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Educating the Global Citizen

The contribution of the Technology University

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- **ISSUE 1 : What are the current and emerging agendas for global citizen/ global leader**
(e.g. poverty, health, energy, migration, etc.), and therefore, challenges for TU? etc.
 - Develop understanding, knowledge and cultural sensitivity
 - Programme choices and discipline profile
 - Capacity for interdisciplinarity and international strategy
- **ISSUE 2 : What are the associated competencies needed for TU graduate in terms of GE?**
e.g.
 - Issue identification; global and problem perspective; and understanding of operational issues in cultural diversity
 - Move from transaction of knowledge to transformational skills → solutions; actions
 - Implications for Learning Experience
 - “Technocrat plus”

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- **ISSUE 3 : What is likely to be the specific character of the TU contribution to GC/GL** (cf. Liberal Arts Institute)? e.g.
 - Orientation to be found in mission definition (e.g. Strathclyde)
 - Specific institutional attributes e.g.
 - institutional culture and stakeholder engagement
 - commitment to mode 2 knowledge production - Third Mission
 - interdisciplinarity : problem focus and knowledge exchange
 - employability and particular type of student experience
 - staff profile and professional development
 - Experience of working on global issues and with international companies and organisations
 - Response varies with particular type of TU (3) and international positioning

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● ISSUE 4 : What are the likely dimensions of GC Education in TU?

- Embedding issues across curriculum e.g.
 - industrial involvement in curriculum design, delivery and assessment
 - positioning of issues in : common core – specific specialised programmes – permeation model
 - international – targeted cultural studies and associated behaviours
 - multi-disciplinarity; technical and social entrepreneurship
 - etc.
- Student learning experience at various levels – FT/PT e.g.
 - service learning – problem/project learning (student centred dimension)
 - international cooperative education
 - action learning/research with international dimension
 - international work internships to complement study overseas
- Assessment framework and profile: including
 - strategic change skills, cross-cultural skills and attitudes
 - outcome measurement – industry, university : practice
- Particular role and opportunities for innovative doctorate level studies

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- **ISSUE 5 : What are other related factors for WTU Congress partners?**
 - Global citizenship/global leadership difference : e.g.
 - lifelong learning/continuing professional development
 - thematic international project action groups
 - Global rankings : are the current criteria sufficiently incentivising for GE?
 - Imperative of strategic TU global partnerships to deliver GE/GL as part of international strategy? (academic and stakeholders) : transactional to transformational e.g.
 - thematic concentrations
 - joint programmes at 4 levels including global industry/government engagement
 - capacity increase and enhanced bidding for international contracts
 - joint international co-operative education
 - student/staff mobility
 - IP

Thank you

