Boston College
Lynch School of Education and Human Development

Department of Educational Leadership and Higher Education

Citizenship, society and international higher education: a qualitative study of international students perspectives

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Magdalena Kozula

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Magdalena Kozula

Increased student mobility has been one of the most significant developments observed in the global landscape of higher education. Yet, research on student mobility often takes an individualized perspective on the benefits learners possess through internationalization. Meanwhile, the last two years were marked by the emergence of a new direction in internationalization - the Internationalization of Higher Education for Society (IHES). The surge in studies on how institutions can contribute to society through their internationalization strategies and efforts has proven that the phenomenon which for a long time was focused on individual gains and institutional branding, can evolve and address the larger purpose it serves. However, while many of these works highlight the directions IHES should follow and present good practices, still little is known about international students' perspectives of these dimensions. As a group that was identified as one of the vivid actors of IHES, it is not only reasonable but crucial to gain insight into their understandings, experience, and valorization of this topic.

The primary objective of the study is to investigate how students understand the sense of global identity and community engagement through education abroad. By listening to their voices, it makes a methodological contribution in terms of extending the understanding of student mobility as an inherent part of the internationalization discourse in the globalized world. Furthermore, analyzing these voices and deducting their meanings serves towards the materialization of ill-defined concepts of global citizenship

and International Higher Education for Society. Finally, the study aims at building a more complex understanding of the current state of international higher education phenomena by exploring connections between internationalization and its missions to society.

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Chapter 1: Introduction

Globalization and internationalization have been recognized as critical developments that have transformed the world over the last few decades. Although in debates both terms are often used interchangeably, the consensus of many authors is that globalization reflects on more negatively framed and intense forces that have brought major changes to the social and economic developments, while internationalization stands for benign and satisfactory-oriented relationships across borders (Teichler, 2004; Gacel-Ávila, 2005; Dodds, 2008). Thus, it might be said that while globalization "has blurred national boundaries" (Leask, 2015, p. 59), interconnecting our lives regardless of the physical location, internationalization has exposed the element of 'integration of differences.' These developments have significant relevance for multiple, if not all, aspects of our lives and present chances for both betterment as well as dangers (Bauman & Mazzeo, 2012).

However, the current state of the modern world has largely intensified the trends of individualization and even competition (Melucci, 1995; Vandenberghe, 2015), moving societies and their institutions away from the practice of collectivity and cooperation. The culture of disengagement in a world that is increasingly interconnected and affronted by multiple global challenges has contributed to the plethora of issues we face today. The problems of xenophobia, inequality, and environmental changes have been discussed by Brandeburg et al. (2020a) and many other social and educational sciences scholars, accenting the necessity to strive for social responsibility and engagement. 'Getting involved' and 'being connected' as ways to transcend these burning issues reflects the ideals of active, just and peaceful togetherness in the diverse landscape of global society (Oser & Veugelers, 2008).

In light of these circumstances, the higher education (HE) sector is an interesting and relevant study area. The first reason for this is that it comprehensively represents the two dimensions of the contemporary world – the discussed highly interconnected one and the still existing regional and national contexts. Universities have been becoming extensively global in their roles (de Wit, 2013), while historically existing in symbiosis with the societies (Shapiro, 2005). Secondly, global and local cannot and should not be separate. The voices on 'think local, act global' in the university environment have been recently empowered through the Sustainable Development Goals (SDGs) and the ongoing discussions on how academia is related to achieving them (Ramaswamy et al., 2021; Jhurry, 2021). Finally, as globalization has significantly reshaped higher education institutions (HEIs), it is almost impossible nowadays to talk about this sector in isolation from the internationalization trend. Divergent universities and colleges worldwide incorporate it in their policies, programs and infrastructure. Internationalization has become a strategic goal that goes beyond activities traditionally organized by International Offices (Soliman et al., 2019). Scholars observing such developments have argued that the paradigm of competition marked the last decades of HE internationalization, making it a tool for creating multiple gains for universities (de Wit, 2019; de Wit, 2020). However, as de Wit (2019, 2020) elaborates, it is critical to emphasize that the internationalization of higher education (IHE) has developed based on the ideals of exchange, peace, and solidarity.

Two particular concepts are worth investigating in the current higher education landscape in reference to the described debates. First, research and practice of internationalization have been, consequently, calling for incorporating the global

citizenship (GC) ideals into the divergent areas of university activity. It resulted in "an increasing number of university policy documents" that refer to this term (Clifford & Montgomery, 2014, p. 29). In the context of students, practices that aim at including 'international, intercultural, and global' components into the functions of HE (Knight, 2003, p. 2) have addressed several issues. These included i.a., curriculum and co-curriculum, short-term programming and mobility schemes, dual and joint degrees, diversity of student body and faculty and its potential or even virtual internationalization as of late. Yet, the problem of ambiguity around global citizenship rationales has not only dominated many scholarly discussions but also contributed to questioning its value. Zemach-Bersin (2009) and Waters and Brooks (2011) framed it as a highly elitist practice, which contributes to the emergence of a cosmopolitan social club stimulated by international experiences of students. In contradiction to this view, Ramaswamy et al. (2021) claim that approaching GC from a perspective of belonging to worldwide humanity depicts internationalization as an exceptionally beneficial practice. Authors accent its potential for transforming its actors into global citizens who wish to better the world. Understood this way, GC relates to essential concepts, such as awareness, responsibility and participation (Schattle, 2008), emphasizing the processes of critical thinking and decision-making.

Meanwhile, the last two years were marked by the emergence of a new direction in internationalization - the Internationalization of Higher Education for Society (IHES). Although itself the problem of public good, the social responsibility agendas, and engagement of universities with their local environment is not a new topic (Shapiro, 2005; deVitis & Sasso, 2016; Marginson, 2016), the call for aligning these aspects with

internationalization agendas was articulated for first time in 2019 in the University World News (UWN) (Brandenburg et al., 2019). It arrived mainly as a result of current concerns about global and local issues, the described orientation of internationalization towards competition, and accusations of "drawing resources, focus and infrastructure away from social engagement" (Beeneworth et al., 2018, as cited in Jones et al., 2021, p. 334). Since the UWN article by Brandenburg et al. (2019), the debate on the commitment institutions ought to take in terms of internationalization has gained momentum. However, further research "showed little evidence that institutional internationalization strategies were addressing the global aspects of university social responsibility in a systematic way" (Brandenburg et al., 2020b, as cited in Jones et al., 2021, p. 336). "The Internationalisation in Higher Education for Society. Mapping Report", which investigated most recent universities' activities oriented at IHES goals, showed just a slight increase in such practices (Bogdan et al., 2021). The study emphasized the need for "more structured, comprehensive IHES approaches" (p. 10). Importantly for this paper, both currently existing reports that analyze IHES, the aforementioned Mapping Report by Bogdan et al. (2021) and a study published by the German Academic Exchange Service DAAD (Brandenburg et al., 2020b), showed that although universities' aims of addressing the society-related approaches may vary, one of the crucial rationale institutions put on their agenda is developing global citizens. This is in line with the postulate made by Brandenburg et al. (2020b) that GC is of relevance to IHES as it represents the responsible approach to the international efforts of universities. The authors claim that placing global citizenship within the paradigm of IHES appreciates the connection between personal outcomes as well as the application of those in the broader

realm. Furthermore, they highlight that it situates international within a complexity of global.

International students (IS) take a special place within these considerations. First, the increased student mobility has been one of the most significant developments observed in the global landscape of internationalization (Knight, 2012). In fact, it served as one of the underlying drivers of the field (de Wit, 2020). Second, these global flows directed at universities are a rich environment for cultural immersion and self-exposure to global citizenship. Notwithstanding the existing skepticism towards advertising the studying abroad experience as a facilitator of GC traits (Zemach-Bersin, 2009), this practice responds to creating a cosmopolitan attitude by providing circumstances for the interconnectedness of the global world (Beck & Sznaider, 2006). Framing intercultural and international openness as core values of studying abroad as well as its primary outcomes establishes a link between such virtues and empirical understanding of global citizenship. Caruana (2014) states that "international student mobility premised on notions of cosmopolitanism is regarded as a key component of the student learning experience" (p. 1). This means cosmopolitanism is not only regarded as a part of habitus but can also be acquired through consumption (Igarashi & Saito, 2014). In that case, it becomes clear that it represents and is involved in studying abroad.

The Rationale for this Research and the Research Questions

All of the discussed phenomena that this research paper derives from have been challenged by globally present trends of managerialism, privatization, and corporatization of higher education institutions, shifting them away from intrinsic values (DeVitis & Sasso, 2016). Thus, scholars argue that universities and their resources, such as

academics, graduates, and students, are needed nowadays more than ever to strengthen the public sphere (Rhoads & Szelenyi, 2011). Still, considering the novel character of IHES, little has been said about international students in this process. In order to include their perspectives on the social responsibility in international higher education and its rationale of developing global citizens, this study is driven by the following research questions:

1) How do international students understand global citizenship and relate to it?

2) How do international students view the responsibility of higher education to society and ways to engage with society?

3) In what ways, if any, has their experience as international students influenced these perspectives?

Character and Organization of the Thesis

By investigating the international students' understandings of global citizenship and society contributions in the under-researched area of IHES, this research aims to explore such meanings and to include IS perspectives in the debate. On the whole, it is derived from the research literature, institutional reports, and personal observations on international mobility and internationalization practice. Integrating those led me to the underlying inquiry of how participants of internationalization processes perceive phenomena that have been driving the field's developments and what can we learn from these perceptions. I provided a window to these complex and dynamic perceptions by applying thematic analysis to the intersection of themes and sub-themes that emerged from my conversations with students. While this chapter presented the overview of the

research problem, questions guiding it, and rationale for exploring it, the purpose of Chapter 2 is to situate my study in the existing literature. I review the functions of internationalization and higher education, consider different ideas of global citizenship, and integrate international practices that foster GC. I summarize the chapter by describing the integrated theoretical framework. To detail the methods this study adopted, Chapter 3 includes the rationale for using a qualitative research design, analytical approach and research site. Having in mind the significance of transparency, I also provided the description of my sample, the data collection and analysis process, and I addressed the quality, ethics and limitation angles of my paper. Chapter 4 presents the findings of thematic analysis of interviews with international students. In making sense of participants' perspectives and experiences, it culminates in five themes and ten sub-themes captured through two analytical areas. The integration of these results and their broader significance, including implications, are discussed in the last chapter of the thesis.

Chapter 2: Literature Review

Higher Education Internationalization and its Developments

The term internationalization originated in the political and economic sciences and started appearing regularly in debates on higher education (HE) issues in the late '80s (Knight, 2003). Although considered a *young phenomenon* (Rumbley & Proctor, 2019, p. 23), it earned the extensive attention of academic and management staff, becoming the imperative of university development in the new century.

In the fast-growing environment of practice, it was heavily influenced by the phenomena of quantitative outputs. While de Wit distinguishes three crucial clusters of internationalization: the export/import of higher education systems, dissemination of research, and student and staff mobility (de Wit, 2019, as cited in Whisted et al., 2021), it was student mobility, and even more specifically, inbound mobility, that was the major reference point for a long time. It is mainly because bringing diverse groups of people together has been perceived as a practice that stimulates skills and perspectives associated with internationalization (Leask, 2010). Student mobility was followed by the global exposure of higher education institutions, resulting in both increased cooperation and competition. Soon after, the phenomena of reputation and branding expressed by the international rankings entered the scope of internationalization (de Wit, 2020). This aspect had particular importance for the research field. It heavily engaged in *a worldwide battle for excellence* (Hazelkorn, 2015), inducing reforms of the higher education systems that focused on increasing its productivity across the world.

This multi-dimensional character of internationalization resulted in concerns of adequate definition of the term. As institutions adopt divergent interpretations of

internationalization (Stier, 2004), they conceptualize it differently: "For example, many HEIs use internationalization as a desirable outcome of institutional development, but it is unclear what measures assess how internationalized an institution is" (Wells, 2012, p. 33).

In dealing with the conceptualization problems, the research literature has offered some solutions for the extensive field of internationalization. The updated 2015 version of the most widely used definition by Jane Knight frames internationalization as an "intentional process of integrating an international, intercultural or global dimension into the purpose, functions, and delivery of post-secondary education, to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society", what helps to understand the phenomena from a more holistic perspective (de Wit & Hunter, 2015, p. 3). Universities worldwide started realizing that internationalization should not be seen as an additional activity, 'implemented' mainly through mobility. Various stakeholders, such as the American Council on Education, advocate seeing internationalization as a comprehensive framework that "integrates policies, programs, initiatives, and individuals" through a range of university areas, such as leadership, partnerships, or staff development (ACE, n.d.). By being put on the top of the reform agendas of universities (de Wit, 2020), internationalization became closely correlated with the quality of education. It was reflected by including it into crucial components that influence graduates' profiles (Jones, 2017). Thus, internationalization continued to expand its portfolio, integrating internationalization at home (IaH) and internationalization of curriculum (IoC) as an essential direction representing its rationale. Bringing vital skills and understanding to the local classroom, and serving

domestic and foreign learners equally, significantly distinguished IoC from the dominant practice of study abroad. Leask (2015) emphasizes that IoC is a way to integrate aspects discussed by the Knight's definition "into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a programme of study" (p. 9).

To better understand the developments that internationalization has been undergoing, it is crucial to notice that Knight's approach defines internationalization effects as beneficial not only for the higher education institutions themselves and their communities but - most importantly - whole societies. In fact, according to de Wit (2020), this angle of internationalization used to be at the heart of higher education until values related to the public good and mutual exchange were put aside by economic gains and competition in the last 30 years. Critics suggest that these developments led to the commoditization of the sector and increased inequalities (Ramaswamy et al., 2021). As a result, 'new generation' voices advocating the issues of responsibility and solidarity started influencing internationalization trends in many corners of the world (de Wit, Proctor & Rumbley, 2018). Stein (2017, p. 4) captures this notion by stating that "Increasingly, internationalization is understood as a primary means through which higher education institutions can help ensure rational consensus and enact improvements at a global scale." Consequently, it has become timely for researchers to commit to extending the debate on internationalization further by finding answers to the burning question: *What next?*

The Appearance of the Internationalization of Higher Education for Society Concept

The discussed above need "to align internationalisation and university social responsibility agendas" has contributed to the formation of the new construct in the research on internationalization – Internationalization of Higher Education for Society (IHES) (Jones et al., 2021, p. 330). Although researchers throughout the last decade have discussed the 'mid-life crisis' of IHE (Knight, 2015), the idea of including societal aspects into this concept was first presented by Brandenburg et al. in 2019. In the *University World News* authors coined the term IHES, explicitly addressing the need of benefiting "the wider community, at home or abroad, through international or intercultural education, research, service, and engagement" (Brandenburg et al., 2019). In the light of even more current developments, such as a global pandemic, the call for redefining internationalization seems especially timely. Authors like Whisted et al. (2021) point out that looking for ways in which internationalization can make a valuable contribution to society will be especially critical in the next 30 years.

Although so far only a few scholars have elaborated on IHES sensu stricto, the universities' relation with and obligation to society is not a new concept. In his book "A larger sense of purpose," Shapiro opens the discussion by emphasizing that social institutions are embodied in a larger societal context, where they have designated roles and responsibilities (Shapiro, 2005). Often referred to as the third mission of HEIs, in the view of scholars like Zomer and Benneworth (2011) these constitute a prominent part of higher education institutions' performance.

Historically, universities aimed to serve the community by taking care of the most important and, in fact, the most innovative values: excellence in wisdom and service. One of the ways that universities embody wisdom and service is by helping students develop intellectual qualities. These include, a.i., inquisitiveness, integrity, and the ability to recognize the broader understanding and possible changes as tools that can be applied for the common good, regardless of any profits or political repressions. Such attributes give HEIs the potential to educate the society, which is "capable of learning, analyzing, developing their own perspectives, and finding creative resolutions to questions and challenges" (Jenkins, 2018, p. 13). Mayfield (2001, as cited in Hatcher & Childress, 2016) claims that the concept of an *engaged university* could be materialized by building thriving *town and gown relations* that better communities through academic resources. Importantly, in the light of issues plaguing contemporary societies, such as xenophobia, radicalization, and populism (Brandenburg et al., 2020a), a university society can also build a solid opposition to any political repression, being itself a *safeguard* against these phenomena (Gutmann, 1987).

Indeed, authors of the most complex publication that elaborates on IHES - "Internationalisation in Higher Education for Society (IHES). Concept, current research and examples of good practice" published by DAAD - pinpoint that the intersection of the idea of internationalization and the mission of social responsibility in higher education serves as cornerstone of IHES (Brandenburg et al., 2020b). Based on the results of the survey from 2019 conducted amongst DAAD participants, external science organizations, and selected HEIs, the study proposed several categories of goals that can be used in assessing the social responsibility mission in higher education within three

broad areas previously identified by Hazelkorn (2016): public good, economic development and social justice (Brandenburg et al., 2020b, p. 43). By bringing together goals, actors, target groups, dimensions of internationalization, levels of involvement, directions of transfer of social contributions, and types of beneficiaries, it developed the IHES Matrix, a comprehensive categorization used for analyzing universities' activity (to see full IHES Matrix refer to Brandenburg et al., 2020b, p. 48-49).

