically, developmental or something that causes stress or a loss of self-esteem (Bryman, 2012). Another component that is part of harming participants is the matter of keeping

confidentiality of the records. As a consequence, individuals should not be identified or identifiable (Bryman, 2012). First and foremost is it relevant to keep in mind that the used reports were and still are publicly available and therefore the issue of confidentiality had to be handled differently. The authors of the used reports were able to put their identities on the paper or choose anonymity. For that reason they already had the choice to stay anonymous or reveal their name before this inquiry took place. However, within this research, no identities were exposed and any known name was treated anonymously. The set of data and the coding results were not shared with anyone and were not kept longer than really needed. Besides, there was no harm in any of the other named aspects that could violate the participants. There was no direct confrontation or further investigation with the participants that could provoke any sort of harming reaction or consequences in their sphere of living.

Lack of informed consent

The principle behind this second issue is that participants should receive as much information as possible to decide whether they want to be part of a research or not. What is more, research should be based on freely given informed consent (Bryman, 2012). This is especially sensitive when conducting covert observation, where participants do not have the chance to refuse the cooperation (Bryman, 2012). Within this research there was a lack of informed consent for the reason that the participants did not produce the report for the sake of research. However and as mentioned previously, the reports were and still are online available and therefore public. Except the anonymity of course, because the students were able to declare their reports openly or chose not to do so. Before starting the inquiry, there was a regular contact with the responsible persons of the International Office of the Pädagogische Hochschule Zürich who approved and supported that investigation as well.

Invasion of privacy

This third component is very much linked to the aspect of informed consent. Participants should be aware of their involvement into the research process and for that reason they are able to acknowledge if their privacy has been surrendered (Bryman, 2012). Another factor is as well the already mentioned aspect of anonymity, which implies that the privacy of participants should be respected in the research process (Bryman, 2012). There has been no

invasion into the privacy of the participants due to the guarantee of confidentiality of the respondents on the one hand and the use of a public source on the other hand.

Deception

Deception happens when a researcher declares the investigation as something other than what it is in reality. Besides, researchers often want to restrict participants' knowledge of what the research is about to get more natural responses from the participants (Bryman, 2012). There was no chance to steer or manipulate the respondents while trying to hide something from them for the reason that their reports were written prior to the researching activity. What is more, they were not produced for the sake of research and served solely as sources of information for others.

5 Empirical setting

5.1 The Swiss federal higher education system

To understand the context of the investigation, it is relevant to present the empirical setting within this chapter. In a first outline, particularities of the Swiss Higher Education system will be presented, followed by indications of forthcoming internationalization mechanisms and finished with a short portrait of the University in focus – the University of Teacher Education in Zürich, Switzerland.

5.1.1 The landscape of the higher education system in Switzerland

Das schweizerische Hochschulsystem / The Swiss Higher Education System

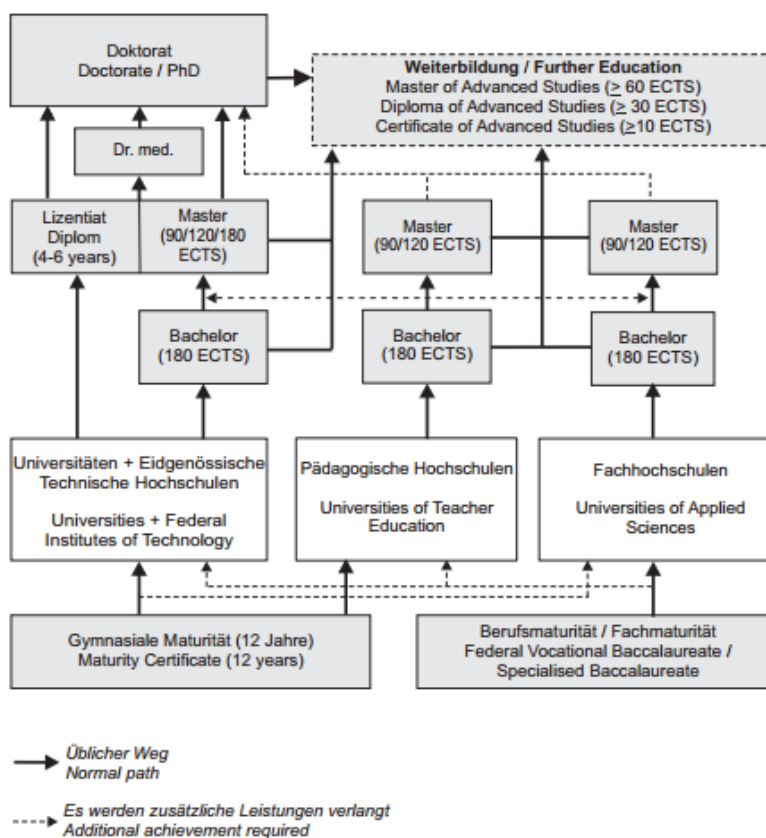


Figure 7: The Swiss higher education system (Swissuniversities, n.d)

As visible in the Figure 7 above, the Swiss higher education system is a dual education model that is constructed on the two pillars: *Maturity Certificate* or *Specialized Baccalaureate*. The

former and first path builds the regular basis for the more classic and academic study fields as well as for the field of Teacher Education. The latter and second pillar leads most often to the study programs of Applied Sciences. The different universities offer various academic or practice-oriented study programs and in general such a Maturity Certificate or a Baccalaureate is required (Swiss Education, 2015). As visible in the Figure 7, Switzerland has the following three types of universities:

- **Universities:** Twelve recognized universities that are traditional academic institutions for higher education that have a scientific approach (ten cantonal universities and two Federal Institutes of Technology, that are solely managed by the Confederation) (Swissuniversities, n.d.; Swiss Education, 2015).
- **Universities of Applied Sciences:** Existing since 1990 and offering science-based and practice-oriented education and training (Swissuniversities, n.d.; Swiss Education, 2015).
- **Universities of Teacher Education:** Initial/continuing training and education of teachers (Swissuniversities, n.d.; Swiss Education, 2015).

In Figure 7, the University of Teacher Education in Zürich would be situated in between the Universities/Federal Institutes of Technologies and the Universities of Applied Science. It is also representative for the standpoint of such an academic path – it compromises both liberal and professional traces of education. The higher professional education and training opportunity is a specialty that is less known abroad, where countries do not have such a dual vocational/professional education structure (Swiss Education, 2015). As stated in the *Federal Act on Vocational and Professional Education and Training* (Decision: 2002/In Force: 2004) is the objective of such education and training the development on an occupational, professional and personal level to become integrated into the labor market with the needed skills and the ability to be able to compete within (Federal Council, 2016).