Table 1

IHES Goals categorized in IHES Matrix (Brandenburg et al., 2020b, p. 48)

Term	Definition	Source
Goals	Public Good	Develop global citizens Fight radicalisation Fight xenophobia/populism Improve the acceptance of scientific results (instead of alternative facts) and critical thinking Provide practice-oriented research Support European identity

		Support science & knowledge diplomacy / soft power Support the environment & sustainability Support the Sustainable Development Goals of the UN Support/preserve democracy Support/preserve peace Support social integration
	Economic Development	Knowledge transfer Support economies of developing countries Support local/regional economy
	Social Justice	General education of the public / capacity building Support active citizenship

The social responsibility perspective has been crystalized due to some important developments in the field. As discussed, the comprehensive approach to

internationalization with the emphasis on IaH and IoC built the foundations for thinking holistically about the role of the international dimension within the university. Additionally, the shifting attention to the impacts and outcomes that are relevant to the broader audience created a need for a symbolic translation of the "role of internationalization beyond the walls of higher education" (Brandenburg et al., 2020b, p. 43). Finally, authors of the report claim that IHES offers a response to the often contested and ambiguous idea of global citizenship by adopting a student-agent perspective: "(…) students - just like professors or staff members - become actors or agents who, by answering the global needs of citizens, become better global citizens themselves" (Brandenburg et al., 2020b, p. 19). Domestic and international students are identified as one of the groups that contributes to the IHES mission and actively participates in it (Table 2). Such a view is especially critical if we intend to look at higher education as a process of self-formation of students (Marginson, 2014), admitting that the responsibility notion advocated by IHES should be represented in all types of curriculum as students are an inherent part of academia.

Table 2

IHES actor groups within the HEI (Brandenburg et al., 2020b, p. 44)

Leadership of the HEI	Incoming admin staff
Domestic academic employed by HEI	Domestic students
International academics employed at HEI	International exchange students
Incoming international academics	International degree students
Domestic admin staff employed by HEI	Alumni
International admin staff employed by HEI	

Brandenburg et al. (2020b) are recalling the concept of global citizenship to define it as a fundamental aspect of internationalization, with the rationale of making meaningful contributions to society. However, the re-emergence of the topic in the research on higher education after "many years of comparative neglect" (Smith et al., 2008, p. 136) occurred much earlier on the discourse timeline. The voices emphasizing the global responsibilities of universities to advance social life (Rhoads & Szelenyi, 2011) and calling on adopting an internationalization approach based on ethos and values have been present in literature for the last decade (Hudzik, 2011). They developed mainly as a result of vividly discussed economic consequences of globalization. This dominant power framing contemporary realities, with its emphasis on production and competition, pushed societies toward the side of passive observers of a rapidly shifting world (Bauman, 1998). The inevitable consequence of commercialization that touched the higher education sector and its modern transformations, such as intensified internationalization, seemed to wake up the old sentiments of moral responsibilities and intellectual authority.

In light of this retrospect, IHES might not be perceived as a revolutionary idea. However, importantly, this direction makes a significant and dramatic shift in two crucial areas: the role of internationalization and the meaning of global citizenship, simultaneously reminding us about the fundamental ethos of the university itself. In the context of many disputes and divergent interpretations of the GC, the call of Brandenburg et al. (2020b) for settling global citizenship as a process of formation that develops through intercourse with the community, with a strong focus on agency, is a critical voice in the discussion on phenomena. Additionally, it makes a significant contribution towards

understanding the potential of global citizenship to serve as a sustainable source for advancing world realities.

Is Global Citizenship New?

Indeed, global citizenship has been a frequently cited term in reference to various academic disciplines and groups of interest. Literature and activists featured in the media, capitalists, elites, educators, or even celebrities may be examples of global citizens (Schattle, 2008). Although these diverse applications can stimulate interesting discussions, it is clear that their relevance and quality depend on the precise interpretation. Such interpretation seems especially necessary when considering the applied character of the research conducted in higher education. Especially that it aims to generate practical guidance for institutions, academic teachers, and administrative staff.

In general, the idea of global citizenship itself started appearing in higher education in the 1990s. However, many authors pinpoint that its roots might be traced to Ancient Greece, where Socrates defined himself as a *citizen of the world* (Schattle, 2007). The terms global, fluid, and cosmopolitan have not only been frequently cited elements of the modern construct of one's personality in academic debates, but more importantly, they were explored and identified as a source of educational guidance. Nevertheless, attempts to approach global citizenship's views results in questions about its conceptualization (Leask, 2015). Blum (2020) states that even though this concept is "increasingly prominent in discourses of higher education, there continues to be a substantial debate about its core meaning and aims" (para. 7). Although global citizenship is regarded as ill-defined and not precise, its significance has been acknowledged due to the importance of global interconnectedness in the social sciences (Roudometof, 2005)

and calls for the inclusion of the concept in university education (IAU, 2012; UNESCO, 2016). Not only have universities worldwide started incorporating the idea into the curriculum, but over the last decades, many organizations and associations have aimed at promoting the concept through several initiatives, such as Global Citizen Fellowships offered by the Ban Ki-Moon Centre or training focused on skills for future global leaders in the portfolio of the Salzburg Global Seminar.

Different Perspectives, Different Outcomes

While the emphasis on collective values and civic engagement has a solid potential to speak for the ideals of openness and contribution, global citizenship has frequently been identified as a source of elites and competitiveness. The economic model, which Rhoads and Szelenyi (2011) call "a dominant view of global citizenship" (p. 22), stresses the angle of rivalry that takes place in space which is no longer geographically limited. Consequently, global citizens are considered privileged as a result of winning the worldwide race for competencies and resources. In this sense, higher education has significantly contributed to such a view by concentrating its internationalization efforts around the rationale of global competencies and readiness to take up jobs in different cultural contexts (Aktas et al., 2017). Caruana (2014) suggests that access to these self-enclosed enclaves is restricted by possessing social and cultural capital, usually formed by opportunities such as student mobility. Moreover, in the literature on higher education and employability, we can observe that global citizenship has often been described in the realm of professional development that addresses the possession of a particular set of skills (e.g., ability to communicate interculturally) as an imperative for today's graduates (Watkins & Smith, 2018; Jones, 2013).

However, these understandings of global citizenship have been broadly balanced by the views advocating that individual benefits should no longer play a dominant role in higher education. Leask (2015) indicates that graduate capabilities should go beyond the theme of employability. The discourse of "the development of the whole person in the context of their professional, personal and social lives and the common good" discussed by the author (Leask, 2015, p. 54) resonates with Marginson's (2014) process of self-formation of students. Importantly for the considerations of global citizenship formation in the higher education environment, Lilley et al. (2015) indicate "that university and stakeholder groups identify the global citizen as an ethical and critical thinking disposition." In this sense, global citizenship perceived as an interconnected nature of knowledge and understanding represents the human ability to build reflective social imagination, develop moral reasoning, and ethical and critical thinking skills. These abilities are considered inherent parts of students' global learning through which they are supposed to:

> "1. become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences,
>
> 2. seek to understand how their actions affect both local and global communities,
>
> 3. address the world's most pressing and enduring issues collaboratively and equitably." (Association of American Colleges and Universities [AAC&U], 2015, as cited in Green, 2019, p. 3).

Notwithstanding the current surge in responsibility topics in internationalization, both presented approaches have been discussed in the literature representing the field of education for more than a decade. From the neoliberal perspective, global citizenship

discourse aims at increasing transnational mobility of knowledge and skills (Schultz, 2007). In such a form, it has been addressed and criticized as a concept perpetuating inequalities by referring to the notions of exclusivity and lack of reflection over the broader picture of globalization. These critiques, which ignited the aforementioned shifts in the higher education approach to global citizenship, underpin the radical and critical perspective on the concept (Schultz, 2007). In both views, the role of reflection, proactivity, engagement, and awareness is the key to understanding GC and building educational circumstances that will equip students with consciousness and willingness to transform the world (Akkari & Maleq, 2020).

In order to summarize the discussion on conceptualizing global citizenship, the insights offered by Schattle (2008) seem incredibly relevant and timely for the emerging concept of IHES. In his book "The Practices of Global Citizenship," the author introduces three essential attributes that define global citizenship: awareness, responsibility, and participation. These areas not only deserve special attention, as Schattle claims, but also help to envision the role of internationalization of higher education in the context of society.

Awareness. Researchers emphasize that, apart from its legal affiliations, citizenship also serves as a carrier of identity (Isin & Wood, 1999, as cited in Davies & Pike, 2009). Viewed in this way, global citizenship has been often identified as a *state of mind* (Davies & Pike, 2009) in which consciousness is regarded as self-awareness, "an initial step of global citizenship and lens through which further experiences and insights are perceived" (Schattle, 2009, p. 29).

However, the ephemeral notion of self-awareness requires more instrumental equipment. Thus, Shattle (2008) distinguished between *self-awareness* and *outward awareness* (p. 28-29). The author perceives outward awareness as a set of personal qualities that enable citizens to understand, recognize and look beyond the complexity of the world. The academic literature offers some practical solutions to help foster involvement with multiple realities. Byram (2011, as cited in Isaacs, 2018) saw education based on the interculturalism principles as a gateway towards dialogue across national boundaries and cultures, while Guarasci et al. (1997) stated that the reconciliation of social realities in the multicultural society is a must. This ability to construct a *pluralistic existence* (Bennett, 2012) serves as a materialization of the aforementioned self-awareness.

Responsibility. Globalization is a recognized reason for the number of social and civic crises, which plague contemporary society (Diamond, 2019). Fears of nationalism, xenophobia, human rights threats, economic inequalities and growing support towards populism have marked the current political climate and raised questions as to the direction of our further existence in an interconnected world. As a consequence of these developments, it has been stated that one of the aims of global citizenship is to "ameliorate situations of global economic, political and cultural inequality" (Isaacs, 2018, p. 150). Thus, the concentration on agency and willingness to take action in global citizenship education has been visible in the scholarly debates over the last years (Davids, 2018). Schattle (2008) does not see it as a surprise, emphasizing that "the aspiration of shared moral obligations across humankind has endured through the ages as a central element of cosmopolitanism" (p. 32).

Although ecological issues have dominated the scholarly and governmental disputes about the responsibility of global citizens, it is crucial to recognize that the realm of responsibility does not end with the duties towards our planet. In fact, the overwhelming number of policy papers and university strategies concentrated around the UNESCO Sustainable Development Goals (SDGs). The quite monotonous environment-oriented interpretation of SDGs seems to narrow the perspective on global citizenship in recent years. Such observation does not aim at undermining or ignoring the critical status of the condition of the Earth. It instead aspires to draw attention to a more holistic understanding of both: the current state of the world realties and the higher education role in establishing and promoting a less fragmented approach towards global citizenship. Thus, responsibility should not be limited to "behaving in a way that recognizes the way in which we affect, through our daily life, the rest of the people on the planet and the rest of life on the planet" (Brown, 1994, as cited in Schattle, 2008). This perspective appears justified in Schattle's (2008) considerations. The author describes responsibility as having an essential function for global citizenship, calling it an "ethical fulcrum between awareness and participation" (p. 44).

Participation. Although the actions of activists have primarily influenced the perspectives on global participation, Rhoads and Szelenyi (2011) claim that citizenship as a concept itself does not stop at the political and civic dimension of life but reaches far beyond. Such interpretation offers a broad view of ways in which higher education institutions can stimulate the participation of students, including community engagement.

The participatory approach to global citizenship refers to the previously discussed agency, which in the perspective of IHES, plays a dual role: it prompts students' self-

development while benefiting the local and global communities. Schattle (2008) observed that this could be facilitated in two ways: by contributing to the community's life and by influencing governmental decisions. While the latter refers to the aforementioned category of global reformers and can certainly find its place within the global citizenship construct in higher education, the first is built on the premises and traditions of the universities' presence within communities. Covaleskie (2016) categorizes this presence and its contributions as a particular type of public good, namely *public in a more robust sense* (p. 42).

Fostering Global Citizenship

Since the concept of global citizenship has been receiving increasing attention worldwide, practitioners and researchers have turned towards the ways that foster values and competencies associated with GC. The lack of narrow definitions and the number of perspectives that different studies adopt is reflected in the variety of such practices occurring in higher education and beyond its walls. Still, in reference to the academic environment, three particular areas were broadly described by academics: student mobility, IoC, and global university. Significantly, but not surprisingly, all of them represent the phenomena of internationalization, being either interpreted as core practices (student mobility/education abroad) or the consequence of ongoing developments in the field (IoC and international university). Although the contribution of student mobility towards values-oriented self-growth of learners and the concept of social responsibility and engagement have been broadly discussed in the literature, no studies have focused on the intersection of all of these areas. Furthermore, considering the novel character of

IHES to date, no research has solely investigated the student-centered perspective on this concept.

Student Mobility

Increased student cross-country mobility has probably been the most significant development observed in the higher education landscape. There were over 4.8 million international students worldwide in 2016, up from 2 million in 2000, and by 2025, this number is predicted to reach 8 million (Migration Data Portal, 2020). These numbers not only demonstrate how dynamically the international student population has been growing but also justify the need for a conceptualization of the central concepts related to cross-border mobility in higher education. Giedt, Gokcek and Ghosh (2015) draw attention that "study abroad is highly diversified by location, form, duration, and learning goals". The number and variety of different programs referred to 'mobility components' (such as excursion- and study center-based, consortia-based, faculty-led programs, summer and winter programs, multi-site programs, numerous forms of service-learning programs) as well as expressions used to describe phenomena (study or studying abroad, international mobility, cross-border student mobility, international students, exchange students, students from abroad) prove that there is plenty of freedom in choosing a definition. At the same time, this situation leads to a lack of clarity and thus convergence in research.

Such state of matters can significantly complicate the understanding of studied populations, creating problems in identifying its relevance. Although this variety of understandings presents the rich scope of activities and actors under the umbrella of international higher education, the investigators conducting research within the field have to be aware of this definitional ambiguity and make the precise indication of the

perspective adopted by their study. The explanations offered by demographic surveys, statistical reports and policy statements are often ambiguous. Project Atlas, a global research initiative focused on student mobility data produced by the American Institute of International Educations (IIE) and its partners, describes internationally mobile students as "students who undertake all or part of their higher education experience in a country other than their home country or who travel across a national boundary to a country other than their home country to undertake all or part of their higher education experience" (IIE, n.d.). While according to this conceptualization one has to hold student status to be considered participating in mobility, the time spent abroad is flexible and can be represented either by a short-time exchange or degree completion. The European Quality Charter for Mobility broadens this picture by including the non-formal education under the scope of international mobility: "a period of learning abroad (formal and nonformal), or mobility undertook by individual young people or adults, for the purposes of formal and nonformal learning and for their personal and professional development" (European Parliament and Council, 2006). However, the time and character of education are not the only sources of complexity built within the terms international students and student mobility. The UNESCO Institute for Statistics, the OECD, and Eurostat pinpoint the nuance of nationality, which is often a determining factor for statistical data. According to this rationale, international students, so those who have crossed borders for the purpose of study, are a subset of foreign students – a group defined by citizenship (OECD, 2013).

While literature often focuses on organized outbound mobility, in particular within the American and European context where short-term programming appears to be the main focus (Luthra & Platt, 2016), individual student mobility has also found its place

in research. In particular, the literature addresses the participation of international students in Anglo-Western higher education institutions. The majority of work covered the linguistics aspects of teaching in English, and learning and teaching Western curricula (Andrade, 2006). It points out the issues of academic success and adjustment among international learners as well as the motivation aspects, looking into how and why students make choices on study destinations (Mazzarol & Soutar, 2002; Hazen & Alberts, 2006). However, there is a substantial number of positions that investigated the influence of the studying abroad experience on students' formation in the areas of various skills development and cultural awareness (Davidson, 2010; Sorrenti, 2017; DuVivier & Patitu, 2017; Williams, 2005; Sobkowiak, 2019; Genkova et al., 2021). Still, these perspectives looked mainly at individual-oriented benefits that served students in their career achievements and life-related choices. In this context, it is critical to emphasize that some authors addressed education abroad as a pathway to more broadly understood identity development, with research by Pike and Sillem (2018) exploring the paradoxes and possibilities for global citizenship formation. More recently, in the light of increasing interest in IHES, researchers tried to identify the ways studying abroad could contribute to the holistic aspects of the common good and sustainable development. Jon and Fry (2021) analyzed whether and how the study abroad component of internationalization can contribute to the common good (p. 407). By applying the lenses of self-development to Americans participating in study abroad programs, the authors managed to reach beyond the aforementioned personal level benefits. The study investigated how global and local engagement practices amongst students are influenced by their experience of pursuing programs in different countries.

Increased interest in student mobility research has contributed to encompassing the topic more holistically. Thus, it led to the conclusion that it is indeed an area to be studied across several different contexts and disciplines, including the perspectives of global citizenship (Smith, 2017) and self-formation (Marginson, 2014; Marginson, 2018). Acknowledging these perspectives plays a crucial role in seeing and investigating the place of those who pursue studies abroad in research on international higher education.

International Institutions

The higher education sector represents two dimensions of the contemporary world – the highly interconnected one and the still existing national contexts. In these complex realities, universities are determined by in-country characteristics and regulations, while simultaneously becoming extensively global in their roles (de Wit, 2013). The phrase 'international' has been one of the most desired features of university education in the current decade, although it occurred decades before scholars and practitioners started discussing its conceptualization (Shields, 2013). Such developments have been incentivized by the new opportunities opened up by globalization, which strongly influenced the university sector. Importantly, they have been followed by increasing interconnectedness and complexity of world matters. This means that globalization itself not only created a surge in the number of students seeking qualifications in different countries but also formed the institutional circumstances for seeking paths to go beyond national boundaries. This idea of borderless education has been applied to institutions on a considerable scale by engaging in various partnerships in teaching, research, and administration. It became more frequent to execute educational activities under the concept of transnational higher education, represented by franchise, branch campuses,

articulation, online programs, and even study abroad (Alam et al., 2013). The latest developments in the field include the focus on the solutions related to the demand for HEIs to respond to ongoing global transitions and challenges by deepening cooperation and joining forces. Such a perspective accompanied the creation of, e.g., European Universities Initiatives, which allows institutions located in the EU to build "transnational alliances that will become the universities of the future" (EC, n.d.).