5.1.2 The division of responsibility between the cantons and the confederation

In order to get a more inclusive picture of the system, it is relevant to quickly zoom out from the focus on the institutional level towards the national policy arena. Switzerland is as a

reminder divided in twenty-six Cantons that have a high autonomy. There is a division between Federal and Cantonal competences which creates a very complex and particular system with regards to the aspects of decision-making, the legal regulations and financial matters (SERI, 2008). Schmidt (2008) calls it a *Cooperative Federalism* that has roots going back in a historical tradition of interrelated cantonal and federal regulations. There is no uniform higher education law existing at the Federal level as in most other countries (Schmidt, 2008). As mentioned previously, it is the Confederation that is in charge of the operational and financial tasks of the two federal technological institutions; meaning additionally the release of laws connected to the education at the tertiary level, as well as granting contributions to other kinds of institutions (SERI, 2008). The autonomous Cantons are financially responsible for the Universities and for the institutions of Applied Sciences/Teacher Education (SERI, 2008). Having a look at the Federal Constitution, the Confederation and the Cantons have a mutual responsibility to guarantee the competitiveness and quality aspects of the higher education sector within the own borders (SERI, 2011).

5.1.3 The influences of the internationalization trends on the University of Teacher Education

As the Swiss Universities of Teacher Education are rather newly established it is of interest to look at their internationalization tendencies. The field of Teacher Education and the profession of being a teacher are very local embedded due the curriculum that is based on national policies. With the upcoming trend to become more and more international, there arises a tension between this very local oriented profession that gets in conflict with the tendency to further internationalize and harmonize the whole system (Leutwyler, Mantel & Tremp, 2011). On the institutional level, there is a relatively new context of recently established universities of teacher education, where the international dimension has become increasingly relevant; however there is an accusation saying that the internationalization efforts primarily have the function to demonstrate their academic standing (Leutwyler et al., 2011). There are clear national efforts visible in claims of the so-called *COHEP* – the Swiss Conference of Rectors of Universities of Teacher Education - that aim at promoting mobility programs with the intention to progress professional (teacher-specific), intercultural and language competences that can be integrated within the future working activities (COHEP, 2008, p.4). As a general observation, it is clear that exchange programs seem to become increasingly popular among students within that field (Leutwyler & Lottenbach, 2011).

According to the Swiss Conference of Rectors of Universities of Teacher Education (COHEP), there was a significant rise in the number of students completing an internship or a guest semester abroad and it is expected that this number will continually increase (Leutwyler & Lottenbach, 2011). There has been a lot of research carried out related to exchange programs in general, but there are still few indications about the specific individual and developmental gains of students within the teaching field (Leutwyler & Lottenbach, 2008). Existing results are more including aspects of effectiveness of outcomes, rather than individual developments (Leutwyler & Lottenbach, 2011). Due to the reason that the field of Teacher Education is rather novel, only time is going to reveal long-term influence of the presently existing internationalization forces, developmental gains of students part-taking in international experiences and the actual institutional intentions lying behind such experiences.

5.2 Short portrait of the institution in focus: The Pädagogische Hochschule Zürich

The Pädagogische Hochschule Zürich is located in the city center of Zürich and operating since fall 2002 (PHZH, n.d.). It evolved out of a merging process of eleven prior institutions of teacher training and serves now as one education and service training institute for teachers in the Canton Zürich (PHZH, n.d.). The so-called PHZH is one of the largest teacher education institutions within Switzerland and offers activities in the following parts: *Training for prospective teachers at all levels, training and consulting for practicing teachers and school authorities and research/additional services* (PHZH, n.d.). About 3300 students, 600 teaching staff/collaborates and assistants and 230 further employees in administrative, technical or operational tasks are part of the Pädagogische Hochschule Zürich. Besides, more than 12'000 applicants per year are taking part in supplementary education, professional development, counseling or training services (PHZH, n.d.). The institutional leaders claim to have a high quality in research activities, which results in a strong involvement in various national and international networks (PHZH, n.d.). Having a look at the graph below, there is a clear trend visible, namely a growing popularity of applicants at the institution (PHZH, n.d.). The y-axis is standing for the number of students and the x-axis represents the year. One can additionally see the domination of women and their growing interest in that field, which is symbolized with the orange color and illustrated in the line above. However, the trend of male applicants (blue and lower line) is also significantly rising.

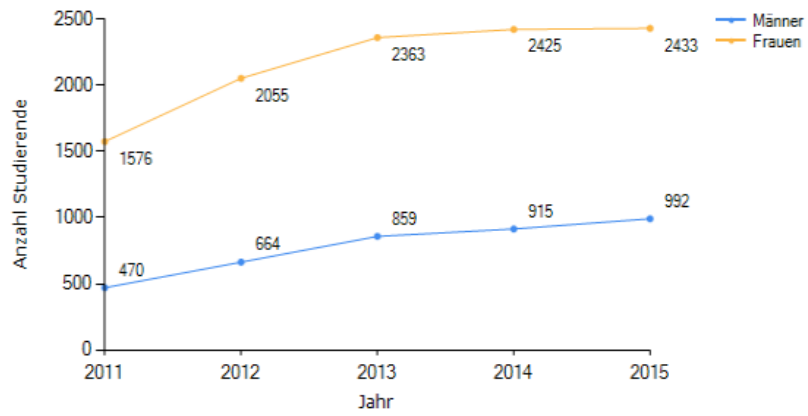


Figure 8: Number of students according to gender (Pädagogische Hochschule Zürich, n.d.)

6 Findings

The dataset, consisting of reflective student reports, has been analyzed guided by the two research questions in focus that are linked to aspect *self-awareness* and *altruism and empathy*. Starting point will be the first research question, where relevant outcomes connected to self-awareness will be presented. Hereby, the chapter is divided into the specific underlying codes that are linked to that category. Each code is structured into subheadings that divide the findings into subthemes. The subsequent chapter includes findings related to the second sphere of investigation, namely altruism and empathy. The second outline is similar to the first one and also structured according to the particular codes that build the conception of altruism and empathy. Besides, there are additional headings that subdivide the specific codes into underlying themes.