According to the 5th Global Survey on Internationalization of Higher Education from 2018, strategies for internationalization are present in a majority of institutions worldwide (Marinoni & de Wit, 2019). Indeed, in the last 30 years, considerable resources have been invested in becoming international not only on the institutional level but also by governments and supra-national players (de Wit, 2019). Consequently, positioning global and international as some of most renowned features of HEIs has influenced education-related industries, which have responded to the increasing complexity of higher education issues (Rhoads & Szelenyi, 2011). We could observe how the assessment of the international scope entered the list of indicators used in global university metrics, e.g., Times Higher Education and QS rankings. However, the challenge linked to assessing *the international* seems to be deeply correlated with the limited data and its incoherent application in methodologies of rankings. Such a situation has been referred to as reinforcing some of the main misconceptions about internationalization, that include, i.a., the positive correlation between the number of international students, programs in English or number of students who study abroad and the 'advancement' of internationalization (de Wit, 2011). Additionally, researchers have pinpointed the lack of context-sensitive approaches, which should be applied across

various higher education systems (Dakovic & Gover, 2019). As a result, "many universities around the world make specific mention of an international or global mission in the areas of teaching, research, and service" (Rhoads & Szelenyi, 2011, p. 21), some even having integrated 'global' or 'international' in their names. However, the extent of these features is subject to many interpretations. It is well known that the focus remains largely on economic imperatives, in particular international student recruitment, at the expense of more holistic and transformative approaches to internationalization (Young et al., 2016). Robson and Turner (2007) caution that tensions between internationalist rhetoric at the policy-level, and commercial approaches to internationalization at the practical level, may hinder the development of an international ethos in a HE institution.

This variety of measurements, models, and approaches to embracing the 'global' and 'international' creates not only problems with defining what a global university is (Knight, 2015), but predominantly it contributes to the lack of studies connecting international institutions' education and the formation of global citizenship. Considering the enormous scope of university practices on responding to the need for global citizenship education, few authors have attempted to capture this relation in a more holistic way. Building upon the challenges of the 21st century and social developments, Torres (2015) formulated five dimensions necessary for identifying global HEIs: global learning, global research, global reputation building, global engagement, and global service (p. 274). However, although these definitional features are provided in the author's work, Torres indicated that we are still missing universities that aim to educate global citizens. In his view, such education should be rooted in human empowerment and liberation.

An interesting study by Schartner and Cho (2016) investigated the opinions of students and staff on the concept of an international university, including the perceptions of global citizenship. The results revealed that an international institution is still mainly interpreted as a synonym of diversity, built on incoming foreign learners and staff. However, participants also emphasized the need for cross-border cooperation and the internationalization of the curriculum. These findings can be seen as both distant towards and linked to opinions on global citizenship. While one association with GC was indicated as mobility, which directly correlates with the perception of an international university, others such as 'global responsibility,' 'awareness of global events and history' and 'social responsibility to the world, not just one's own country' as well as personal features of being open, tolerant or respectful, provide some difficulty for interpretation. It is due to the lack of in-depth exploration of links between these interpretations in the given study. Therefore, we could assume that, in the opinion of participants, international cooperation and IoC serve the development of the awareness of global events and history. Still, this was not indicated in the investigation. It is not clear how students and staff correlate global and social responsibility with an international university or whether they integrate these concepts at all. Thus, the important takeaway from Schartner and Cho (2016) would be the question of how universities could marry such understandings into a more complex and systematic vision of the international university.

Drawing upon the shifts in the landscape where universities have been functioning and acknowledging the need for responding to the cross-national context, Rhoads and Szelény (2011) argue that the higher education sector still leaves hope for formulating these responses without being driven by the neoliberal focus. Authors took the challenge

of analyzing four higher education institutions located in different countries through the lens of cultural and economic developments of modern reality, naming global citizenship as an imperative of this contemporary complexity. Instead of defining the global university and focusing on the operational level of internationalization, the book sheds light on how globalization changes the role of higher education in the context of forming responsible and reflective citizens. With respect to the quantitative approach occurring in the internationalization and individualistic perspectives on global citizenship, Rhoads and Szelény de-facto opened a debate on the more nuanced understanding of these concepts, rooting it in the ideals of the public good. Importantly for these considerations, global citizenship is interpreted by the authors as an "ability, disposition, or commitment (perhaps all of these)" (Rhoads and Szelény, 2011, p. 267). Although, as suggested by Cantwell (2014), such perception contributes to the methodological difficulties, it also helps to recognize the potential of the concept itself – "alternative, communitarian, and emancipatory understandings of global citizenship" (Cantwell, 2014, p. 406) – as well as the potential of universities in responding to the crises of the 21st century.

The existing literature on the international university and its connections to global citizenship proves that studying dynamic concepts is always a demanding exercise for researchers. Chiefly because it can either be limited by a conceptual approach or be lacking methodological rigor. Yet, it also reveals the need to search for new perspectives on universities' engagement in these dynamics. In particular, ways in which the international is not limited to the numbers, but reflects on pathways for global contexts.

Internationalization of Curriculum

The systematic growth of the scope and interest of internationalization discussed in this chapter, which resulted in new developments, has found particularly vivid expression in the ideas of Internationalization at Home and Internationalization of Curriculum in the last ten years. Although it has to be admitted that the first pioneering work on IoC was conducted as early as in the 1980s (Burn, 1980; Harari, 1989), it was not until the new century that internationalizing teaching and learning practices entered the sector more broadly. Heffernan et al. (2019) emphasize that "Internationalisation of the curriculum (IoC) is increasingly regarded as an essential aspect of higher education (HE), for both social and employability reasons" (p. 2359). Acknowledging its significance, a considerable number of publications have discussed and investigated the phenomena, focusing on both theoretical aspects and the practical applications in such areas as staff preparation, students' perspectives, and management of IoC at the institutional level.

IoC, defined as "the incorporation of an intercultural and international dimension into the content of the curriculum, as well as, the teaching and learning processes and support services of a program of study" (Leask, 2009, as cited in Beelen & Leask, 2011, p. 8), draws mainly upon the prominent concept of developing intercultural competence. Since it has been recognized as an essential skill for 21st-century graduates (International Bureau of Education UNESCO, n.d.), it has become imperative to ensure all students are equipped with intercultural skills, regardless of whether they are given opportunities to study abroad (Alexiadou et al., 2021). Although intercultural training has often been identified as the core focus of IoC practices (Zelenková & Hanesová, 2018; Ji, 2020), the

literature has addressed the interdisciplinary character of curriculum internationalization, recognizing that its complexity fosters multiple dispositions.

Simultaneously, the attention given to IoC has contributed to discussions on quality and possible misconceptions in this practice. Fragouli (2020) claims that it is primarily due to the divergent understandings of internationalization and its value. By pointing to some of the threats resulting from this problem, such as, e.g., using the wrong language, the author suggests that more clarification and justification is needed to truly provide a "global and inclusive learning experience to students" (Fragouli, 2020, p. 24). Parallel observations, present in the scholarly publications for a while, should be considered particularly timely in the context of the evolution of the interpretations of internationalization. Approached this way, it provides adequate contextualization for focusing on the social dimensions of IoC.

Furthermore, it has been acknowledged that apart from cultural pluralism that can be achieved through internationalizing the curriculum, one of the most important features of IoC is the chance it gives students as well as staff to "think critically about their own values and biases" (Caruana & Spurling 2007, p. 65). This direction opens a more in-depth reflection on what working with curriculum in the internationalization context can and should implicate. As such, it recognizes the problematic nature of intercultural training per se, which might "keep student attention on learning about others (…) as opposed to bringing into critique their own cultural assumptions" (Leask, 2010, as cited in Vishwanath & Mummery, 2018, p. 356). Taking into account that IoC has often been promoted as a unique space for students to "connect knowledge, skills and experiences" (Landorf et al., 2018, p. 146), the literature has emphasized the significance of paying

attention to the critical dispositions towards thinking and doing (Clifford & Montgomery, 2015; Leask, 2015).

However, the self-reflexivity component of encounters with diversity cannot be fully realized if it is embedded in a single discourse. Thus, acknowledging critiques of an Anglo-American canon based on Western principles has become a vivid point for IoC. It is mainly because the call for decolonizing curriculum has been linked to the function of social responsibility (Vishwanath & Mummery, 2018; Wimpenny et al., 2021), making it a much-needed practice to challenge power imbalances and global inequalities. Andreotti (2011), for instance, sees decoloniality in global citizenship education as a way to "address ethnocentrism, ahistoricism, depoliticisation and paternalism in educational agendas" (p. 381). Furthermore, "Van der Wende proposed that the IoC program should also examine the challenges related to the 'globalisation of societies, economies and labour markets'" (Van der Wende & Kälvemark, 1997, as cited in Vishwanath & Mummery, 2018, p. 355). In such a view, IoC serves not only as a reflection of the university's capacity to work with diverse backgrounds but also its readiness to embrace the mission of IHES.

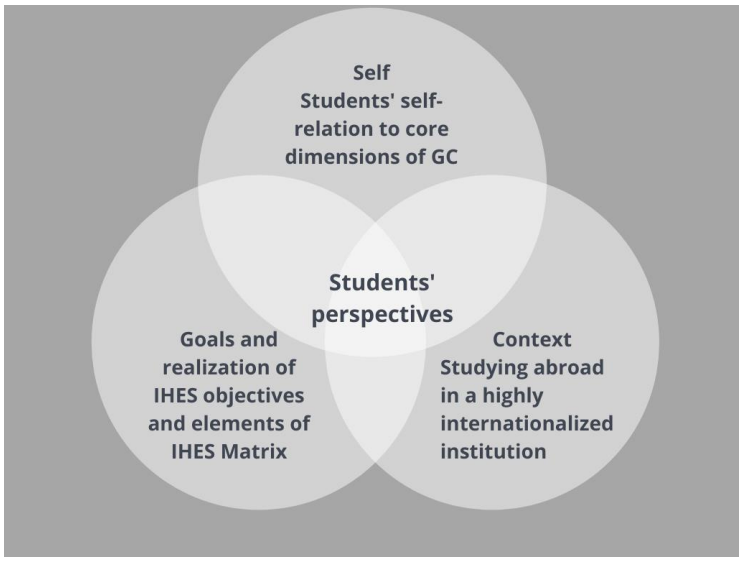
Conceptual Framework

In short, this study asks how participants of internationalization processes, namely international degree students at a highly internationalized institution, perceive two phenomena discussed in the literature review section: global citizenship and social responsibility and engagement of higher education. Drawing on the conducted literature review in regard to the focus of my research, the overarching conceptual framework is presented as Figure 1. The framework depicts the core conceptual dimensions of global

citizenship and International Higher Education for Society, highlighting overlapping and interconnected areas of study.

Figure 1

Conceptual Framework



The overall abstract representation provided in Figure 1 portrays the research goal in relation to the existing concepts and context of the study:

1) self-relation to the core dimension of global citizenship: awareness, responsibility and participation (Schattle, 2008),

2) perception of the goals and ways of realizing social responsibility and engagement of higher education institutions (IHES Matrix, Brandeburg et al., 2020b),

3) the context study participants are situated in: how, if at all, studying abroad in a highly internationalized institution has influenced their perceptions.

Chapter 3: Methodology

As stated in previous chapters, the primary objective of this study is to investigate how international students understand the sense of global identity, HE's responsibility to society and its ways to engage. In particular, the questions that guided this research included:

1) How do international students understand global citizenship and relate to it?
2) How do international students view the responsibility of higher education to society and ways to engage with society?
3) In what ways, if any, has their experience as international students influenced these perspectives?

Chapter 3 provides details of the methodological approach, namely the qualitative research paradigm and phenomenological research methodology, including the rationale for adopting such methods in this study. Moreover, it describes the setting and design of the research, presenting the recruitment procedures and participating sample, the data collection process, and its analysis. Finally, it addresses the aspect of ethics and validity in qualitative research, discussing the adopted approach and specific elements of conducting this research project.

Methodological Approach

The research questions that directed this study are concentrated around exploring the views and meanings of internationally mobile students on the phenomenon of global citizenship and social engagement in the higher education context. In order to investigate

these phenomena captured through participants' subjective experiences (Creswell, 2007; Neubauer et al., 2019) and obtain deeper insight into the participants' reality (Fraenkel et al., 2019), as well as to determine the essential part of the experience (Byrne, 2001), I employed the qualitative methodological framework for this study.

The relevance of *meaning* and *experience* in research serves as a common ground for qualitative studies (Daher et al., 2017). Its central assumption, known as *social constructivism,* is based on the belief that people "seek understanding of the world in which they live and work" and that they "develop subjective meanings of these experiences" (Creswell, 2003, p. 8). Exploring in-depth, context-based questions of how things are perceived and interpreted and why they matter is the privilege of qualitative research compared to other methodologies, and has made it an increasingly popular approach in the last 20 years (Mason, 2018). However, as qualitative researchers seek descriptive data from the research participants, and thus adopt flexible study designs enabling them to investigate various phenomena, this methodology has received some criticism from the quantitative perspective, which is often depicted as "hard" science (Hesse-Biber & Leavy, 2006). Because qualitative studies use purposeful and small samples, it has often been addressed as lacking the generalization potential. Besides that, leading voices of criticism bring up the issues of unreliability and subjectivity. Considering such arguments, it is vital to emphasize that finding answers and contributing to the development of our understanding of certain phenomena can rarely be acquired by a single research study. Notwithstanding the significance of quantitative methods, there are questions that "cannot be easily put into numbers" (Cleland, 2017, p. 69). Such inquiries usually tend to capture more complex realities. More importantly,

they seek to enter a variety of perspectives, providing valuable context to the theories and observations in the field. Thus, adopting data collection procedures that enable more profound encounters with study objects, such as interviews, intense researcher's engagement with these data to provide interpretations, and working with quotations and rich descriptions is essential for the qualitative approach (Creswell, 2003). The results produced in qualitative research are considered beneficial for many sectors, including voluntary and not-for-profit activities, and help to "explore problems about which relatively little is known" (Morse & Field, 1996, p. 2). For the context of higher education institutions and their role in society, it seems particularly crucial to enhance the *what* inquiries for components that can contribute to our understanding by seeking answers to *why* and *how*.

Braun and Clarke (2020) claim that there is rarely one ideal method or methodology which fits particular research. Thus, scholars who focus on exploring meanings do not have to limit themselves to 'off-the-shelf methods' (Chamberlain, 2012) but can actively look for analytical tools that will help them examine their research topics in a relevant and coherent way (Levitt et al., 2017). Adopting this perspective allowed me to search for methods that have the potential to contribute to the research questions of this study by incorporating the subjectivity of meanings students attach to the studied terms while utilizing the concept of reflexive interpretation. Consequently, I decided to adopt reflexive thematic analysis (RTA), as such a perspective supports my research rationale in a comprehensive and integrative way. First, because I intended to investigate students' perspectives that can contribute to the understanding of global citizenship and social responsibility and engagement in the higher education context, it was crucial to explore

any possible patterns occurring in their understandings of phenomena, rather than solely focusing on "unique features of individual cases" (Braun & Clarke, 2020, p. 42). As such, the TA spectrum of methods helps to follow a systematic process of "identifying, organizing, and offering insight into patterns of meaning across a data set" (Braun & Clarke, 2012, p. 2). Secondly, RTA recognizes the later theme development and the critical role of the researcher in this process, which allowed me to categorize codes into themes after substantial analytical work and reflexive data engagement (Braun & Clarke, 2013). It was essential to translate codes to themes recognizable in studies on higher education and related disciplines (Cohen et al., 2000). Finally, considering the complexity, richness, and interrelated character of data from interviews, it was important that RTA involves unstructured and organic coding, "with the potential for codes to evolve to capture the researcher's deepening understanding of the data" (Braun & Clarke, 2020, p. 39). The process of applying RTA is described in more detail in the Data Analysis paragraph.

Research Site

In seeking to address the study aim, I decided to obtain the participants' perspectives in a highly international learning setting. Therefore, a sample of the population selected for the study is a group of international undergraduate and graduate students taking part in degree programs at Central European University (CEU).

CEU is an English-language university created in 1991 with the idea of promoting the principles of democracy and an open society. Its establishment was linked to political transformations across Europe and the emergence of new dimensions in a changing world. In 1989, leaders of the democratic revolutions in the old continent conceptualized

the vision of international universities playing a crucial role in the ideal of democratic societies. Believing in the principles of the research-intensive American graduate universities and the international education in serving this vision, the Hungarian-American financier and philanthropist George Soros recruited "professors and students from around the world to build a unique institution, one that would train future generations of scholars, professionals, politicians, and civil society leaders to contribute to building open and democratic societies that respect human rights and adhere to the rule of law" (CEU, n.d., a).

Indeed, the aspect of 'the international' is very explicit in CEU's student community and faculty. The university has students from more than 100 countries and faculty and staff from nearly 50. Thus, CEU belongs to a tiny group of European universities where more than 80% of students come from other countries. Such a dimension is strongly supported by the diversity and inclusion approach. The accessible scholarship schemes are available to candidates from any country and cover up to 100% of tuition fees, full health insurance policy, and partial living expenses. In addition, apart from the general stipend offer, CEU provides financial aid based on cooperation with different funding fellowship programs. Many of them are targeted towards specific geographical regions and ethnic minorities, enabling the university to offer places to a range of students from diverse countries and backgrounds.