6.1 Self-awareness

6.1.1 How do mobility experiences enhance self-awareness?

Being adaptable, flexible, and open-minded to living in other cultures

Key ingredients to have a successful experience

Many students were mentioning that it actually doesn't matter where you end up, it is always a great experience. It is apparent in the reports that every individual is responsible for his or her own experience and has to make the best out of it. Hereby, flexibility, curiosity and openness seem to be the main ingredients to succeed; also to handle difficult situations. Besides, one has to be very active and open to get to know others and to deepen the existing contacts. A student that spent a semester in Vienna made an interesting statement that underlines the previous mentioned aspects:

“Even though I had the impression of being an open and social person before I went on exchange, I realize how I progressed during that semester. One gets to know people from all over Europe and realizes how different values, norms and also didactics are. The competence to accept such diversities and to give an effort to understand them as well is precious, especially for the role of a teacher (Vienna, Female).”

The role of the language

Another key to dive into foreign cultures is the aspect of knowing the spoken language. Language has different roles within such experiences but with regards to the development of self-awareness, it is an important factor to get to know the surrounding, cultural aspects and in one country – Brazil – it was a must to be able to speak the language to avoid dangerous situations. In circumstances, where the language competences were still underdeveloped, participants had to be very creative in finding alternative communication mechanisms to make themselves understood, as for example through the use of body language. A major gain hereby is that a lot of participants had for the first time in their life the experience of not being able to express what they actually wanted to say and to make a lot of mistakes whilst communicating. Due to that reason they may have developed empathy for their future work as teachers, because they realized how children that have another background feel like in a classroom, where they are not able to understand everything. They experienced personally how restricted and excluded one gets when the language abilities are not fully evolved.

Being the *other* in a foreign cultural setting

A further relevant factor that has an influence on the self-awareness was the sensation of being the *other*; especially in Asian countries and for students that have typical Western looks. On the contrary some of them realized as well that they have to be rather self-critical when it comes to impressions towards others. Hereby, they learned the importance of not having prejudices, to stay open for unexpected encounters or happenings and to reflect one's own mindset. One example of a student who studied in China offers a lot of different examples of how students had to adapt to a lot of unknown cultural habits, practices or regulations. Food rituals to show how good a meal tasted with the sounds of slurping and smacking seemed to be rather strange for the participants, as well as eating every piece of meat of various animals. Restricted visiting hours in dorms and limited internet access were other things students had to get used to in that context. In general, the students that were part of the exchange experience in China had to develop a lot of understanding and curiosity to face the daily surprises they encountered. It is most probably a precious gain to foster such kind of an attitude with regards to the future profession as a teacher. As one student remarked, it is relevant to keep in mind that children have their very own cultural imprint that is formed through the lifestyle and background of the family. Having this kind of awareness makes it easier to understand specific behavioral aspects and ideals of them. The same student mentioned something else that was very interesting, namely that it is helpful to stay away

from other exchange students in such very uncommon situations to really have the chance to dive into the foreign context.

“If one only spends time with other exchange students, it is dangerous to solely focus on negative and awkward things, instead of appreciating the interesting aspects in China (China, Female).”

Problematic situations

One huge learning process that is common for almost all the participants was the handling of problematic situations. They had to develop a thick skin with regards to aspects of living (share rooms, no heating/air condition, hygiene), insufficient information about study processes or organizational matters, unknown climatic conditions (darkness in the north, tropical storms, polluted air issues) and a lot of other factors they had to deal with. The participants had to generate a huge tolerance, revise their expectations and plans, as well as try to relax in situations they were not able to handle in a first confrontation. Besides all the competences they were able to acquire, some of them also simply learned to appreciate the own and known Swiss context more. They realized that living in a well-functioning system is not self-evident and they embraced through this immersion into another surrounding some of the practices and norms of their usual environment more.

Having sensitivity and respect for other cultural practices

Practices within the field of education

Within this category and for the reason that the participants are all part of didactic study programs there are a lot of statements related to the educational environment. As a starting point, the focus lies therefore on findings related to that sphere. One observable point that was mentioned regularly was different educational working methods and practices. Students deeply reflected upon them and gained a lot of diverse inputs - as well as negative examples - for their own future practices as teachers. An overall impression of the respondents is that after a comparison of the known study context with the atmosphere abroad, the work load at the destination was less intense than the one they were used to. There is only one exception - Sweden - where they seemed to be rather intensively involved into their life as students. The ones having more time off seemed to enjoy that difference and used their free-time to travel around and to discover their new environment. A further element that was often mentioned is a deep insight into foreign curriculums and other types of school systems. The range of

sentiments towards such observations was widely spread: From very stimulating inputs over difficulties to relate to them because of a lack of a personal reference, up to somewhat frustrating experiences. France made the impression to be rather part of the latter experiential category and some of participants had troubles respecting such culturally unknown practices. As examples, a lot of students expressed problems with teaching staff and claimed that they were overly strict in situations where for example students used their telephones to translate things they were not able to understand. Thus, one may conclude that there is little tolerance or considerations spent towards the language troubles and challenges of the exchange students. Besides, there are voices expressing that teaching practices there were pretty conservative and not really open towards inputs from the side of the students. One student said that professors were in general right and that there was no room for questioning or reasoning of the students. Hereby, it is observable that a lot of the participants really had difficulties in respecting such practices. This could be understood as an indicated limitation in engaging successfully in intercultural encounters which is a sign for having self-awareness. As a consequence, they often changed their courses with the intention to find something more suitable or they just endured the classes and called them boring or not demanding enough. Having a look at China, there are a lot of interesting insights that showed and required a huge sensitivity from the students' sides. They took as one example the chance to gain knowledge about medical procedures that have their roots in a long Chinese tradition. In general, the school practices seemed to happen rather in form of a monologue from the side of the instructors and there was not a lot of space to get involved as students. Due to the fast speed and the relatively big classes, the whole setting was less oriented towards individuals. The students that were part of such education expressed an admiration towards the teaching stances that they were able to handle such circumstances. Zooming out of the Chinese context, another interesting and more general finding is that some students expressed a lower barrier between teaching staff and themselves in educational situations. In the German language there are different forms of addressing people and in more hierarchical situations (as an example the teacher-student relationship on all kind of school levels) or when meeting a stranger, there is a polite form of talking to each other. Within the school environment abroad and in many other languages this form simply doesn't exist. Consequently, the students experienced the sensitivity of a much closer relationship with the professors and they felt more encouraged to express their own thoughts due to this closeness.

Immersion into a new culture

It is observable that the students highly embraced the diversity of the foreign context. One student mentioned that the immersion into a new culture is helpful to form the own personality and to define individual aims and values. With regards to cultural practices, they showed a huge interest in joining traditional events and to be at the forefront of such happenings. Canada and the US seem to have a lot of possibilities for such experiences, as for example Halloween or Homecoming events. Participants of those areas really dived into the school spirits and expressed their pride of being part of a certain university through buying all kind of merchandise stuff. Hungary offers a different example with more music and dance festivities. The participating students in that region used the opportunity to show their cultural respect while not being afraid of strange dance moves and through joining such musical happenings. After having outlined positive and joyful immersions, there were also contrasting cultural experiences. One example is the situation of a student that spent the exchange semester in Brazil, which had to face a lower standard of living. This participant experienced areas that showed a huge social inequality and a public division into very poor versus extremely rich districts. Coming from a secure and wealthy country, this student gained the insight, that the investment in every single pupil is highly relevant to enable all the children the same possibilities.

The Chinese surrounding

In China, the respondents had to face a lot of unknown things and developed a huge repertoire of sensitivity, tolerance and openness to be able to handle everyday life situations. The subsequent citation underlines this thought and includes further a reflective stance for the prospective teaching activity.

“In China there were daily new surprises that I questioned and tried to understand. Such an attitude - consisting of interest, curiosity and understanding – I will try to integrate into my future proficiency as a teacher. Each child acts out of an own understanding of the world, which is influenced from the background, the lifestyle and the language of the family. If one is aware of that, one has the possibility to better understand the ideas and behaviors of the pupils and develops the ability to support the students accordingly (China, Female).”

Their acceptance in China also had to deal with limitations in internet access or in restricted visiting hours in dorms as examples. As stated previously, one very interesting point is that they experienced the otherness, while being in the skin of an obvious stranger in the Asian

culture. They had to learn how to respect the situation of being the foreigner and they further developed the sensitivity to be very active when getting in touch with locals. While they exchanged their different native backgrounds, they distinguished the dissimilar values the Chinese culture had compared to the Swiss context. Hereby expressed several students that they had to be very careful in not judging such other practices too fast and to stay critical towards the very own stance, their expectations and the individual cultural imprint. Latter were key ingredients to develop a respect for foreign habits. However, life in such a different cultural sphere made the impression to demand an enormous acceptance of things one simply is not able to understand.

Some European examples

On the contrasting side there are examples of environments that are rather similar to the known Swiss context that also demanded respect and sensitivity from the students. Referring to the Northern part of Europe, the school systems and the attitudes of the inhabitants were sensed as being rather alike. People were in general judged as pretty cold and distant and the students were challenged in finding their way to get in touch with them, while respecting their privacy as well. One remarkable fact that participants sensed within that area was the knowledge about nature and activities outdoors. The importance of sustainability and life with nature were matters they really learned to appreciate and embrace for their own future activities. One completely different but remarkable cultural difference one student highlighted is the handling of the refugee crisis in the Austrian context compared to the one in Switzerland.

“During my period abroad I reflected a lot about Europe and Switzerland. For the reason that at the moment the refugee crisis is rather urgent and Vienna is highly involved, I was able to get an outside perspective on how much Switzerland is distancing itself from the rest of Europe (Austria, Unknown).”

It is highly interesting to hear the criticism towards Switzerland that reacts with isolation and closed borders, as the student mentioned, in comparison to the Austrian case where they welcome refugees with open arms and supporting structures. This student developed a huge sensitivity towards political matters that led to the outcome of being unsatisfied with the well-known context. As indicated previously, participants often highlighted that due to the confrontation with other cultural practices, they learned to appreciate the common habits

more. This stands in a huge contradiction to the mentioned example from above, where the student expressed frustration towards the actions of the known system.

Understanding the importance of diversity and embracing the diversity of other living conditions

Life in a diverse surrounding

The data showed that from the start of their studies it was clear to many students that they desired to partake in an exchange activity. They wanted to experience and discover the world or some of them also just sought a time-out from the present study situation. All in all, the students reported having really good experiences, while living abroad. They often had to get used to a lot of foreign circumstances as indicated earlier, but in the end they usually learned how to deal with unknown situations and embraced this otherness as well. Some statements were directly linked to insights into other cultures where diversity seemed to be very common and highly accepted. Hereby, it is apparent that the students appreciated this acceptance a lot.

Multiculturalism

Some participants also mentioned the importance of multiculturalism in the globalized world, as visible in the subsequent citation of a student that completed his experience in the Chinese context.

“I think that multiculturalism is nowadays very important and it was highly interesting to be able to learn in another language than the mother tongue - one gets the awareness with how much difficulties children with German as a second language have to deal with (China, Unknown).”

This statement represents surely a helpful gain for the future work as a teacher. Teachers have to engage with pupils that haven't been in Switzerland for a long time and that might need additional support to get used to the foreign customs. Having experienced this personally sharpens the understanding of such a situation. As one person stated, life experience is very important for a teacher to be able to instruct kids about global issues and to widen their horizon. Another student that was one of the exchange students in Austria puts it that way:

“We talked a lot about global citizenship and compared different school systems. This was definitively an eye-opener to be willing to include this intercultural dimension as well in my future teaching activity (Austria, Unknown).”

Embracing diversity

There is a further example from a student in China, which mentioned that through culturally diverse encounters, one gets the opportunity to realize that other ways of action or thoughts could also be fruitful for the own proceedings. This reflection shows that the student really had the possibility to learn something new, while just being open towards other practices. Brazil serves as another interesting context where the participant faced highly enriching experiences. Besides the already mentioned dangerous elements of that surrounding, there were very contrasting and positive aspects, too. The student reported an open and warm ambiance in the school setting, which appears to be overwhelming for someone being used to the Swiss context. Despite the high level of poverty and criminal issues, the inhabitants showed a huge cordiality amongst each other. In addition, this participant really had the chance to get a lot of knowledge of a society that functions completely different than the known system. As for example the aspects of poverty, richness, economy and politics, that were handled in a completely different manner. This student highly estimated this insight and learned to perceive the known Swiss context from a different kind of perspective. As indicated earlier, to really be able to appreciate another cultural surrounding, one first has to open up to be able to dive into such a context.

Engagement with others

There are various voices that highlighted the importance of being engaged with locals or other foreigners to share the knowledge and culture base. Through the exchange and contact with different people, they acquired knowledge about various types of norms and values. Under consideration of the future work as a teacher and as one respondent that spent time in China claimed, it is extremely important to have the competence to accept differences and to try to understand them as well. As indicated previously, it is therefore helpful to stay away from people that have the same nationality to really engage with people from another background.