Moreover, from the idealist perspective, CEU encompasses the main features of the definition of internationalization and practices that occur within the paradigm of cooperation. First, it is accredited in three countries: the United States (the Middle States Commission on Higher Education), Austria (the Agency for Quality Assurance and

Accreditation Austria), and Hungary (the Hungarian Accreditation Committee) (CEU, n.d., b). The institution currently has two physical campuses in Budapest and Vienna. The Vienna campus was established in 2019 due to the accreditation crisis in Hungary (Olds, 2017). Still, it is essential to emphasize that a multi-campus character was one of the foundation ideas for CEU. Second, the practice of curriculum internationalization is reflected in the comparative character of "study of the region's historical, cultural, and social diversity with a global perspective on good governance, sustainable development and social transformation" (CEU, n.d., c), giving students a chance to delve into the complex social and political issues. This approach is reflected in the dimension of university extra-curricular policy rooted in the ideal of dedication to society and global developments. CEU engages in this dimension through several different research projects, conferences, and expertise.

Although the focus on students from a specific institution can be perceived as a limitation, such a unique university character was essential for this study as it creates the pre-conditions for the group involved in my research. Predominantly, it guaranteed a diverse pool of participants in terms of nationalities, which was critical in order to avoid a country bias and possibly obtain students of various national backgrounds. Furthermore, the discussed profile of CEU as an educational institution and its curricular and co-curricular exemplification served as an indicator of potentially information-rich cases related to the phenomenon of my interest (Palinkas et al., 2015). Importantly, students selected from this research site were likely to have had similar expectations and purposes choosing such a specific profile of the HEI and are exposed to certain experiences resulting from this profile.

Study Design

Recruitment

The first step of the procedure included the recruitment e-mail and internet questionnaire distributed to all undergraduate and graduate students at Central European University. This step involved cooperation with the Dean of Students Office and Community Engagement Office, which agreed to support the process by sending the e-mail that contained a description of the study, potential participants' rights, personal data protection information, and a link to the online questionnaire for CEU students. By using the recruitment e-mail, I was able to reach out to a larger number of potentially interested volunteers enrolled in CEU degree programs. The student data collected through the form was accessible only to me, directly via the personal account on the platform which was used in this study. In the next step, the questionnaire outcomes were applied to further purposive sampling as described in detail in the section on Participants. In addition to the sampling questions, I asked students about their experience with community engagement and previous international education. These questions helped me to build a broader picture of the recruited sample and become aware of how participants' experiences could influence questions addressed in the interviews.

All data used for sampling was collected online. The questionnaire was provided through the AidaForm, which enables the creation of a GDPR-compliant form or survey, of critical importance regarding European Union data protection regulations. AidaForm uses the latest encryption and security technologies to implement appropriate technical, organizational, and administrative security measures. Form responses are disclosed only to the form creators. All participants of the selection phase were informed about how

their data is secured and stored and the compliance with GDPR by the Terms of Use opening the questionnaire. The questionnaire details are available in Appendix B.

Throughout the recruitment process, I frequently emphasized to the students that their participation in the selection process and interviews was entirely voluntary. Prospective volunteers were given my contact details to address any questions regarding the character of the questionnaire or the study that they might have had before deciding to express their interest. Additionally, I clearly communicated that participants can leave a research study at any time without consequences for students. Incentives for participation in the interviews included:

- the opportunity to reflect on one's own experiences that can help formulate international students' life and career agendas,
- the opportunity to become familiar with the process of qualitative interviewing, which might be valuable for novice researchers,
- the compensation of 25 euros for time and effort students invested in interviews.

Participants

Given financial and time constraints, the study was limited to eight participants. In terms of qualitative studies, this number has proved sufficient, "since the logic of knowledge generation and explanation does not rest on enumerative principles" (Mason, 2018, p. 69), but is concentrated around information-rich cases (Patton, 2002). Thus, generalization is neither considered desirable nor necessary in inquiries aimed at in-depth understanding (Niaz, 2007). Following the qualitative approach rationale, I intended to engage the first voices of students in the discussion on IHES in order to create awareness

of how a contextualized understanding of the discussed phenomena can shape its breadth and nature rather than represent a specific population view.

Considering the nature of investigated phenomena, a strategic purpose in selecting my sample was necessary to avoid the *ad hoc* relationship between students and the research context (Mason, 2018). First, as described in the research site paragraph, I decided to recruit students of a highly international profile HEI, adopting an evocative perspective on my sample. CEU characteristics contribute to the generation of vivid understandings and make it a perfect source for recruiting candidates who are willing and able to engage in global citizenship and social responsibility discussions. Second, a highly purposive sampling technique (Bryman, 2008) was adopted to ensure that study participants hold the international student status to fulfill the criterion of investigating this group perspective in the given study. Thus, students were recruited with the help of an online questionnaire that determined the following characteristics of study volunteers: official IS status at CEU and their cultural socialization background addressed by the question on where they grew up. Adopting criterion one was critical to fulfilling the intention to engage with the voices of international students who have been traditionally central to the internationalization efforts of HEIs. Additionally, educational mobility has been considered a promising exposition to the notions of global citizenship (Killick, 2013; Caruana, 2014; Kishino & Takahashi, 2019). Moreover, internationally mobile students are often framed as presenting the specific potential to getting familiar with the GC mindset through their motivations and intentions linked to making the choice to study abroad, such as intercultural enrichment and exposure to difference, regardless of the type of mobility or students' outgoing country (Prazeres, 2013).

The latter was evaluated by asking students whether they grew up in one of the countries where CEU campuses are located. It aimed at excluding students who, even having an international student status, have been acculturated and have lived respectively in Austria or Hungary, such as, e.g., permanent residents. Differentiation of this kind has been addressed by practitioners and reflected in statistical reports, which adopted an additional category of foreign students. It helps to distinguish those who, while not holding a citizen status of a country, did not have to engage in mobility in order to start their studies. In the given study, such a question aimed at excluding students who, even officially holding an international student status, have been acculturated and have lived respectively in Austria or Hungary.

Additionally, a recruitment questionnaire intended to collect profile-oriented information about potential participants. In order to become familiar with the students' backgrounds in regard to the focus of the conducted study, I asked two questions related to their experience with international educational mobility and community engagement over the course of their university studies. This information helped me prepare for interviews and build a more nuanced picture of probes and prompts I might use in each conversation. However, it was not used in the selection process decisions.

Altogether, sixteen students filled out the questionnaire. While three students did not meet the criteria, as they either grew up in a country where their campus is located or were not students of CEU (this happened in the case of one volunteer, most likely as a result of circulating the recruitment form by some CEU students to their friends), five potential participants had just started their undergraduate studies in the academic year 2021-2022. Considering the fact that interviews took place in October and November

2021, data provided by these students could have been relatively limited. Thus, as a result of analyzing the profile of potential participants, three undergraduate and five graduate students were invited to take part in interviews through follow-up emails. Five identified themselves as female, and three as male, all ranging between the ages of 18 and 30, most in their early 20's. All participants are pursuing their degrees on the Vienna campus, which results from the significantly greater representation of this location among all who expressed interest in the study (fourteen volunteers represented the Vienna campus, while only two the Budapest). Such a composition of international students might be correlated with the accreditation crisis which plagued the Budapest campus in 2017 when the Hungarian Parliament decided to adopt amendments to the Education Law that harshly targeted the international character of CEU (Olds, 2017). Consequently, the risk that the University would not be able to admit new students in Hungary might have translated to a decrease in international students. However, I am not in possession of such data, so it is important to stress that it is just one of the possible explanations for such a small number of volunteers based at CEU's campus in Budapest.

The students represented a range of countries from developed to developing destinations: Canada, Slovenia, Slovakia, Germany, Hungary, India, and Albania. Such diverse geographic origins of interviewees helped, to some extent, to avoid metrocentric and isolated perspectives. All interviewees participated in the degree programs at CEU, with it being, for the majority, their first international education experience. Three students have a mid- to long-term history abroad, which was expected to influence the way of approaching concepts discussed in the interview. Details of the participants appear in Table 3 below.

Table 3

Name, demographic and level of studies information for the study participants.

Name	***Gender***	***Nationality***	***Campus***	***Level of studies***
Interviewee 1	*Male*	*Slovenian*	*Vienna, Austria*	*BA*
Interviewee 2	*Female*	*Albanian*	*Vienna, Austria*	*BA*
Interviewee 3	*Male*	*Slovakian*	*Vienna, Austria*	*MA*
Interviewee 4	*Female*	*Indian*	*Vienna, Austria*	*MA*
Interviewee 5	*Female*	*Canadian*	*Vienna, Austria*	*MA*
Interviewee 6	*Female*	*Indian*	*Vienna, Austria*	*MA*
Interviewee 7	*Female*	*Hungarian*	*Vienna, Austria*	*BA*
Interviewee 8	*Male*	*German*	*Vienna, Austria*	*MA*

Data Collection and Instruments

This study used semi-structured interviews as a data-gathering technique. Considering the exploratory and descriptive character of my research, this type of interview is a suitable tool (Nigel et al., 1998). Mainly since topics discussed with students can be characterized as ill-defined, ambiguous (global citizenship), and under-researched (society contributions and engagement in IHE). Thus, I aimed to obtain in-depth insight from students that would enrich and broaden our understanding of these areas. To achieve that, I harnessed the potential of "open, direct and verbal questions" to "elicit detailed narratives and stories" (DiCicco-Bloom & Crabtree, 2006, as cited in Whiting, 2008, p. 36). Furthermore, I applied a semi-structured model of conversations that covered 'bracketed' themes emerging from theoretical frameworks (Moustakas, 1994; Patton,

2002), which enabled me to address the complexity and vagueness of the phenomena explored by the interview questions.

The discussions took place between October and November 2021 over the Zoom virtual platform. Before proceeding with the interviews, participants received an online consent form provided through Qualtrics. All agreed to participate in this project. The interviews were recorded on a phone device and lasted about 60 minutes. They were transcribed using Rev, an online tool for transcriptions, and checked manually for any misspellings and pitfalls in automatic transcription. Afterward, they were sent to participants for review, which is described in detail later in this chapter.

For the purpose of a clear structure, I organized discussions around four parts: personal background of the interviewee, global citizenship, society contributions, and engagement, and studying abroad experiences related to the discussed phenomena. Following a qualitative research goal structured around investigating how certain events are experienced and how things matter to people (Mason, 2018), the interview protocol for this research was designed based on examples shared in the Design of Qualitative Research course at the Lynch School of Education in Boston College and Jacob & Furgerson (2012). As both sources indicate, an interview protocol goes beyond the simplified list of questions, covering the procedures related to the interviewing process and the prompts supporting the interviewer in obtaining information necessary for the research purpose. Thus, questions had an open-ended character allowing more free conversations in order to unfold some areas linked to the study topic. I continually used the phrase *tell me about* to encourage participants to share their perceptions and experiences in a way that "leaves room for ideas, impressions, and concepts which you

have not thought of to emerge from the data" (Jacob & Furgerson, 2012, p. 4). Simultaneously, next to the broad questions, I used prompts and probes that helped me direct the conversation, bearing in mind that the academic-oriented phenomena we discussed might seem abstract at first for many students. Particularly beneficial was the utilization of a recapitulation probe that asks a participant to return to the elements of the story (Alirezaei & Latifnejad Roudsari, 2020). Consequently, I was ready to react and make on-the-spot revisions of my protocol, formulating follow-up questions tailored for specific participants. According to qualitative interviewing guidelines, conversation questions can vary or be omitted depending on the participant answers (Moustakas, 1994), allowing the topics to take different turns "and follow its own winding path – an important component being to have the freedom to follow up on related themes raised by the interviewees themselves" (Brounéus, 2011, p. 130).

Additionally, as suggested in the literature (Chesney, 2000), I took notes during and after each interview. This enabled me to track the main points of conversations and materialize thoughts that occurred during the interviewing process. Notes served as a supporting data source for further analysis, helping me return to students' descriptions that indicated any particularity or significance of situations they mentioned, my reflections about emerging topics, and any points that required clarification in our conversations. The Interview Protocol is attached to this study as Appendix C.

Data Analysis

Data analysis in this study was shaped by the qualitative approach, adopting reflexive thematic analysis procedures. Merriam (2009) emphasized that qualitative methods generate detailed information reflecting the study findings. Considering my

research focus, data analysis was concentrated on producing an in-depth picture of how students make meaning of their experiences in relation to phenomena of global citizenship and society contributions, and engagement in the higher education context.

Careful and effective data organization is essential when considering the necessity to show and analyze the sense of a rich text (Creswell, 2003). I started with preparing the relevant data inventory for analysis that served to register my findings and store ideas. For this purpose, I used memos of results designed through the digital boards, a notebook with graphical interpretations, and reflexive thoughts. Such careful organization helped me fully immerse myself in a flexible and organic coding and theme development process, which evolved throughout analysis (Braun et al., 2019).

Following TA steps identified by Braun and Clarke (2012) and their practical application for RTA (Byrne, 2021), I conducted a six-phase analytical process that involved:

1) familiarisation with the data,
2) generation of initial codes,
3) generation of themes,
4) revision of potential themes,
5) defining and naming themes,
6) producing the analysis chapter.

In phase 1, it was crucial to read the interviews several times to get "intimately familiar with the data" (Byrne, 2021, p. 8). The initial reading took place when doing a manual check of transcripts, which facilitated deep immersion into the information provided by students. After preparing transcripts and receiving students' feedback, I

continued data familiarization by re-reading each conversation in detail and regularly, keeping in mind that taking breaks and returning to the text allows more robust observations of trends. This phase was concluded with notes that indicated the development of the final themes.

The next step involved working in the Microsoft Word program to produce initial codes. Byrne (2021) suggests that any item of data that has the potential to be useful in answering research questions has to be coded. Based on this recommendation, I began with brief but detailed codes to highlight all parts of the students' statements that could be useful in addressing my investigation purpose. This phase included repeated iterations of coding that were marked by the evolving character of generated codes. I systematically tracked this evolution to keep the research process transparent and help myself with signposts for further data interpretation.

In searching for relevant information in the transcripts, I adopted an experimental orientation, looking for meanings ascribed by students to global citizenship and society contributions and engagement as well as the meaningfulness of them to my interlocutors (Byrne, 2021). My analysis was based mainly on an inductive approach so that these meanings could be emphasized in the process of addressing research questions (Azungah, 2018). However, Braun and Clarke (2013) clarify that data analysis usually adopts a combination of both, as it is not possible to conduct coding using an exclusively deductive or inductive approach. Thus, to translate codes into themes recognized in the educational, social, and political sciences, the degree of deductive analysis was necessary for this study. Finally, by choosing RTA, I placed myself in a creative and active role in research so that I could attempt a complex dataset identifying which information was

relevant for my inquiry. Thus, following Braun and Clarke's (2012, 2013, 2020, as cited in Byrne, 2021) statement that codes do not reside in data waiting to be found but have to be interpreted, I predominantly utilized a latent coding procedure.

After finding all relevant codes for this research, in phase three, I started the process of combining them into themes. By linking underlying meanings and concepts represented by codes, I generated overarching themes and sub-themes for two analytical areas: *Global Citizenship* and *Social Responsibility of Higher Education and Ways to Engage with Society*. In constructing these themes, I adopted a constructivist persuasion, focusing on the criteria of meaningfulness of what themes represent (Braun & Clarke, 2012). Thus, not all patterns that repeated in the students' responses were noteworthy for answering the research questions. This approach was particularly crucial for phase four, as in the exercise of reviewing initial themes, I found out that some of them might not "function well as meaningful interpretations of the data" (Byrne, 2021, p. 14). Additionally, I used other criteria proposed by Braun and Clarke (2012, p. 65), which involve determining whether it is a theme or just a code and its boundaries and assessing the sufficient character of data to support the theme and its coherence.

Defining and naming themes in the further phase was dedicated to representing data consistently and informatively in relation to my research questions. This phase was paired with the last step of writing the chapter on Data Analysis, as it involved deciding on the final names of themes and choosing data items that should be used as "extracts" for presenting the findings (Byrne, 2021, p. 17). In the context of the rich and complex dataset this study collected, I dedicated special attention to deep analysis that goes

beyond reporting the results to provide my readers with a clear narrative of what is essential to international students, contextualizing it in relation to the existing literature.

Quality and Ethics

Quality

Qualitative research relies on principles that refer primarily to the credibility and trustworthiness of the research findings to reflect on the aims of the investigation. Merriam (2009) captures these values stating that "careful attention to a study's conceptualization and the way in which the data are collected, analyzed and interpreted, and the way in which the findings are presented" (Merriam, 2009, p. 210) serve as guardians of qualitative approach credibility.

Due to the unique challenges that qualitative studies can present to a researcher, my priority was to collect and analyze data appropriately and ethically, so these crucial aspects underpin the value of the project (Carlson, 2010). Several procedures ensure the quality of interview-based research, such as pilot investigation (Van Teijlingen et al., 2001), audit trails, triangulation (Guion, 2002), thick description, member checking, and reflexivity (Creswell & Miller, 2000), which are broadly discussed in the literature. Because this research uses one data collection method (interviews) and relies on the researcher's interpretation, it was essential to practice caution in the interviewing process and in terms of investigator integrity.

Considering that the research focus leads to developing interview questions, starting with research objectives and literature review to inform the rationale for designing the protocol was crucial (Jacob & Furgerson, 2012). As indicated earlier, the aim of the project was to understand how those who engaged in international mobility during their

education process interpret the sense of global citizenship and IHES. Given the centrality of questions asked in conversations with my participants, I used one of the degree program research seminars at Boston College's Lynch School of Education and Human Development in Spring 2021 to conduct piloting interviews. The project included three volunteers and allowed me to test my protocol-building skills, make observations, and set the foundation for my Master's Thesis final interviews (Corbin & Strauss, 2015). Furthermore, as concepts of global citizenship and social responsibility and engagement purposes in higher education are rather peculiar, I was aware that it might be challenging to facilitate such a conversation around them that would seek to answer my research questions. Due to that, as suggested by Castillo-Montoya (2016), I worked towards ensuring "the alignment between interview questions and research questions" (p. 812). For this purpose, I used the help of a Thesis Advisor, experienced researcher, to confirm the purpose, rewrite or eliminate questions and probes in the protocol.