Inland experiences

Interesting at this point is a finding that most of the students that did not leave the borders and lived in the French-speaking or bilingual part of Switzerland for their exchange experiences, rated their overall experience not as satisfying as the ones that actually left the country. Such students often spent the weekends “home” in Zürich and they didn’t really have the chance to get completely involved into a new setting. As far as it gets visible in the set of data, there was a rather strong indication that staying close to the known area was hindering the possibility to embrace diversity of other living conditions. It is important to remark that

this doesn't happen because of the similarities of the cities; on the contrary, the respondents that spent their mobility experience in the French part of Switzerland stated huge differences in this living condition and some of them were also slightly confused, almost shocked, due to cultural practices there. Exceptions hereby were of course the bilingual cities, which are very comparable to the known circumstances of Zürich.

6.2 Altruism and empathy

6.2.1 In what way does mobility participation reinforce altruism and empathy?

When meeting people talking about cultural experiences and sharing knowledge base

Sharing cultural experiences within the educational arena

Students were especially engaged in sharing cultural experiences within the educational surrounding. In the beginning of the semester they often had preparatory introduction courses where they were confronted with students of other national origins. Hereby, they had the chance to exchange their cultural stances. What is more, students often had the opportunity to dive into the culture of the place of residence through school courses, events or field trips with the local teachers. Almost all the respondents seemed to be highly engaged and appreciative when they had the opportunity to learn about foreign practices. Something observable is that a lot of students were disappointed with regards to getting to know inhabitants, as well as being engaged with the local population. It seems that they had the expectation to be more involved with residents and that they were often separated from them due to reasons like language issues as an example. Nevertheless and as two different students quoted, the experiences with other exchange participants give the impression to be at least as rich.

“It was very interesting to work with people from all over the world that have the same intention of becoming a teacher. I learned a lot about the school system in Spain and was confronted with problems, values and aims from different countries, which helped on my thinking (Denmark, Male).”

“We talked a lot about global citizenship and compared different school systems. This was definitely an eye-opener to be willing to include this intercultural dimension as well in my future teaching activity (Austria, Unknown).”

However, there were also students expressing their frustration due to other exchange participants that were simply gathering with people from their nationality. They spoke their own language and stayed amongst “equals”. This disappointment seems to be a good sign for the personal openness of the Swiss participants and shows their interest in foreign cultures.

Interaction with people from other cultures

A further component that could be regarded as an indication for a high engagement with other cultures and the desire to share the knowledge base is the fact that a huge part of the participants actively sought the possibility to live and spend time with local citizens. Examples are host families, collectives or one interesting case where a student lived for a cheap rent but helped in return in the household. Many of the participants really forced themselves being part of activities they were not really fond of, only for the reason to become engaged with others or to talk the language they were willing to improve. Such a sharing of the knowledge base also seems to be a relevant gain for their future practices as teaching staff. One student highlighted that aspect and claimed that through discussions with others, one has the chance to reflect the own system and to get a critical outside stance on it. Further it is also a possibility to widen the own repertoire with gainful practices. Such interactions include as well very traumatic and emotional experiences, as for example the terrible terrorist attack in Paris that happened during their stay. One student mentioned the importance of being able to talk about such a tragic happening and to share the personal feelings. On the contrary, also the difficulty of not getting the chance to talk openly about it within the educational surrounding.

Being engaged with people you come in contact with and talking about it

Helpful arrangements to get in touch with others

This category was highly represented amongst the reflection papers of the students, meaning that every source contained such a statement with the exception of three reports. As already slightly touched upon, there were various institutional arrangements helping students to get to know others. Orientation/information weeks, study buddy events and similar activities were happenings that stimulated the “getting in contact with others”. Facebook was also regularly

mentioned as a helpful tool to socialize; events for exchange students, tips for happenings in the cities and a lot more made it easy for the students to get engaged in activities with others. However, it seems like that they really had to take an active stance to be able to get to know others and to keep such connections as well. Similarly when students were not satisfied with specific organizational or educational circumstances, they had to show a huge initiative to get in touch with the responsible ones to be able to change something. Some general examples that gave an easier access to social life were sport-clubs, student dorms or in one case also a religious organization.

The advantage of knowing locals

Usually, local citizens were helpful sources to get around and to be able to be part of the cultural happenings of the destination. “Locals” had cars and were therefore fantastic connections to discover the surroundings, especially in the US or the Chinese context. The latter example offered many possibilities to truly engage with a very different culture. Travelling with locals enabled a unique chance to see behind the curtain of such a diverse setting. In an alternative case – Brazil – was it also a securing factor to know inhabitants for the reason of safety of the participant; certain areas had to be avoided as tourists/non-inhabitants. In addition, through the engagement with the rector of a Brazil campus, the student got support to be able to change the educational setting that was rated as being far too dangerous. Hereby the engagement and discourse with locals was necessary for the security of the student. However, this mentioned circumstance was surely an exceptional case.

Gains resulting out of interpersonal encounters

In general, exchanges with people seemed to be helpful encounters to further develop personal perspectives and the own understanding. The whole experience appears to depend a lot on the factor of being engaged with others. Where students didn't have the chance to become easily involved with others, they often expressed a lot of struggle in adapting to the new surrounding; on the contrary, when they were fully socially absorbed, they usually had the time of their life abroad. Mobility participants often gathered and built family-like communities for the reason that all of them were simply alone and they were forced to get socially engaged. One student evaluated this openness towards others as a further important gain that impacted the whole personality in a positive way. As mentioned before, peers seem to play a relevant role within such practices to exchange experiences or to get support. Students were in a huge need to share their everyday life experiences. Through engagements

with others, they were influenced and shaped in many different ways as one example from the Brazil student indicates.

“The experiences I made and the people I met were influencing factors for my ideology of life, my personal aims, my handling of stress and failure, and my personal view concerning poverty, politics and economy. I am grateful for this amazing period of time (Brazil, Female).”

Another student that spent the mobility semester in Canada mentioned that through the contact with people from different countries, one is able to develop the personality and to acquire a lot on knowledge about various cultures. In combination with the improvement of the language skills, this is certainly a helpful basis for the future work as a teaching person. Even though there were often situations where students were not sharing the same language compared to the ones they got in contact with, they developed the ability to connect without being able to properly communicate. As one student, that stayed in the French part of Switzerland highlighted:

“I realized that the relationship building to pupils is also possible in circumstances, where you do not teach in your own mother tongue. The connection with children is independent of language issues, even though certain situations of communication have to be handled through talking with one’s hands (Switzerland, Unknown).”