The complexity of my research topic required a careful approach to formulating questions and working on potential prompts and probes that would fully support the process of gaining students' understanding of discussed phenomena (Maxwell, 2012). The open-ended character of the interview intends to collect rich data by "allowing the participants to fully express their viewpoints and experiences" (Turner, 2010, p. 756). However, in attempting to capture and interpret this richness, it was critical to use vocabulary that is accessible to participants, design the questioning process in an intentional way so as to support participants in the process of explaining their experiences, and also to pay attention to the contexts students were referring to (Castillo-Montoya, 2016). Thus, the final protocol reflected the special attention that was given to

question order, leading questions, and wording. I asked for both initial understandings of global citizenship and social responsibility and engagement concepts as well as links that the participants could make between their experiences, international education, and smaller pieces of these phenomena. To achieve that, as previously mentioned, the global citizenship concept was portioned into the rights, responsibilities, and qualities of global citizens. At the same time, the images of obligations and contributions supported even more abstract phenomena of IHES.

Sekaran and Bougie (2003) claim that research is reliable if there is consistency in the interview data. One of the primary tools to this end is a member-checking procedure which ensures that study findings are accurate (Creswell, 2003; Merriam, 2009). While researchers pinpoint different approaches and tools used within the realm of this procedure, including in-depth member checking (Birt et al., 2016), I adopted the two primary techniques, which helped me improve the accuracy and resonance of data. First, by using the ARC (ask, record and confirm) technique, I obtained member checks in real-time (Zairul, 2021). It notably contributed to learning to understand the terms used by interviewed students in their descriptions and writing down any clarifying notes to get a more nuanced sense of answers and avoid selective forgetting (Fraenkel et al., 2019). Secondly, in the after-conversation phase, transcripts of interviews were sent to each participant, asking for a review. The interviewee transcript review (ITR) allowed participants to edit, correct, clarify or even remove or add new information to the material. All students completed the ITR, with more than half taking the opportunity to make changes. While two individuals introduced substantial corrections by rewriting sentences and removing part of statements, the remaining four asked for minor wording

modifications, and three interviewees indicated that transcripts were accurate and expressed well what they intended to share.

In qualitative studies, the researcher itself is recognized as an essential research instrument. Therefore, the researcher's own background and perceptions can play a significant role as a bias (Norris, 1997). Thus, according to many studies, social researchers are expected to create conditions that help avoid the susceptible nature of the investigation (Hammersley et al., 1997). However, this aspect has been addressed in a continuous discussion. Lingard and Kennedy (2010) claim that the interviewer does not play a passive role of listener in the conversation but is supposed to apply his or her abilities, experiences, and competencies to the process. Reinharz (1997) determined the accuracy of in-depth understanding of the investigated topic by the awareness of the meaning that researcher's attributes have for the studied participants. Acknowledging these perspectives, I consider my researcher positionality critical for this study, as it enables me to stay intrigued by the ways people construct their realities, in particular regarding the mobility component of one's life. My experiences taught me to think critically, which plays a vital role in being aware of cognitive biases and systematic errors in reasoning.

Ethics

For the purpose of conducting this study in accordance with ethical standards, a comprehensive research proposal was submitted to the Institutional Review Board of Boston College. The proposed research design was approved provided that the project will be conducted according to the plans and protocol presented to the Board. Although

Central European University did not require me to undergo their IRB process, the consent to recruit students of CEU was given by Dr. Chrys Margaritidis, the Dean of Students.

Starting with the recruitment phase, potential participants were regularly informed that they could reach out with any questions before completing the online questionnaire and again before participating in the interview. This language was also repeated in the official informed consent form, which was distributed to all selected interviewees. As previously described, I obtained informed consent via Qualtrics from all who took part in conversations prior to our meetings.

Confidentiality of the study participants' identities was upheld throughout the process of data collection and analysis for this project. As the sample was located in the European Union, I had to adhere to the General Data Protection Regulation (GDPR) of the EU. Thus, students were informed about additional privacy rights with respect to this research. Additionally, as has already been indicated in this chapter, the recruitment questionnaire, which collected contact details and demographic information of students, was provided via AidaForm, enabling the creation of a GDPR-compliant online form.

The data collected during interviews were stored electronically on a secured computer to which only I have access. Students' personal details were kept separate from the research data, and in order to protect their anonymity, the data analysis section uses numbers attached to each interviewee. The audio files were systematically deleted immediately after obtaining the feedback on the transcript from each participant. Over the course of conversations and transcript checks, students were again notified that they could exercise their right to withdraw from the study at any point during the process.

Study Limitations

Although participants reported no particular problem with the online character of interviews, being especially familiar with video calls since the beginning of the current Covid-19 pandemic, there is a risk that such dynamics of remote conversations can create distance and negatively affect rapport building. Additionally, in remote circumstances, I had no knowledge of whether participants were able to access a suitable space that would have enabled them intimacy and focus. This might be particularly important to notice in light of the recommendation made by Burns and Grove (2005, as cited in Whiting, 2008) that interviews should be held in a quiet, private room.

While by using the credibility precautions described in this chapter, my aim was to conduct a study that is trustworthy and consistent in its approach, my researcher positionality inevitably influenced the whole process (Kvale & Brinkmann, 2009). First, in a sense that it helped me to translate the ambiguous concepts discussed with participants into the questions that students could relate to with their experience and worldviews. Additionally, being mindful of the different turns studying abroad can take, I was able to react with individually tailored follow-up prompts and probes and clarifying comments. Secondly, the elements of my personality, such as nationality, age, mobility history, and intercultural communication skills, were in many cases helpful in building rapport with the interlocutors. According to my observation, adding personal comments related to my experience and echoing some of the students' statements encouraged them to share stories and thoughts purely based on their perceptions, regardless of their academic accuracy or "political" correctness. Finally, in the process of data analysis and interpretations, I acknowledge my position of power as an interpreter of students' words. To properly manage reflexivity, I continuously and extensively re-read and memo-ed

interviews, building links between my personal presumptions and conceptualizations present in the extant literature that was applied in the research.

Chapter 4: Results

Introduction

To introduce the findings, this chapter explores the themes that resulted from data analysis of qualitative interviews conducted with eight international students of Central European University. Specifically, I will discuss how the participants perceived and described phenomena of global citizenship and social responsibility and engagement, situating it in the context of their experiences with studying abroad as international degree learners. These findings are illustrated by the students' narratives and organized in analytical units that correspond with the following research questions of this study:

1) How do international students understand global citizenship and relate to it?
2) How do international students view the responsibility of higher education to society and ways to engage with society?
3) In what ways, if any, has their experience as international students influenced these perspectives?

Overall, International Higher Education for Society is a promising but under-researched concept that aims to navigate through a number of higher education sectors. The main idea of approaching internationalization efforts from the perspective of public good rationale is well reflected by the notions of bringing "the global to the local, or the local to the global, both being equally valuable" (Brandenburg et al., 2020b, p. 28). With this statement in mind, it was surprising to learn that in the latest report, "The Internationalisation in Higher Education for Society," international students, compared to domestic learners, were found to be much less involved in the activities for society

mapped by this exercise, although simultaneously they are considered one of the most prominent aspects of internationalization (Bogdan et al., 2021). The idea of discussing this concept with people who experience international mobility emerged from the understanding that the full realization of the IHES concept would not be possible without going beyond the conversations among researchers and university staff.

Dividing discussions into analytical units enabled me to maintain focus on the main areas studied in this research but did not limit the process of identifying codes, as they appear not only across cases but also across discussed topics. As I seek to unpack the meanings students give to their experiences and how these were reflected in their understandings of GC and in their views on social responsibility of HE from the thick data provided by each individual in approximately 60 to 70 minutes one-to-one interviews, the reflexive approach that involves organic and unstructured coding process was central to conducting procedures in this research. The use of RTA enabled me to extensively read and reread in order to engage with the data, helping me to progress through the analysis.

Apart from acknowledging the influence of each case's background that participants referenced in their statements, I did not intend to focus on the idiographic information. However, talking about them was crucial in order to encourage participants to look for the information they were asked about. Initially, in each part of the conversation, I asked them to share whatever they felt was important from their perspective in regard to the question, giving them space to elaborate before moving to any prompts and probes. These, in turn, allowed me to contribute to the unfolding accounts by exploring the content of their replies that was particularly interesting and relevant for the research

purpose. Both strategies were critical for supporting participants in making connections of their experiences and conversation topics, as these turned out to be quite nuanced and abstract when participants approached the initial questions. It was expressed by subsequent requests to clarify some of them in each interview. However, what is important is that participants found these topics intriguing, and the majority expressed appreciation for discussing them.

The overall picture of the analysis results is presented below in Table 4. It attempts to depict the main theme categories with the related subthemes and central components which underpin the perspectives.

Table 4

Overview of themes and subthemes in analytical areas

Analytical Area 1: Global Citizenship	
Themes	Subthemes
Theme 1: Contrasting understandings of global citizenship	a) Global citizen as a passive role b) Global citizen as an active role
Theme 2: Values associated with global citizenship	a) Open-mindedness b) Mutual respect
Theme 3: Involvement and agency	a) Exchange b) Advocacy and contributions

Analytical Area 2: Social Responsibility of Higher Education and Ways to Engage with Society	
Theme 1: Students and graduates	a) "You need to know what's happening in the world" - preparing students with global minds b) "There are many ways, but I don't know how to do this here" - involvement of students in the society
Theme 2: "Whatever happens at the universities on the international level has an influence on the rest of the society" - Values that universities embody	a) Transparency of university practices b) Modern colonialism and power imbalance

The first analytical area, Global Citizenship, reflects the essential parts of the student's encounters with the topic, from attempts on defining the term to their personal stories of global citizenship through the desire and act of studying abroad. The majority of participants approached the topic by applying definitions they constructed based on understandings of their own role and the role of other global community members, but also trying to incorporate references they are familiar with from numerous contexts of their life, among which higher education abroad was the dominating one. The presented themes capture the crucial aspects of studying abroad in the process of meaning-making of global citizenship that the students talked about. The related subthemes help to understand what components of students' experiences form their perspectives.

The second main theme, Social Responsibility of Higher Education and Ways to Engage with Society, represents the students' reflections on crucial areas representing civic and social contributions in higher education. Through their position as internationals in the world of academia, participants grappled with these concepts and their essentials in a way that enabled them to express what they find meaningful nowadays in international higher education. By applying critical stance and personal stories, students' responses tend to organize around the idea of accountability of universities and themselves as IHES actors in society, being both local and global. The themes identified in this analytical area mirror patterns that appeared in the discussions, with subthemes that zoom in on participants' understandings of the roles they and universities play in the world and the complexity of executing them.

Analytical area 1: Global Citizenship

Theme 1: Contrasting Understandings of Global Citizenship

The first theme that emerged from students' responses relates to the passive and active roles as global citizens. As discussed in the Literature Review chapter, global citizenship remains a broad phenomenon approached through multiple perspectives and practices. In line with Blum's (2020) statement about the prominence of the concept and simultaneously an ongoing debate about its core meaning and aim (para. 7), while most of my interlocutors found GC a significant topic considering the current state of global interconnections, their answers were built of phrases and short sentences that represented the initial uncertainty of the personal perspectives they were bringing in.

This is mainly because students' accounts of what global citizenship is and their experience with it varied depending on the perspective they adopted around the role of

global society members. These perspectives not only seemed to be confronting across the cases but often happened to be fluctuating within cases. Both of these features of students' responses prove the broad character of global citizenship and the significance of individual encounters with 'globality.' As such, the process of studying abroad and motion in space have clearly been the dominating encounter among their experiences with global citizenship, stimulating the reflections on their personal roles in confrontation with the world, as well as the role of others, primarily those with whom they interact.

Subtheme 1: Global Citizen as a Passive Role. Asked to define global citizenship, most students initially addressed the passive perspective from the point of view of individuals concerned with such status. Students interpreted the frequently pointed out issues of equality and unity as the underlying foundation of GC. These descriptions pictured global citizenship as a state that would need the removal of the currently existing 'limitations,' being that legally drafted or mentally entrenched, echoing the concept of human rights (Universal Declaration of Human Rights, 1948):

> I would think about citizenship that it's not limited to any country nor to ethnicity so everyone could attain it. And it's universal citizenship and gives you universal rights no matter what. So everyone would have the same rights and also obligations in a way, but I would think the first thought, it would provide people quite an equal sphere, um. (Interviewee 7)
>
> (…) what would come to my mind would be sort of, um, unity maybe? Between different citizenships. I think that maybe it's a term that has to do with unity, with global unity, uh, without having it matter where someone is from? (Interviewee 2)

Drawing on the human existence and coexistence context, in these understandings, global citizens are subject to either official regulations or stereotypes, both limiting people's choices and opportunities to participate in this discourse. The perspective of social justice and injustice across the world has been broadly discussed in the literature, proving that "social, economic and political positions within global histories and systems" play a crucial role in the formation of citizenship on the global scale (Schultz, 2018, p. 248). Such observations about the global landscape imbalances were reported by students. Interviewee 3 (who experienced Brexit consequences) emphasized the role of bureaucratic implications by saying:

> I think it's to do with connectivity and that it is increasingly easier to travel and work in different places. (…) I think it is present in some countries more than others in that it is possible to connect, travel, and settle down without too many bureaucratic complications.

Interviewee 4 shared how legal limitations make her like she is not a global citizen:

> So for me... I'm from a third-world country, especially in Europe. A global citizen would be limited to people who are from Europe itself. The way that I've had to deal with the bureaucracy here, the way that I've had to deal with just the basic functions of the government, and you see the stark contrast between those students who are from the EU versus those who are not from the EU. I think a global citizen would be more apt for someone who's coming in from the EU than a third country. Because there are a lot of barriers in place and I don't feel like a global citizen.

The frustration about legal regulations expressed by Interviewee 4 particularly reflected the feeling of being *other* as a result of the international mobility experience, which was reported in several studies (Lomer, 2018; Schmitt et al., 2003; Raffaello, 2017). Considering the location of CEU within the European Union, it was expected that non-EU students might feel excluded from certain rights, which exaggerates the perspective of injustice affecting them. However, significantly, such feelings were not limited to the third-country nationals. Interview 3 (coming from an EU country) recalled in conversation the discomfort he experienced being an *other* in Europe, regardless of legal privileges concerning citizens of member states: "(…) I did not want to be a foreigner. I did not want to be a global citizen by every chance."

The aspects of regional and national membership that interplay with the topics of access and privilege were central to considerations of those who perceived global citizenship not exclusively in a passive way, as further conversations revealed, but still gave special consideration to the aspects of equity, politics and rising issues of nationalism or regionalism. Interviewee 5 encompassed this perspective stating that:

> Um, it makes me think of perhaps membership within the EU as an understanding oneself, as an EU citizen rather than specifically a national citizen. I like the whole controversy over Brexit, like seeing how nations can kind of move away from global citizenship to their, I believe, to their detriment. But yeah, it makes me think of that. It also makes me think of, um, also traveling and just like having access. The privilege to travel, but also the necessity to travel and how that all makes us global citizens in different ways. And when I say the necessity to travel anymore, so like something that I'm really interested in is climate change, internal

displacement or international migration. So people who literally have to, have to move in that particular case.

Subtheme 2: Global citizen as an Active Role. Another reflection that emerged from students' definitions of global citizenship was that the concept represents an active sense of identity resulting from internal awareness one has of being a member of a complex world (Schattle, 2008; Hartung, 2017). Thus, the need for exposure to the other cultures and perceptions associated with engagement in such relations was seen as a crucial factor in defining belonging to the global citizen community (Davies et al. 2005; Schattle, 2008):

> Um, not only being exposed to your own country but also trying to engage with people from other countries, whereas it could be like academia or it could be, um, personal or business world, whatever. I would define it as engaging with people from other countries, with other, from other different backgrounds in a general. (Interviewee 1)

In such an understanding, global citizenship is not limited by external circumstances, as it is an active state of *being*. Significantly, participants who associated citizenship with such a view perceived the responsibility for attaining global citizenship as exclusively placed on the individual themselves. As revealed by other studies (Tarrant et al., 2014; Wynveen et al., 2012; Dolby, 2008), the studying abroad journey can inspire and influence feelings regarded as global identity. Students reflected on their own experiences in this theme, crediting mobility for developing awareness of "the world as a whole" as framed by Interviewee 8:

> So I came to realize that one thing is that I have been always feeling these international connections, but being in the global learning environment made me more realize that the world is one place, the world as a whole. And there is so much out there. So much to learn from each other and to care of together.

Interviewee 1 commented that this exposure can sometimes be challenging but is necessary to develop global citizenship:

> Um, at first, obviously, it wasn't as easy as it is now. Like it was first moving away from your parents, from your country, culture and everything. Uh, so yeah, it's definitely a step outside of the comfort zone that is needed for someone to become a global citizen.

It is crucial to notice that my speakers acknowledged their privileged position as international students, and they frequently emphasized that the potential for interactions with diversity and the interconnection of the global society lies in many environments. For example, Interviewee 6 talked about the importance of being aware of opportunities around us, which are accessible for the majority of people, pointing to diversity in one's own country:

> There are so many people I know who have never moved, traveled to other cities even in their state, forget other countries. So they are not really exposed to how people other than their family or other than the little community live. Obviously, they must be reading in the newspapers, and come across it on the news and everything like that. But they've never really interacted with people. I feel it's very important when it comes to personal growth and development. It builds on your empathetic skills and your emotional quotient, your IQ. Also, just like it gives you

> a broader idea of what this world that you live in and you're a part of is and how people are.