They really had the chance to bond abroad and to form strong friendships with people they came in contact with. As a consequence there are many students that struggled when their period abroad came to an end. Due to the reason that they were exposed to new conditions and sometimes facing emotional situations, such friendships appear to have a very deep foundation. As one student reflected is this high level of social understanding also very relevant for the role as a teacher. The contact with different people from all over the world was extremely enriching and a huge opportunity to make a big learning progress. In addition, this person stated that the knowledge about other cultures is an essential basis for the life in the global sphere.

Adopting multicultural perspectives

Sharpening of the multicultural awareness

As already stated previously, several students remarked that they learned how it feels like to sit in a class room without understanding a single word. The following citations illustrate the reflection of such learning processes.

“I am able to put myself in the position of children in my class coming from a foreign country to Switzerland. I know the importance of showing them that one is aware of their situation and to support them (France, Female).”

“It was a huge gain to encounter the feeling of not being able to speak a language and expressing oneself in the way one wants to. I think that this experience is especially of huge importance in the heterogeneous context of Switzerland and it made me more tolerant and empathic (The Netherlands, Female).”

Hereby, the students developed an awareness to comprehend the situation of immigrants and to relate to their multicultural background. They realized how difficult it is to stand in front of others while not being able to express themselves properly. What is more, a lot of the participants experienced that it takes a while to get adapted to a new context and another language system. One student claimed that this *sharpening of the multicultural awareness* builds an important basis for the understanding of the everyday-life classroom situation of a teacher, where a lot of different individuals are coming across. Through the exposure to people from all over the world in the classroom, one is confronted with different values and norms. As a consequence, it is important to try to accept and appreciate such differences, as the student highlighted further.

Comparing different cultural environments

An additional important element is that a lot of students reflected the situation of Switzerland within the whole European context. As earlier indicated, especially one student really sensed differences within political practices and perceived how closed Switzerland is. In that case, the student seemed to put on multicultural lenses to get an outsider perspective on the known context and to reflect it critically. Another participant claimed that through discussions with others or comparisons of diverse environments one is able to get a completely new perspective and valuable insights into other cultural dimensions. This seems to be a beneficial asset for the prospective activity as a teacher. In general and as indicated previously, it is

evident that most of the students were greatly engaged with locals or people from other nationalities. They were highly willing to get insights into other cultural practices and norms. With such an intention, they had to learn how to adapt to another culture to be able to gain the previously indicated understandings and the possibility to adopt multicultural perspectives.

7 Discussion

The characteristics of global citizenship that are similar to the ones of multicultural teachers were developed in the mobility experiences. The investigation into the element self-awareness has revealed that participants were able to acquire specific characteristics, such as flexibility, tolerance, empathy, curiosity and openness which are significant features for the existence as global citizens. What is more, they experienced as well a widening of their horizons and transformation of their perspectives. With regards to the second category “altruism and empathy”, it becomes visible that the students had the chance to get engaged with people from other cultural backgrounds, which left deep traces in the personal understandings and worldviews. Insights into other cultural practices, a high level of social understanding, improvement of language skills, the adoption of multicultural lenses and a huge empathic sensitivity were other relevant gains.

The subsequent chapters deepen the findings, while relating them back to the theoretical stances behind the research. Starting point are the research questions under investigation, dealing with the aspects *self-awareness* and *altruism and empathy*, followed by the discussion linked to the bigger picture of *global citizenship*.

7.1 Developing self-awareness and altruism and empathy while studying abroad

7.1.1 “How do mobility experiences enhance self-awareness?”

Self-awareness stands for the ability to recognize one’s own limitations or possibilities to engage successfully in intercultural encounters (Morais & Ogden, 2011). Adapting it to the scope of the teaching activity, multicultural effective teachers have to be aware of their personal perspectives and worldviews before being able to understand the ones of their pupils (Morais & Ogden, 2011). What is more, they have to develop a perception of the world through diverse cultural stances to be able to function effectively as multicultural teachers (McAllister & Irvine, 2010). It is in a subsequent step interesting to apply those understandings and the research question in focus to the findings of the documents. In the reflection reports of the mobility experiences and as indicated in the earlier chapter of the findings, there were many statements that displayed self-awareness amongst students. Signs

for such characteristics are a high level of sensitivity and respect for other cultural practices. There were a great amount of examples where students had to face unknown customs and cultural habits. Even though some of them struggled at a first confrontation, they usually learned to accept such diversities, as well as how to deal with them. As a positive outcome, they acquired the understanding that such varieties are of relevance. What is more, many participants managed to embrace the diversities and collected a lot of new experiences that had a forming impact on their personalities. The acceptance, understanding and embracement of diversities are indicators that emphasize the ability of having self-awareness. With regards to the work of teachers, it is highly relevant that they are open towards diversities for the reason that classrooms are very multicultural and all the pupils have an own and individual background. It is important that teachers are able to deal with such variety and that they consider this reality as a positive working condition. Another indication that shows self-awareness and the ability to successfully engage in an intercultural encounter is a high level of adaptability, flexibility and open-mindedness to living in foreign cultures. Several statements in the reports are dealing with situations where students had to face uncommon conditions. Hereby, they engaged with an open mind and showed a huge level of adaptability and flexibility to master the circumstances. The mentioned characteristics are also of huge importance with regards to the profession of a teacher. The every-day life conditions in this profession are very incalculable and therefore, a substantial spontaneity is very advantageous. All the previously mentioned aspects highlight that mobility experiences are potential sources to increase self-awareness. As visible in the results of the mobility experiences abroad, students truly had the chance to acquire significant competences. What is more, the outlined skills are indispensable for their future profession as teachers, which have to be prepared for daily challenges in multicultural school environments.

7.1.2 “How do mobility experiences develop altruism and empathy?”