In this regard, another student emphasized the potential of online worldwide connectedness:

> (…) well, I can see, like obviously, it is a limited environment. We have this chance to go and be fully immersed here, among other international students. But I think it is important to see these opportunities everywhere. Like go engage with minority in your city, and if you don't have one, if you can't identify it really, use virtual connections. Pandemic made it so visible. You can do hundreds of things virtually, there are so many free projects you can join. (Interviewee 8)

Students' ways of describing global citizenship in this theme demonstrated that the paradox between cosmopolitan notions of active citizenship and parochial notions of nation/identity-based exclusion is very much present in young people's minds who experienced international mobility (Lough & Mcbride, 2014). These definitions reflected on nuanced understandings of both concepts, respectively: global stratification that translates economic inequalities between the regions (Wallerstein, 1979) into worldwide movement policies as well as the importance of interconnectedness in the contemporary world (Merryfield, 2014; Putman & Byker, 2020). Although it is believed the correlation between the worldview resulting from one's background and analysis of global citizenship has to be acknowledged (Schultz, 2018), students' perceptions did not necessarily align with this statement. Both concerns and comments about limitations as well as agency-based views were shared among participants coming from different cultural and geographical locations.

Often regarded as an ideal pathway to develop the identification of global citizens, studying abroad and international awareness linked to it can simultaneously serve as exposure to an array of inequalities and barriers. The complex nature of this process has been reflected in academic literature, with a majority of work covering the challenges of linguistics and content-related aspects in relation to English-taught Western curricula (Andrade, 2006; Carroll, 2014) as well as the cultural adaptation of overseas students, including the social context of these students' belongingness (Glass & Westmont, 2014). Conversations with students on this theme remind us that the potential rooted in studying abroad as an ontological activity (Lilley et al., 2015) involves the dynamics of one's self-formation, which is affected by multiple experiences and observations. While for some participants their sojourn works towards the feeling of inclusion into the wider community and perception of all their colleagues being part of it, for others immersion in not only another national culture, but as in the case of my interlocutors, the international culture of the university can be an excluding self-experience or an incentive for reflection on the existing structure of powers and belonging (Caruana, 2014; Pike & Sillem, 2018).

Theme 2: Values Associated with Global Citizenship

Existing research shows that young people tend to associate global citizenship with active, moral, and voluntary perspectives, even if they are aware of existing inequalities (Meyer et al., 2011; Yemini & Shira Furstenburg, 2018). Beyond the question of the individual definition of GC, in which my interlocutors rarely attempted to describe the traits that could characterize global citizens, the participants' accounts did in fact reveal some while describing personal qualities, responsibilities, and skills of global citizens. Unlike the passive approach used to conceptualize global citizens, the depiction

of traits was concentrated mainly on the active agency of individuals. For the majority of students, their participation in the student community of CEU as internationals was seen in particular as a way to expose and interact with diversity, which led them to recognize the importance of values and actions that reflect their descriptions of global citizens.

Although not all students identify themselves explicitly as such, mainly in consequence of limitations they see to acquiring such 'status' as discussed earlier (Interviewee 4 and 3) or a priority they associate with their regional and national belonging (Interviewee 2 and 5), a majority of them developed a sense of the importance of traits associated with GC, even if their personal self-perception derives from the national association:

> I mean, I think for me personally, I like the idea of thinking of me as a fellow citizen of the world. But I think when it comes down to it, I, you know, a lot of my experiences are Canadian, and the example they draw on the Canadian. I do feel very Canadian, um. (…). So I would say my core identity, although I do have global values and global citizenship, is something I think is a wonderful thing that I personally aspire or align myself with. I do feel very much like an English Canadian, and that may not be the experience for everyone. I think it's really important, no matter how you kind of, um, if you are going to kind of align yourself with national identity or in my case, I guess, the linguistic and cultural identity than a national one, um, you continue to like bring the values of global citizenship with you. (Interviewee 5)

This observation contributes to the understanding that despite the citizenship concept being closely related to nationality, its global dimension conveys values associated with

human rights (UNESCO, 2015). Even when faced with or when witnessing particular barriers to becoming part of the cosmopolitan club of GCs, students recognized the nuance and interplay pictured nowadays by contradictory trends: "(…) on the one hand post-national forms of identity are emerging in an increasingly interconnected, interdependent and culturally diverse world and on the other hand populism, nationalism, identitarian closure, ethnic conflicts and religious extremism are rising" (Akkari & Maleq, 2020, p. 7). In this respect, intellectual and ethical values were recognized by my interlocutors as critical, in-demand traits that everyone should and can associate with, regardless of the personal identification:

> Um, I think that I am a bit too much of a patriot to say that I would call myself a global citizen. I could have all the traits that I said about someone who is a global citizen but still not referred to myself as. (Interviewee 2)

The students' responses to this theme pointed predominantly to the moral virtues of open-mindedness and mutual respect. The comfort with plurality and complexity of the world and the ability to approach it with mutual appreciation and respect for differences is a central practice for those who have been surrounded by diversity while being themselves an integral element of this landscape. Such a context helped my speakers go beyond simply addressing the theoretical definitions that can be learned in the class. Most importantly, it revealed that discussed qualities are purposeful, facilitating conscious acknowledgments of actions. Thus, moving from discussing students' perspectives that regarded themselves and observations they gathered to questions concentrated around global citizens' qualities was a smooth transition as participants portrayed characteristics through accounts of their experiences in an international

academic environment. Importantly, they recalled GC's traits systematically over the course of the whole conversation in different contexts, giving value-oriented characteristics a special meaning.

Subtheme 1: Open-mindedness. The first area which a majority of students found crucial in their understanding of characteristics necessary for conceptualizing world citizens was open-mindedness. The students' responses in this theme emphasized in particular the role that diversity plays in mediating open-minded attitudes, which appeared already in statements of those touching upon an active perception of GC. Relating to their journey as international learners, both groups elaborated on these experiences:

> (…) studying abroad, um, has given me the opportunity to get to know people from different countries, from different cultures, different races, which would not have happened in Albania. (…). This is living with those people from different countries in different situations, different walks of life. And I get to see that. (…). When you, uh, have a conversation with someone or spend time with someone, it could be the smallest thing just from the way, um, that I don't know, what they order when they go out or, um, when they're having a conversation, what topics would they discuss or, um, how they approach people, how they talk to people. Anything. (Interviewee 2)

> It is about getting to know different resources, scholarships, and academics. (…) It is also about getting to know new people. I think that the social factor is more important than I originally thought. I thought that I was there just to obtain new information, but now I realize that it is also much about connecting with people at

the university. This is also where I see the advantage of coming into contact with various other scholarships. (Interviewee 3)

Um, I never knew before coming to see you that I could be exposed to so many international students. Um, I knew that I would be to some, but I never thought that every person I would talk to would be from a different country because that's basically what's happening here. Every person whom I'm talking to is from a different country. Um, so you're meeting people from countries that you would never expect to meet. So for example, countries, destabilized countries like Syria, Iraq, um, um, countries like that. So that's one thing. (Interviewee 1)

Consequently, my interlocutors perceived open-mindedness as a way to embrace the discussed diversity and variety of worldviews and cultures they tend to discover through their studies abroad. Talking about global citizen qualities, Interviewee 3 concluded: "Then I would say willingness to integrate and be ready for a lot of social interaction to embrace new ideas." Another student echoed this perspective noticing that: "So, I guess also the idea that you have to keep an open mind always and be willing to broaden your experiences. Just broaden your horizon is also one other very important quality." (Interviewee 6)

Simultaneously, in the perspective of students, exposure and receptiveness could not stand alone but must be associated with eagerness to learn and grow through these experiences. Through encounters with the *new*, Interviewee 2 was able to realize that her own ways of doing and perceiving might feel comfortable, but being open-minded allows you to learn and understand the world:

> Well, I think that a person who would be a global citizen would be a very open-minded person, a person who is eager to learn, you know, cultures because there are a lot of different cultures around the world and they're all different from one another. And sometimes it may be a bit hard to adjust from the way you're used to living, but someone who, uh, really tries to, um, not fit in, but tries to accept that not everyone is the same and tries to understand and learn new things. (…). Meanwhile, um, on the other end, if you're thinking about experiences, if you're not a global citizen, you can't get new experiences even when you travel because you may be so focused on how you're used to doing things that you don't appreciate, how these people here, where I am right now are doing things if you're in another country traveling. So you're not letting yourself get the full experience of what it's like living with this other culture.

Similarly, when talking about qualities of global citizens, other students associated open-mindedness with an active approach leading to self-development: "Open-mindedness, also flexibility and acceptance, but also desire to grow and learn or doing new things." (Interviewee 7), "It is this very stimulating and refreshing, I mean the idea of experiencing the new with a truly open mind. It allows you to grow as a person individually, and as a society member." (Interviewee 8).

It is crucial to capture that many students did not limit *grow and learn* to their personal benefits. While being fully aware that studying abroad helps to facilitate many skills desired by, e.g., employers, the majority of participants made a very subtle and conscious reference to what being open-minded means in a broader picture of society. Through the experience of being a foreigner in an academic environment and

encountering in particular students from different countries, my speakers framed open-mindedness as a prerequisite for concrete actions. For instance, Interviewee 5 pinpoints how this quality serves to create welcoming approaches:

> Yeah, I think open-mindedness and empathy. Kindness. You can be an introvert, but you have to be ready to be, you know, open and social and willing to meet new people. It can be very isolating to be in a new place. You do have to kind of just like open yourself up to the world in order to kind of be this global citizen. Um, and I think global citizenship is also kind of a welcoming practice, so you know, you as a citizen in the world, even if you're in your home place, like when I'm in Ottawa or Toronto, you know, being welcoming of others who are clearly newer to the spaces that I'm in and being kind and empathetic and embracing small talk, even when it might be a bit frustrating or, um, willing to kind of shuffle or stumble through language barriers or whatever it may be.

Subtheme 2: Mutual Respect. The debate on ethical dimensions has been present in many areas of human activity, from politics to research. A focus on the ethical positioning of individuals has not only been identified by students as one of the core values of global citizenship but also as a materialization of the development of their own awareness and a tool that contributes to specific challenges global society has been facing. By touching upon the moral dimension of global citizenship (Nussbaum, 1996; Veugelers, 2011), Interviewee 6 commented:

> It could be someone from your area, in the same city or town or it could be someone from all across the globe and some other country. But being respectful of who they are their identity. Their identity as their nationality or their food or their

> gender or whatever it is, always to be respectful. That is one responsibility that a global citizen should have. Yeah, to always respect no matter what, no matter your differences. Yeah, you can always debate about certain things and you can always not agree. But just even if you're not agreeing to certain things, you can always just be like okay, we can agree to disagree, definitely. So that's what I feel is very important to me.

For some students, this value was linked to a silent reaction, showing politeness or avoiding being impolite, as illustrated by Interviewee 2, who shared: "(…) um, being respectful towards others. For example, if you're learning something new about someone else's culture, for example, maybe a dish or something, um, being respectful and trying not to have negative reactions." This perspective seemed to be echoed by Interviewee 4, who pictured it as passive obedience of legal and cultural rules:

> Follow the basic rules and laws of whichever country or place you are in. And again, I think a lot of people do not follow the cultural norms. So following the rule of the law of the land, that is a basic thing you can do, then cultural, respecting cultural norms of the area. What else does a global citizen...? I think just. Yeah, I think the rule of the law of the land, I think that's one of the main things.

Other interviewees elaborated on the topic, emphasizing the elements that underpin respectfulness. The appreciation for diversity and awareness of multiple approaches that are equally credited, even if we were not familiar with these perspectives, resonated with the views of Interviewee 6, who said "Just because they do things

differently, I don't say my God, that's not the right way to do it. It's your way to do it and I have my way to do it. So it's okay, that's cool." as well as Interviewee 8:

> Well, I said it before but like admiring the fact that we have so many ways of looking at the problems and dealing with them and not trying to push for "our" perspectives. Just welcoming these differences respectfully. That would show we are really all citizens of one world.

The responses in this theme revealed that as a consequence of embracing other cultures and views, the majority of students developed a stronger appreciation for diversity and a deeper understanding of existing complexities. This exposure to diversity and recognition of uniqueness stimulates willingness to listen and consider alternative viewpoints, building on the sense of mutual respect between people and between nations. Such topics being present in conversations with students signal not only the relation of global citizenship to values represented by this concept in definitional considerations (Veugelers, 2011), but even more importantly, it shows that the responsibilities of global citizens start with associating them with one's virtues. My participants stressed their importance repetitively and consequently in interviews, thus emphasizing that acting itself has to be ethically or morally 'embedded' (Nussbaum, 1996) because otherwise, it poses a risk of "reaffirmation of the superiority of one's cultural viewpoints" (Pike & Sillem, 2018, p. 573).

Theme 3: Involvement and Agency

The perceptions of global citizens as proactive members of society developed fully in students' descriptions over the course of our conversations. Even though the majority did not pinpoint that in their initial definitions of GC, the longer we talked about

traits associated with the concept, the more confident students expressed the need for agency, a topic primarily addressed by many researchers (Andreotti, 2011; Stein, 2015). In elaborating on GC characteristics, many of them focused on the aspect of active involvement. Such accounts reflected multiple ways my interlocutors listed: from being a consciously engaged party in the process of exchanging ideas and cultures to taking active stance on burning global problems. Significantly, although students' ideas varied, in their view, all kinds of active involvement led to changes and improvements, which frequently appeared in responses.

Subtheme 1: Exchange. The first compelling pattern of involvement that emerged from the discussions - exchange - revealed that the discussed earlier exposure and open approach to learn from and about others does not situate my responders in the passive role of a receiver. The students considered contact with people they meet as a facilitator of exchange where there has to be equal attention for giving as for receiving. Only in this way can the process of circulation be complete, enabling full participation.

Students talked about their agency often in the context of getting involved in the exchange in which they take an active and vital role in creating the circulation:

> I definitely bring the influence on other people. For example, by sharing my culture, by discussing my background and everything I was involved with. So, you know, when you're not only taking, um, information from other people while being exposed to other people's cultures and backgrounds, but you also contribute to, um, personal development of others and promote a more open society in a way. (Interviewee 1)

Interviewee 6 resonated with this perspective, expressing how she contributes to making people more familiar with her cultural background (Ward, 2001):

> People around me will also have a more better understanding of just how Indians are say or are the kind of. Again, they will also be exposed to like different language and food and things I like. I also feel maybe they might find that opportunity to share their experience with me also.

This feeling was also strong in Interviewee 8, who said:

> I see it as opportunity and my obligation, you know, to provide some insight on my country. And I am happy to do this in international environment. It is mainly because of our history, sometimes, um, I feel like people are distant first when they here I am from Germany, but then thanks to our conversations and things we do together they realize that we share a lot.

Other students even more emphasized the elements of identifying these commonalities as part of their studying abroad exchange that can contribute to burning social problems:

> I was having a conversation the other day about some students from Germany and talking about different communities that are in Germany versus Canada and the support that they receive. And so we were talking about Turkish Germans versus Syrian Germans and how, how we want to find integration wouldn't be a complicated term. But how Syrian Germans have only been really in the large community in Germany since 2015 versus, you know, two or three generations of Turkish Germans, but the latter communities, so the Syrians have, have integrated and embraced sort of a German identity far more then than Turkish folks. And

> that's obviously, there's lots of exceptions. But I think even in Canada, the same can be said for Syrian Canadians or Korean Canadians, for example, or Vietnamese Canadians versus some other communities that maybe haven't received the same support. (Interviewee 5)

Even though Interviewee 6 did not pinpoint the specific example of the certain problems she discussed with other internationals, she echoed Interviewee's 5 experience of learning about similarities referring to the general social issues:

> (…) That even though we come from all of these different places, so many of us still have had the same experiences. Either being women or being from a minority in the country or just being students of certain age. (…) Even though we come from different places, we still share almost the same things. So yeah, I guess that will be it.

Subtheme 2: Advocacy and Contributions. In this type of statement, many students emphasized that the role of the global citizen must go beyond a detached bystander. Specifically, they associated GC with the action of speaking out against concerning practices, such as social injustice (Davids, 2018), or supporting critical developments, such as ecological awareness (McKenzie et al., 2014). In Interviewee's 1 and 2 descriptions of responsibilities of global citizens, this perspective was addressed by saying:

> For example, um, I would say that the responsibility is to kind of express opinions when it comes to global topics. For example, if there is like an event that made a negative impact on the world. And, um, I think that global citizens usually are the ones to comment or needs express anger or whatever. Yeah. Or if there is

> something positive happening in the world, maybe promote the event among those who are not aware of it. (Interviewee 1)
>
> Um, and also trying to, um, I'm trying to make people who do discriminate towards different cultures or different races, trying to make them understand how their actions are wrong and how, what they should do to, um, make it better. (Interviewee 2)

Similarly, Interviewee 8 explained that being exposed to the complexities of the world should be followed by the notion of moral motivation to act for the common good (Akkari & Maleq, 2020):

> It makes me think that sometimes I am just so focused on myself and my own path to be accomplished, but then I immediately realize and remind myself "Hey, your path is not some independent road". So because I have this unique chance of maybe understanding the global citizenship better through my experience being abroad, it has to constantly wake me up and make me responsible for seeing the interest of others. So going out there, speaking aloud, doing something what is a true accomplishment for all of us.