Altruism and empathy are understood as the way that students examine and respect diverse perspectives and that they construct an ethic of social service to be able to address global and local issues (Morais & Ogden, 2011). Applying this definition to the context of a teacher, it means mainly having the ability to adopt multicultural stances with regards to the diverse educational setting (McAllister & Irvine, 2010). Linking the question of how mobility experiences enhance altruism and empathy to the findings, it is obvious that components of

that category are represented in the reflections. This implies that there is a relation between the research question in focus and the area under investigation. Being more concrete, it is observable that the participants were very active when meeting other people and engaged with them for several reasons. One purpose was that they were willing to share their knowledge base and to have discourses about cultural or other experiences. Through such encounters, students had the possibility to examine different perspectives and ethics. As an outcome, they were able to gain an understanding of other practices and they also learned to respect them. The students showed a huge interest in such culturally different practices and mentioned enormous gains with regards to their own understandings and beliefs. Another stimulator why they were very engaged with others was the fact that they were simply alone in an unknown surrounding. For that reason they were willing and overly active to get to know others to feel more comfortable in the new environments. Peers have an important role to be able to share emotions or daily life experiences and to explore other beliefs and norms. A further indicator that illustrates the acquisition of the skills altruism and empathy is the adoption of multiple cultural perspectives. In the situation of being the foreign person and as highlighted previously, participants got a first-hand experience how it feels like to dive into an unknown environment. As an outcome, many mentioned that they were able to develop an understanding towards others in such situations. They referred especially to children that come without any previous knowledge to Switzerland and which have to adapt to unknown circumstances. This is a huge gain for the educational context, where such multicultural lenses are relevant for a successful integration of children into the school setting. In combination with the discourses with people from culturally diverse backgrounds and insights into unknown habits, the participants were truly able to sharpen their multicultural skills. This is as well a helpful benefit with regards to the profession of teachers, where it is highly relevant to be adaptable and sensitive towards the ever-growing culturally diverse society. After having outlined different examples of how altruism and empathy has been generated during the mobility experiences, it becomes evident that there is truly a link between such experiences abroad and the features that are typical for global citizens. What is more, the acquired skills seem to be crucial for the handling the every-day life circumstances of teachers that have to be highly multicultural aware.

7.2 Developing global citizenship by studying abroad

This chapter zooms out to the underlying research inquiry, which deals with the relationship between mobility experiences and the formation of becoming global citizens/multicultural effective teachers.

Deepening the focus on the conception of global citizenship according to Morais and Ogden (2011), it becomes visible in the findings that there is a link between the outcomes of student mobility experiences and features that are necessary to become a global citizen/work as a multicultural effective teacher. After having analyzed the reports of the students, it is apparent that many of the components of the characteristics of global citizens were truly expressed in their reflection papers. At this stage is it important to recall Kehm (2005), who acknowledges that mobility experiences have an impact on the development of participating individuals. Cushner (2009), as earlier mentioned, underlines this notion as well and argues that study abroad experiences are sources to provide individuals with knowledge that facilitates their learning about the globe and their ability to develop intercultural competences. This implies that students get the chance to widen their horizons and to examine their personalities and attitudes while being abroad (Kehm, 2005; Cushner, 2009). In the reports, it becomes observable that several students highlighted such a widening of their horizons. They were able to obtain a new kind of perspective abroad, which had an impacting force on the development of their personalities and beliefs. Referring to Cushner (2009) such a fundamental transformation of the perspective happens, when being exposed to an unknown surrounding. This means that there is the need for a direct and personal interaction with contexts or persons that are different than the known ones (Cushner, 2009). It is interesting to recall at this point the finding of the students that did not completely change their context and stayed close to their usual surrounding within the Swiss borders. Retrospective, several amongst them were not as satisfied with their experiences in comparison with other students that went elsewhere. It was too convenient to travel home and they spent their free time in the known area with their family and friends. According to Cushner (2009), while staying in domestic settings, participants are not able to fully test own perceptions due to the fact that they are exposed to settings they have been socialized with and where their known cultural filters can be applied. For that reason, participants are not confronted with elements outside of their realm of “normalcy” (Cushner, 2009). As a result, all the mentioned facts may have prevented a

complete immersion into a foreign area and the students were consequently not able to transform their perspectives profoundly. A further outcome according to Kehm (2005) is that participants get the opportunity to acquire cultural and social knowledge. This builds the basis to prepare them to face unknown situations and it enables a conforming performance in such circumstances (Kehm, 2005). Having a look at the findings, there are a lot of indications that confirm such learning processes. All the students were exposed to more or less foreign cultural settings and they further had to deal with people from all over the world. In such encounters, students shared their knowledge bases, talked about cultural experiences and acquired multicultural perspectives. They faced regularly - in some cases almost daily - unknown situations, in which they were able to develop a huge sensitivity and esteem towards other cultural practices. Openness, respect and tolerance are key elements to master such unknown circumstances. Kehm (2005) claims, that there is another huge contribution as a result out of mobility experiences, namely qualifications that foster abilities with regards to employment or working conditions on an international scope. Besides, there is the acquisition and improvement of language skills (Kehm, 2005). It is difficult to measure such characteristics that are profitable for the working life; however and as an overall gain is it evident that the students learned how to endure and handle uncomfortable situations, they were exposed to various uncommon social interactions, which formed their interpersonal skills and they further had the chance to develop their own aims and personalities. Those seem to be favorable features to positively participate in a working environment. What is more, the students obviously had the opportunity to improve and deepen at least one foreign language during the mobility experience. This has most probably as well a positive influence with regards to future working milieus in international settings or likewise on a national level where language competences are also more and more required.

The above mentioned findings clearly show that the students had the opportunity to gain characteristics that are relevant for the existence as global citizens/multicultural effective teachers. They had the chance to widen their horizons, examined their personalities, formed intercultural and interpersonal skills and gained new perspectives abroad. What is more, through the immersion in an unknown context, they developed sensitivity, respect, openness and tolerance, which are key elements to master such circumstances. After having outlined the global citizenship/multicultural effective teacher characteristics that have been developed through the exchange experiences abroad, it is significant to reflect the whole research process from a more critical stance and to highlight possible limitations of the inquiry.

7.2.1 Limitations

Limitations with regards to the conception of global citizenship

Shedding a critical perspective on the investigation, it becomes evident that there were also elements of the conception that have not been represented in the reports. Having a look at the category of showing altruism and empathy, there was one aspect that was not included in the data-set at all, namely the capacity of *taking an active role in combating stereotypes*. This is a first indication that the model and the data-set are not in a total accordance with each other and that this way of investigation does not cover the whole area of the research. As a further point, the conception of Morais and Odgen (2011) consists of three domains that stand for the identification with a global citizen: Social responsibility, global competence and global civic engagement. However in this inquiry, the last stated category was left out due to the fact that it was not possible to find suitable indications in the documents. This implies that the whole area *global civic engagement*, which is important for the complete representation of the concept of Morais and Ogden (2011) and the inclusive understanding of a global citizen, was not covered in this research. As a consequence, one has to be careful with the unconditional claim that mobility experiences stimulate the formation of global citizen characteristics. Within this inquiry, solely the ones that have been in focus were truly enhanced. Through this way of investigating the research problem, there is a clear limitation visible due to the fact that it is not possible to research all the aspects with the used documents as sources of evidence. For a more complete inquiry, it would be interesting to have a direct discourse with participants to be able to ask targeted questions, steer the conversation and cover the complete area of inquiry. Interviews in general could be an additional component for such a research or the sole instrument of investigation to deepen the conception of interest.