Resonating with the element of *seeing the interests of others*, Interviewee 7 elaborated how important is also to be voice of those who, for various reasons, do not participate in the global dialogue:

> Also maybe just being part of the society actively and spreading it out. And just involving those as well, who would not necessarily want or can be a part of the group. Or at least represent their needs as well, I think. And make sure it's not that an exclusive thing.

Furthermore, other participants shared the experience of being inspired by studying abroad to act, often referring to how it will translate to their post-graduate actions, also in their communities of origin. Interviewees 3 and 5, both planning to return home after the period of studies at CEU, illustrated it by saying:

> Overall, it [studying abroad] has changed my perspective in that I am eager to engage as much as possible with various associations and groups. (…) I realized that I really want to engage with people on the local level. And that's where I think it's important to start, should I continue to make any changes. (Interviewee 3)

> And then when you go home, you bring that with you and you, you bring that knowledge, and then you also kind of inspire others to do the same, and it's sort of a really positive feedback loop on both sides. (…) , I think I'm just going to hold myself to this idea that I do need to inspire. (Interviewee 5)

Students' responses in this subtheme demonstrated their recognition and appreciation of global citizens as advocates and transmitters of attitudes, knowledge, and values. While many participants clearly expressed this relationship between studying abroad and growing towards engagement and action, the vivid element of students' responses in both patterns that drew my attention was the reflection of their own agency in the examples of involvement they brought to the conversations. Although the literature on GC often tends to link global citizens' involvement with the picture of global activists or reformers (Falk, 1994), Schattle's (2008) research revealed that many of his responders did not necessary associated GC's active angle with "with political action or campaign"

(p. 39). In this context, my interlocutors elaborated on different angles that make their 'voice and activity' (Schattle, 2008, p. 40) a crucial part of their way of getting involved.

Analytical Area 2: Social Responsibility of Higher Education and Ways to Engage with Society

By exploring how students perceive global citizenship in the previous section, I intended to open a discussion that focuses on higher education in this context. The next part of the interviews was directed towards the role of HE in the public space and how students perceive this topic through their experience of studying abroad.

Having an overview of conducted discipline studies and practices present at universities (Brandenburg et al., 2020; Bogdan et al., 2021), we are able to draft the current landscape of IHES, both in literature and in action. Thus, this part of the analysis focuses on the perspectives of international students and their potential to contribute to this still-developing concept, acknowledging that this group personifies global and local rationales represented by it.

Theme 1: Students and Graduates

Existing research on internationalization has addressed students as essential actors of many processes. The enormous number of publications focused on both the relevance of learning outcomes in class and beyond it. In these discussions, it has been often claimed that international students have the potential to "actively contribute to the university's strategic goal of global engagement and internationalization" (Urban & Palmer, 2014, p. 305). Participants' responses to this theme resonate with this statement. My interlocutors expressed in conversations how the responsibility of higher education institutions to society is correlated with two crucial aspects that relate to students

themselves: international and inclusive curriculum and projects enabling interactions with the local community. In elaborating on these topics, IS once again recognized their own agency in the worldwide society while making a strong point of institutional obligations that help them recognize the global and social context.

Subtheme 1 "You need to know what's happening in the world" - Preparing Students with Global Minds. One of the most outstanding features of conversations with students in this section was the conscious perception of the interconnection of processes happening inside and outside the university walls. To my surprise, although projects and organized actions that can involve universities were addressed by participants, which is described later on in the current analysis section, they were not identified as fundamental for IHES. The comprehensive picture of responsibility universities have in their core functions related to teaching and mind-forming took the lead in responses. Such outcome revealed that this topic takes a critical place in how my young interlocutors see the complexity of the contemporary world.

In the Sage publication "Reimagining Internationalization in Higher Education Through the United Nations Sustainable Development Goals for the Betterment of Society", Ramaswamy et al. (2021) state that orientation of academia towards SDGs and social justice voices, vital in the discussion on higher education in the recent years, cannot be treated separately from the inherent substance of HEIs: staff, faculty, and graduates. Thus, the authors highlight that creating a set of capacities that form "an international and intercultural mindset, along with reflexive awareness of colonial histories and global hierarchies" should be a reflection of any institutional projects that

aim at making social contributions. This reflection was captured in the confidence with which students responded to this theme talking about the internationalized curriculum:

> Um, well, the biggest responsibility that they would have is the content of what they teach. Because you're putting these, these people who have learned these things, you're putting them out in the world. And if anything would be, not tech, not technically wrong, but just, um, not like a very good thing to teach someone, you know, not just talking about studies and things you read. I'm talking about, um, the whole knowledge that you get from university, for example, it could be something like a bad teacher, a teacher who gives like bad influence to the students. Um, and I mean that as a personality-wise, more than like influence such as drinking, I dunno. But, um, yeah, that's what I think that their biggest responsibility is that they are, they are shaping young people's minds, and young people are the future. (Interviewee 2)

The students' perception of the necessity to internationalize the curriculum was drawn directly from the references they made when talking about exposure and open-mindedness. Narratives that appeared in the context of institutional responsibilities and roles for society followed previously used by some students metaphor of living in a bubble – a symbolic interpretation of limited world views:

> I think inclusive curriculum. Unless the plan of the universities is to keep students in a bubble or, you know, what students would need, um, so in my opinion, universities and schools are places where people are able to question things, are able to learn new things. So for them to be able to question things and be open to diverse perspectives, you need to know what's happening in the world. You

> cannot live in one bubble. Oh, I live here, and this is what my bubble is, and this is what is happening in my land, what has happened in the history of my land. You need to be able to see diverse perspectives to be able to understand. (Interviewee 4)

The recurring reference to the bubble helped students to express the vital the role of higher education in the context of forming young people's minds, broadening their understanding of the world, and preparing them to build societies:

> In my opinion, it is critical that universities, as places that cultivate values of open society and international perspectives, educate people who have the capacity to kind of look beyond the bubbles they often grew up in. This can be done in many spheres but has to happen in the classroom. (Interviewee 8)

Echoing this perspective Interviewee 6 said:

> Maybe once on Europe, once on China, once on the US and Canada maybe. How just these people work and function and just little bit about how they're... Yeah, so maybe that would also just be like a small step towards trying global integration. Yeah, so I guess that's one thing. Recently, I also was speaking to a friend who's from Germany, and he said they had studied a little bit about India. So he knows a little about the Indian independence and how people live in India. So he has more knowledge about India than I have about Germany. So which is also like a very different thing, like opposite. That should happen more just little bits. That people know and they're not shocked.

Some students found the potential for developing global perspective through immersion. Interviewee 1 elaborated on how he would use the existing internationalization activities for that:

> I would engage in Erasmus+ and send students from my own university to the other and then bring students from other universities here, host them here. I don't know, maybe, uh, maybe put them into living with families of the students that went abroad so that they are also engaged with the culture. So they don't stay in their own bubble, um, in the dorms, for example.

Interviewee's 1 comment sheds light on the potential that can be identified in broadly implemented mobility schemes. The problem of international education influence has frequently been discussed by researchers, who investigated outcomes of different types of education abroad experiences, often with mixed or contrary results (Findley et al., 2011; Caruana, 2014). In my conversations with students, it was clear that their intention to pursue a degree abroad was linked to the desire to "leave one's bubble." Thus, they were looking for new opportunities in class content and co-curricular opportunities.

Subtheme 2: "There are many ways, but I don't know how to do this here" - Involvement of Students with Society. The transfer of internationalization elements and activities beyond the campus walls has been defined as a core action of IHES (Brandenburg et al., 2020). However, according to the aforementioned Mapping Report, the limited involvement of international degree and incoming students (as well as staff) in community engagement activities limits the reach and opportunities of IHES with the local society, especially regarding Internationalization at Home (Bogdan et al., 2021). The authors stress that "(…) most target groups were also domestic, suggesting that a

substantial amount of the submitted projects are actually social engagement projects lacking a truly international perspective, despite the fact that they are considered IHES by the submitting HEI" (Bogdan et al., 2021, p. 27).

Clearly, next to seeing curriculum and mind formation as some of the crucial aspects of IHES, students participating in this study emphasized the role of international community projects in the policy of higher education institutions. Interviewee 6 noticed:

> On another level, students who are willing to help out. They can take part in seminars or training workshops and things like that. They can go maybe help out in just like the local community and whatever other centers you have, and volunteer. But that should be a unique university initiative and not a student initiative. It should be to the universities saying we have these programs and we have this. So we encourage you to go and try to gain these skills or to be an active member of the community.

In this regard, participants not only pointed to the need for organized efforts that contribute to the public and societal space but actively placed themselves as actors that can be involved in such activities. Importantly, these responses conveyed their understanding of the role of an international student in community involvement:

> (…) there could be ways I think to, again, make different actions or use the students in way to educate people. Maybe not on a degree level, but being part of extra-curricular courses or improving your writing skills or just making events that are welcoming everyone outside of university as well. Just so people are able to have an insider or be part of an international community. (Interviewee 7)

Interviewee 8 placed international students as particularly beneficial IHES actors, discussing the potential of community involvement projects that can help less privileged people attain some critical skills of the 21st century:

> Yeah, even if just take the language skills international students have. Various language tandems where for example, kids, or even adults, who don't have financial resources to learn foreign languages, could participate in such lessons with us. Let it be English or other languages, we speak so many.

Significantly, these ideas were not only focused on education sensu stricto but also on projects that serve the environment, culture and entertainment, which can be a very efficient way to facilitate first contacts with the diversity and broaden horizons (Schoen & Spangler, 2011). As Interviewee 4 emphasized: "So all these tree plantings, dumping, then education for working people are also a good idea. But I also really strongly feel that theatre and music and dance is also a good club to engage with [society]."

Yet, although the majority of participants were able to envision their role in community contributions and draw a nuanced picture of their perspective of the responsibilities of actors engaged in IHES, they also frequently mentioned the lack of knowledge, guidance, and tools that would help them realize their agency. This statement was present in many responses, regardless of students' experience with being an international learner: "I would definitely take it, but I don’t know exactly what it could be." (Interviewee 2, with no previous international education experience), "I think the thing that universities lack the most is how to provide the students with the knowledge on how to engage with it [society]." (Interviewee 1, with no previous international education

experience), "I am sure that there are many ways, but I don’t know how to do this here." (Interviewee 8, with previous international education experience).

In their considerations on the global social responsibility of internationalization, Jones et al. (2021) highlight the subtleties of IHES, saying that "(…) international and local issues cannot be neatly separated, nor do they overlap completely. Hence, it is critical that internationalization strategies also specifically include a focus on university social responsibility" (p. 335). Students' descriptions revealed the feeling of uncertainty about the ways they can get involved with the community and respond, in particular, to the local needs. This, to some extent, contradicted the expressed strong agency or the number of ideas they generated through the lens of being an international student, but predominantly such responses highlighted the strong need for overall institutional commitment and action that could 'connect the pieces.' Bogdan et al. (2021) draw attention to this problem, writing that "(…), it is important to remember HEIs and HE actors are facilitators of interactions, and that HEIs connect all the pieces together - but that they cannot work in silos and should not overlook a lot of the groundwork done by other social players" (p. 40).

This theme reflects both participants' recognition of their resources and agency and the need to complete this agency with systematic and well-designed activities. Such perspectives encapsulated, on the one hand, a call of focus groups that participated in the study of IHES by Bogdan et al. (2021) to "raise awareness among higher education actors, including students, about existing initiatives and to empower students to see themselves as agents of change" (p. 26). Simultaneously, on the other hand, they contribute to the inclusion of international students' voices in the debate on ways they

would see themselves as contributors. My interlocutors tend to recognize their existing agency and acknowledge active perceptions of themselves as both university and community members. This, however, has to be facilitated taking into account the pivotal role of HEIs as crucial managers of transfer.

Theme 2: "Whatever happens at the universities on the international level has an influence on the rest of the society" - Values that Universities Embody

Overall, the conversations with the participants made it clear that the sphere of projects universities engage with and the dominating trend of recruiting international students cannot be detached from values that truly represent a global-minded institution. Rhodes and Szelenyi (2011) write that "In terms of citizenship in general, we see a university education contributing to one's ability to negotiate the political, economic and social dimensions of human experience, and hence it is important to understand the role that universities play in advancing forms of citizenship" (p. 20). In this context, it was interesting to see how participants reflected not only on the role of the university limited to classroom education, but also on producing graduates who are equipped with the discussed qualities and diverse perspectives. In this type of response, students emphasized the responsibility of higher education institutions in embodying the fundamental values and recognizing the areas which should be addressed in order to truly harness the international dimension of higher education for society.

Subtheme 1: Transparency of University Practices. This theme was mainly utilized in interviewees' statements on critical problems and challenges that plague contemporary communities. Talking about universities' role in society contributions,

Interviewee 7 referred to CEU's response to areas which she finds vivid in the social context:

> Take our university, for example, is really good at establishing a safe space for all genders and all sexual orientations and being aware of pronouns and just I think that's quite a big social step towards that. And generally to be creative, sustainability would be quite a big factor and also just having a campus like that. It's quite pricey to rebuild, but the general rules, or I don't know, even the smallest thing from a buffet or how much you can print or do you need to buy books or you're provided with them in online versions. But also more of the theoretical level progress as well but fit the topics I imagine. I would say all of them could definitely be part of this conversation in the university.

Here, Interviewee 5's statement took a similar stance while elaborating on the context of responsibilities of higher education institutions. For her, universities have to attend the matters of social justice and equality (de Wit et al., 2019) directly through institutional behavior, such as broadening access to its doors:

> Being more visibly accessible, making sure that day-care spaces are available again for poor parents or students of all ages and situations. And I think offering that opportunity, a lot of schools in Canada are increasingly announcing free education for former youth in foster care. So adults who age out of the system and things like that can be a really meaningful way to engage, you know, students across socioeconomic backgrounds in education and universities really need to act boldly in order to do that. I have no idea how effective those programs are, but I certainly hope that they happen.

While not all participants offered concrete examples of how HEIs could incorporate values into internal practices to be more transparent and authentic for society, this notion was echoed across other interviews, which emphasized the role of institutional culture more generally. The term originated in an industrial organization research field in the 1980s. It was used to describe cases of strong and weak cultures, referring to the phenomena of shared beliefs and diffused values (Silver, 2003). In the words of my interlocutors, diffusion is a critical function of universities. Interviewee 2 illustrated this understanding by the personification of HEIs when she discussed their responsibilities:

> (…) for example words of discrimination, discrimination of race, of gender, um, sexuality. That's very big nowadays. Um, also on, um, being more sensible towards the environment. As I mentioned before, (…), trying to be someone who works for the society that they want [universities].

Although stating that universities should remain neutral in their political orientation, Interviewee 3 resonated with the institutional culture perspective, linking it with one of the crucial missions of higher education institutions which reflects the achievements of science and value of truth, the topic being increasingly vital with the popularity of social media and other channels distributing pseudo-facts: "I think they should avoid fighting for any specific cause. They should as neutral as possible and they should provide new insights and facts. In other words, provide some sort of enlightenment."

Subtheme 2: Modern Colonialism and Power Imbalance. While in the first subtheme students referred mainly to the positively framed picture of responsibilities universities have towards society, believing that HEIs have a moral obligation as well as resources to respond to global problems by their internal culture, and thus being true to

the values they should stand for, the second subtheme shed light on how educational experiences of international students can perpetuate global imbalances. It is known that many researchers as well as practitioners have criticized internationalization for highlighting the dominance of Westernized views and practices (Jones & de Wit, 2012). Jones et al. (2021, p. 331) listed a number of higher education spheres where such conceptualization has been addressed by authors, including approaches to the internationalization of curriculum (Stein, 2017), outcomes from study abroad (Leask & Green, 2020), and in narratives of student engagement with *otherness* (Andreotti, 2007; Killick & Foster, 2021).

The students' responses that touched upon these problems proved again that their educational mobility experiences allowed them to develop complex perspectives that resist binary dichotomies which might simplify the way they see IHES. By pointing out the challenges higher education institutions have to be mindful of, students portrayed the relationship between values and internationalization, problematizing the topic of universities' accountability. Significantly, these perspectives developed based on their own position as internationals in an academic environment, being a reflection of the processes that they faced.

There has been a general agreement that IHES, in its current understanding, should pay particular attention to the circulation of benefits in both directions between HEI and society. Although researchers make a substantial effort to address that contributions to society through internationalization cannot be partial and should reject the elitist perspective represented mainly by the tradition of service-learning (Marginson, 2016), it is true that internationalization has been framed strongly by the notions of

inequality, including uneven and centralized flows of international students (Shields, 2013). Geographical imbalance in student mobility has appeared in literature analysis more frequently in the last decade. Researchers have investigated this process by focusing on hierarchical positions of the nation-states (Börjesson, 2017), economic disparities (Van der Wende, 2015), or the incentives of well-developed infrastructures (Altbach & Knight, 2017).

Being a part of this system of inequalities, students expressed their concerns related to IHES, discussing how ideas aimed at promoting genuine contributions can also reproduce imbalances. This subtheme also reflected how consciously students capture the complexity between attitudes and actions, which underpins the critical concepts of GC (Andreotti, 2006; Shultz, 2008). In particular, the problems of cultural and economic domination of Global North found their place in their voices, highlighting the issues of past and modern colonialism:

> So that is like when you're traveling and being a global citizen by going to a place, but an idea of like being a savior or like, you know, doing aid work internationally as I think voluntourism is, I think that obviously demands a lot of, um, we have to really think about what we're doing as we travel and also what we're doing at home. So when we're welcoming people into space, are we othering them by like pointing out? (Interviewee 5 from Canada)

Echoing Interviewee 4, Interviewee 8 from Germany expressed his doubts about peers and professors who give little or no reflection when choosing international activities:

> Some time ago, I realized that majority of my friends from undergrad studies [in Germany] who decided to take kind of a gap year after getting a diploma and put

> something developmental in their CVs actually went to India, Thailand, like many Asian developing countries to ok, help, contribute, but I'm not sure how much they took from it other than feeling of being a savior. And I have to say, that it was by some extended stimulated by our curriculum, by how we were taught that it is our obligation to feed these nations with our resources. There was little about how we can be fed by them and what would be beneficial, like truly, for both sides.