Limitations with regards to the sample

There is a limitation with regards to the sample for the reason that only fifty-six out of eighty-six reports have been analyzed. Through the use of such a convenience approach, there is clearly a limitation in the breadth of the analytical procedure. There might also be some limitations due to the fact that there was not a lot of background information about the sample in focus. The more knowledge one has about the group of investigation, the easier it gets to explain specific characteristics of individuals or of distinct results. What is more, due to the choice of solely one institution, there is an additional limiting factor when it comes to the

wealth and diversity of sources. One possible speculation is that the participants in such mobility experiences all have specific characteristics in common, which generate similar outcomes. In addition, knowing that below three percent of the whole cohort of students take place in such mobility experiences, this indication has to be considered as a limiting factor. Another speculation is that the fifty-six reports, which were accessible at the point of investigation and filled out prior to the lacking thirty documents, are produced from a special kind of student. Those could have other characteristics than the ones that did not hand in the reports at this moment yet. To be able to face such factors of insecurity, there are possible solutions to enhance the outcomes. For example would the access to a broader set of data, including different/all institutions be such one possible securing factor. Another idea is to make a comparison of characteristics of participants and non-participants, which highlights possible diversities amongst the groups in focus.

8 Conclusion

Relationships exist between mobility experiences and the formation of characteristics that are necessary for global citizens and for multicultural effective teachers. By using the framework of global citizenship according to Morais and Ogden (2011), the study has shown that the global citizenship characteristics, which are similar to the multicultural effective teacher features, have been developed amongst the participants. Diving deeper into the investigation, it is significant to shift the emphasis on the two research questions. Starting with the first one, it has the emphasis on *how mobility experiences enhance self-awareness*. Self-awareness means that *students recognize their personal limitations or capabilities to successfully engage in intercultural encounters* (Morais & Ogden, 2011). The findings show that the students were exposed to situations where they had to learn to identify own limitations and abilities in such intercultural confrontations. It is visible that the participants had to develop a huge sensitivity and respect for other cultural practices, while being engaged in a foreign surrounding. They were exposed to unfamiliar habits and beliefs, which were in a first encounter often very challenging. However, after a thorough reflection and a deeper examination of such issues, they developed an interest towards these diversities. This was the starting point to understand the importance of varieties, which often resulted in a total embracement of such other cultural habits and beliefs. Through the acceptance of different circumstances of living in combination with a huge openness and flexibility, they had the opportunity to form their personalities in various ways. The exposure to different cultural practices left deep traces in their own actions and it further stimulated a reflection of their personal aims and beliefs. As a result, they often experienced a formative transformation of their perspectives, rationales and intercultural abilities.

The second research question, focusing on *how mobility experiences develop altruism and empathy*, exposed other interesting findings that indicate an influencing force of mobility experiences on the formation of global citizenship skills. Altruism and empathy hereby is understood as *examining and respecting diverse perspectives and constructing an ethic of social service to address global or local issues* (Morais & Odgen, 2011). Students definitively had the chance to explore other perspectives during their mobility experiences. While they were abroad, they had the possibility to engage with a lot of different people from various cultural backgrounds and they further had the opportunity to share their own knowledge base with others. Those encounters were fruitful sources to get insights into different viewpoints;

what is more, through such interactions, they also learned to appreciate and to respect other perceptions. In addition they stated huge gains with regards to their very own beliefs that were critically reflected and also often adapted after such engagements. Another reason for being active in getting together with others was their desire to simply have a network in this foreign surrounding. Peers seem to have a highly relevant role to be able to share thoughts with or to have the chance to explore other cultural beliefs. Through such encounters, the students had the possibility to establish empathy towards others and they were also able to sharpen their multiple cultural lenses. This improvement of multicultural skills is a relevant factor for the educational context. Culturally diverse backgrounds and foreign habits of pupils are the daily-life situation a teacher encounters and where a high sensitivity is indispensable.

In general this study has contributed to the literature on student mobility experiences with a special focus on the aspect of global citizenship within the field of teacher education. The thesis provided insights into the connection of outcomes of student mobility experiences and the characteristics of global citizens. What is more, such features are as well a contribution for teaching staff in the reality of multicultural school classes where special multicultural effective skills are needed to face daily challenges. It would be interesting to continue the research and to investigate this aspect on a bigger scale, with different samples and across the national borders to get an insight into overall tendencies. Interviewing people that returned from mobility experiences could be a further option to investigate dimensions that were not included and covered within this process. A further reflection that could be covered in future research is the fact that the destinations of the participants were all countries that are not necessarily representative for the actual classroom situation (i.e. USA, China, Sweden, France versus the countries represented as a result of the recent immigrations movements during the last decade), where the backgrounds of pupils are extremely diverse. Diversity hereby is understood as children coming from countries with different religious beliefs, lower socio-economic standing or that are real areas of conflict. For that reason, it would be interesting to see if the kind of relations as for example the development of tolerance or openness apply similarly to pupils that have to get integrated into the very own cultural context of the teacher. An additional idea would also be a closer investigation into the institutional aims behind such mobility experiences. Especially in the field of teacher education that is anchored in a national territory but exposed to international dynamics and pressures as well; this leads to tensions in the realms of action. Are internationalization tendencies as claimed by Leutwyler and colleagues (2011) simply tools to demonstrate the newly established academic standing of

teaching universities? Or what are the real expectations behind such experiences from the standpoint of leading educational instances? And, if mobility experiences are such rich and beneficial sources, it is about time to reflect and revise strategies of the curriculum of teaching universities and to seriously think of a solution to enable such a long-term study period abroad for all the aspiring teachers. With the preparation of the main actors that perform in the positions of role models and that have the ability to imprint their beliefs and wisdoms on pupils, the keystones for a future society would be settled and a world full of global citizens could be in its beginnings to become reality.

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