While students from regions with established Westernized perspectives have recognized the problem through their conscious observations, some students representing other regions recalled their own experiences in which they faced the uneven impact of internationalization. For Interviewee 3, coming from Central Eastern Europe, whose presence in the international student community has been influenced by the interplay of exclusion and belonging to the 'West,' the perspectives he encountered are not necessarily always in the best interest of all parties:

> Perspectives, well, of course, it's, it's relevant. But I think that it's important to distinguish first what changes we're looking at because the perspectives I gained abroad are in the interest of the people I collaborated with, not necessarily in my interests. So I always try and think what's, what's in the best interest of what I'm doing. And of course, informatively, it's interesting to bring those perspectives. But, uh, I realized that they are perspectives of someone else we're trying to adjust.

These notions were even more personalized in responses of students from developing regions. For example, elaborating on current responsibilities in the societal context, a

student from India drew attention to how the lack of transparency cultivated by education can stimulate the myth of Western supremacy (Spivak, 2003):

> (…) I see in some places like from when we were little children, some people were only taught the good things about your country and not the bad things. I recently came across this one friend of mine who was studying in Scotland and she was never taught about how the British were colonialists. They were only taught about all the good things that the British Empire did. Not even that the British were an empire, just like all the good things that happened or all the good policies or whatever. (…) So yeah, as individuals, we do have the responsibility to be more transparent. That means that being transparent also means that you're taking one more step toward being a global citizen. So that is very important, yeah. (Interviewee 6)

Likewise, another student from India highlighted the problem of dichotomizing global relations through the positions of oppressors and oppressed (Aktas et al., 2017), where specific cultural backgrounds serve as a disposition to dominate:

> I think the fact that a lot of cultures teach you that you are much better because of a religion that you follow or a language that you can speak gives, you know, gives each question a value. (…) But yeah, even in Christianity, there's a huge belief that you are, you are better, your God is better, that your religion is better. So this sort of, I think there's a lot of cultural things which teach you that, you know, you have more value because you do this certain thing. But I think we have to stop assigning these cultures, I don't know. (…) So it's like a two-edged sword. Decide which you take. On the one hand, you are so tied to your culture, but on the other

hand, it's your culture that is telling you that you are better than the others. So how would you treat someone equally? I don't know. So I guess social change, which is all good ideas in theory, but I don't know how well they work practically. (Interviewee 4)

Regardless of students' own origin, the discussions in this subtheme showed that my participants are aware of how power distribution affects global relations, peoples' interactions and finally, the higher education sector. Their responses drew on experiences that reflected the notion of complexity and the challenges resulting from it that higher education has to acknowledge and face when thinking about its third mission, remembering that as a social field, it produces and reproduces inequalities in various contexts (Bilecen & Van Mol, 2017).

The theme of values in the participants' perceptions on the role of modern universities justified that international students develop an in-depth view on complexities involved in IHES. The interviewees recognized the nexus of political and cultural functions that higher education institutions are accountable for (Altbach, 2016), moving beyond the market function of education (Slaughter & Rhoades, 2006). While political leaders and even scholars across the world started questioning the universities' commitment to civic and moral values, the young generation's orientation towards the value of transparency and clear ethical rules have been a topic of discussions among, e.g., big corporations and employers (Curtin, 2011; Agraval, 2018). It is a strong signal for HEIs that academia has to respond to these demands, as one of the students summarized his response: "I think that it is about the idea that universities are essentially part of the

society. Whatever happens at the universities on the international level, has an influence on the rest of the society (Interviewee 3)."

Chapter 5: Discussion and Implications of the Findings

Introduction

This final chapter discusses and summarizes the findings that emerged from this study. While exploring international students' perspectives on global citizenship and society contributions, and the role of their international mobility to a highly transnational institution in these understandings, this study sought to respond to the call for including the social responsibility components in the discourse of internationalization (Brandenburg et al., 2020b). The surge in studies on how institutions can contribute to society through their internationalization strategies and efforts has proven that the phenomenon which for a long time was focused on individual gains and institutional branding, can evolve and address the larger purpose it serves. However, while many of these works highlight the directions IHES should follow and present good practices, still little is known about international students' perspectives of these dimensions. As a group that was identified as one of the vivid actors of IHES, it is not only reasonable but crucial to gain insight into their understandings, experience, and valorization of this topic.

First and foremost, although perceived as an elite practice, recruiting international learners has been at the core of internationalization and will continue to grow in globalized realities, stimulated by institutional desire to attract students from abroad and by debates on increasing accessibility of such opportunities. Thus, dividing universities' approach to internationalization into separated silos that do not interact with each other, stating that one is elitist and oriented towards individual benefits and the other is more inclusive and designed to contribute to the public good, would be questionable both strategically and empirically. Secondly, in academia, we should be expected to be more

reflection-focused and detail-oriented in building the broader picture of our activities. It is necessary because the debate on global civic society is a complex one. It involves topics of contradictory forces that draw its development – both nurturing and threatening. It recognizes the role of multiple actors – individual and organizational - and operates across the various disciplines and domains (Keane, 2003). Universities, being more internationalized, became simultaneously accountable for the complicated landscape of the global civic society. By seeing students as "major transmitters of knowledge and ideas, and interlocutors across cultures," the authors of Global Civic Society 2002 argued that "a growing practice of studying abroad may therefore be one catalyst of the emergence and spread of global civic society" (Glasius, Kaldor & Anheier, 2002, as cited in Skelly, 2009, p. 25). In such a perspective, IHES refers to student mobility in a very particular way as students are an inherent part of academia.

Drawing upon these considerations of particular interest were components of the IHES Matrix that resonate with international students and the core mission of IHES: global citizenship and social responsibility (Brandebrurg et al., 2020b). Global citizenship is vital for the interplay of international mobility and higher education for society, as it contributes to constructing individual and collective self-awareness in people (Nussbaum, 1996), which facilitates the idea of obligations and contributions. In the context of researching international students, it helps to "(…) get beyond seeing students as clients, buying knowledge and taking it home in the equivalent of lifelong shopping bags" (Madge et al., 2015, p. 688), acknowledging their nuanced and active role in academia. Furthermore, leaving one's own country in order to immerse yourself in the project of studying abroad is linked to the process of encounters "across sources of

differences" that Schattle (2009, p. 14) described as a particular element of cross-cultural aspects of global citizenship. It becomes even more relevant and interesting in the case of a highly internationalized institution, such as Central European University. First, because of the described in the Methodology chapter diversity of students and faculty, and secondly due to the supportive role of the learning environment in which GC values are embedded (Tarrant, 2010). Finally, higher education institutions are recognized as having a central role in connecting knowledge and citizenship through a collective learning process that happens in and beyond classrooms (Delanty, 2009).

Following Brandenburg et al. (2020), who emphasized that educating global citizens has a particular meaning and relevance to broader society contributions, I included the social responsibility and engagement theme into the interviews as it enabled me to build an intersection of the role of international students and the role that academic institutions play in society. The literature portrays divergent ways in which HEIs serve to and engage with communities outside of their walls. Apart from discussing their role as creators, transmitters, and conservators of knowledge (Neubauer & Ordonez, 2008), scholars have frequently reflected upon the vitality of larger purposes of universities: moral accountability (Shapiro, 2005), liberty, opportunity, and mutual respect (Guttman, 1987). Social responsibility and engagement not only serve as a bridge between the notion of global citizenship as an anti-neoliberal framework of contemporary citizens and discussed broader contributions of higher education, but also provides space for discussing the multiple ways students believe to be important in this sphere. Benneworth et al. (2018) noticed that "(…) community engagement has become a residual category, as a way of talking about a set of issues that are acknowledged to be important but have

been forgotten, made invisible and ignored in the ways that university engagement has developed in the last 30 years" (p. 22). Having this in mind, discussing contributions to society with students is particularly relevant if we think about IHES as an "all-encompassing concept" (Brandenburg et al., 2020b, p. 21).

In this study, by analyzing the ways international students perceive and position themselves in the areas of global citizenship and social responsibility and engagement, I was able to identify what aspects of both phenomena are essential to young people involved in educational mobility and how this experience of being an international learner at transnational university contributes to the topics they elaborated on. The research questions which provided the basis for these considerations were:

1) How do international students understand global citizenship and relate to it?
2) How do international students view the responsibility of higher education to society and ways to engage with society?
3) In what ways, if any, has their experience as international students influenced these perspectives?

The two analytical areas that the previous chapter presented work coherently to address these questions. Through the integration of the results in this chapter, I demonstrate how this research contributes to IHES by providing answers to inquiries that guided interviews with international students of Central European University.

Global Citizenship

In general, data analysis of the discussions with participants enabled me to find three dominating themes that constructed their perspectives on global citizenship: active and passive roles of people/themselves in relation to GC, the values that they identified as

critical for global citizens in a modern world, and the consciousness of their own agency in the materialization of the concept. The interviewees' experience abroad as international students influenced such perspectives on multiple levels: as immigrants/expats, travelers, members of the international university community, and *others*. Many of them provided extended descriptions of various situations and events that aimed at illustrating what they wanted to communicate and prove their points of view, enriching my understanding of the role educational mobility and transnational HEI can play in forming students' perspectives.

The paragraph on Global Citizenship in Chapter 4 showed that for the majority of students the opportunity "to engage in internationalism through international dialogue and action" (Byram 2011 as cited in Isaacs, 2018, p. 151) is associated with facilitation and/or consolidation of moral virtues and sense of being positive change agents. Participants not only recognized the importance of open-mindedness, mutual respect, exchange, and advocacy as fundamental but attached to them personal meaning. Being exposed to divergent situations and encounters in a classroom, outside of it in their dormitories and beyond their walls, they gained a sophisticated understanding of what moral qualities mean in interactions, particularly interactions across cultural and national contexts. Additionally, it is critical to note that the majority of students consciously see themselves in these relations as possible change-makers in the global and local communities. Though students' experiences in this subtheme were, in most cases, limited to their personal contacts, this might suggest that the potential of empowering students through involving them in "answering the global needs of citizens" is a direction that has to be explored (Brandebrug et al., 2020b, p. 19), especially in light of recurring

statements that students lacked knowledge about organized forms of community engagement that appeared in discussions on this concept.

The intensive exposure to complex realities of the world through their sojourn proves how critical the period of studying abroad is. However, beyond simply answering "yes, it influences students' perspectives," in-depth conversations allow its manifold and layered contributions to be understood. While the importance students placed on being open-minded and respectful has a positive connotation for educating responsible global citizens, which is one of the postulates of IHES (Brandebrug et al., 2020b), the often silent personal struggles or nuanced observations of the global environment which become their point of reference teaches all of us a critical lesson. This subtheme is reminiscent of Rizvi's (2008) statement that global interconnectivity has to be re-evaluated "by indicating that it is interpreted and experienced differently based on the continuously varying subjectivities of people" (Rizvi, 2008, as cited in Isaacs, 2018, p. 150). Thus, if IHES continues to address global citizenship as one of its goals and students as actors who advance their global citizenship through service towards the community, it also has to acknowledge and relate to inequalities embedded in the process taking place within its walls. Otherwise, the overarching message would be one that such service to society, in fact, still shares the sentiments of placing only those who have privileges and resources as contributors. It is clear that IHES, with its divergent actors and range of proposed activities and goals, gives higher education institutions a chance to shift from these pictures of inequalities.

Responsibility of Higher Education to Society and Ways to Engage with Society

This analytical area sought to unpack the students' views on contributions to society in the context of higher education institutions. The lack of significant experience with such activities of my interlocutors contributed to one of the subthemes of this study, as students addressed both their willingness to serve to society and disorientation as to how to do this on an organized level. This theme is in line with the findings of Bogdan et al. (2021), who reported that "Some focus group participants noted that there is a need to raise awareness among higher education actors, including students, about existing initiatives and to empower students to see themselves as agents of change. Admittedly, regional representatives face challenges in reaching out to the HE sector, especially to international students" (p. 26). However, it did not limit my interlocutors in discussing what they perceive as crucial problems that universities should undertake when thinking about the way they engage with societies.

According to Brandenburg et al. (2020), IHES appreciates the connection between personal outcomes as well as the application of those in the broader realm. In this context, international students are well-positioned actors, which was proven by the responses in which they recognized their role as current attendees and future graduates in the global and local community context. Seeing themselves in the roles that have a meaningful character for society, students demanded that universities take an active and conscious approach towards facilitating these roles. Keeping in mind that international students have been identified as actors in the realm of IHES, these subthemes showed that it is not enough to place students in the matrix table. Their involvement has to be attended through both strategic and holistic lenses on IHES. By applying such an

approach, institutions will get a chance to integrate their efforts on public sphere contributions while simultaneously fostering the students' agency in the betterment of society.

On the whole, the participants' reflections on social responsibility and engagement of higher education unfolded gradually, as all needed some time to construct, reconstruct, and finally name ways in which institutions can relate to the public sphere. This was expected mainly because IHES largely stays in the area of academic discussions with typically fragmented projects executed by individual universities and organizations. Reflexive data analysis of conversations provided insights on how this young generation builds upon their experiences and positionality in addressing processes that have – in their understandings – particular relevance to society. The second theme described in the paragraph on Contributions to Society and Studying Abroad in Chapter 4 should be considered critical for the academic community. Aside from considering internationalization as a tool to contribute to societies (Theme 1) - through producing globally aware graduates and applying their willingness and ideas to support communities - interviewees understand the responsibility of universities towards society in a comprehensive and integrated way (Theme 2). By indicating the importance of transparency in topics concentrated around IHES, students' answers revealed that next to using their "capacities to advance social life," institutions in their view have an acute responsibility for "advancing global social relations" (Rhoads & Szelenyi, 2011, p. 8-9). By bringing up the topics of universities' internal policies and modern colonialism, participants communicated that having difficult conversations is a necessity for IHES. Drawing on the value students attached to the ethical dimension in the interviews, I argue

that these processes cannot exist parallelly but have to correlate, proving that institutions are fully accountable to global and local societies.

Implications for Research and Practice

This paper was designed to provide in-depth insight into international students' perspectives and experiences at the intersection of their international mobility, transnational institution environment, global citizenship, and contributions to society. The offered analysis of themes suggests a need to address the phenomena of international higher education for society in a nuanced way, opening avenues for future research that will address the idealist rationales of higher education for society and the complex, multi-layered character of internationalization.

While it can lead to various possibilities for academic investigations, importantly, it also holds insights for higher education institutions. The study has clearly shown that the international mobility of students is a dynamic and contextual process, which might result in divergent personal experiences and observations. Through the lens of their sojourns abroad, my interlocutors see both: the ways for betterment as well as the dangers. Although the institutional capacity for working with international students is usually limited, it is essential to work on services as well as initiatives that will address some of the issues as well as potential that this research revealed. First, in order to concentrate efforts on making global citizenship inclusive, so all incoming international students have a chance to associate with this concept. If we would like to harness their potential in embracing the virtues and values of GC, as suggested in considerations on IHES, we have to make sure first that students feel a part of this project. Addressing IHES goals, one of the promising ways is to fully execute ideals on the engagement of IS

with the local community of the university. Students in this study have expressed not only enthusiasm about such opportunities but also disorientation about possible tools HEIs offer. Still, their sense of agency in contact with others and willingness to work towards the *better world* has been a visible aspect of conversations. Thus, offering them a chance to develop this agency through involvement that aims at local contributions is not only a way to fulfill the social responsibility towards communities *outside*, but also a facilitator for their self-sense.

Secondly, the findings suggest that students perceive the social responsibility of HEIs as a complex problem that should be addressed at multiple levels. As indicated in the study, new generations entering higher education expect that universities will respond to the burning issues of global society not only externally but - and maybe even more importantly - by taking internal responsibilities. Such responsibilities include facing higher education's main weakness, which is the threat of perpetuating problems they wish to fight. Thus, there is a need for even more intensified debate about at both levels: academic and practice-oriented. Notably, such discussion has to include students' voices, as they demand transparency and deserve full participation.

Appendix A: Recruitment E-mail

Dear Student,

My name is Magdalena Kozula and I am a Graduate Student at Lynch School of Education and Human Development at Boston College, where I complete my Master's in International Higher Education. I am writing to invite you to participate in a research study titled "Citizenship, society and international higher education: a qualitative study of international students perspectives". In the study, participants will be interviewed online, which should take about one hour. In order to be eligible to participate, you must be over 18 years old and meet a couple of inclusion criteria, such as, e.g., being an international student. All the criteria will be evaluated through the online selection questionnaire, where these details are explained in the form of questions addressed to you.

Participating in this study is completely voluntary, and you are free to stop at any time. I hope to use the results of this research to contribute to the unresearched areas of international higher education. I will compensate all participants for their time and effort in taking part in the interview (approximately 60 minutes) with 25 euros. If you would like more information about being in this study, you can contact me, Magdalena Kozula, at kozula@bc.edu or +48607295308 (feel free to use WhatsApp). If you know someone who may be a good fit for this study, please feel free to forward this email to them.

If you feel like you would like to volunteer for this study, please fill out the short questionnaire HERE.

Sincerely,

Magdalena Kozula

Appendix B: Selection Questionnaire

Selection questionnaire for study volunteers: "Citizenship, society and international higher education: a qualitative study of international students perspectives"

My name is Magdalena Kozula and I am a Graduate Student at Lynch School of Education and Human Development at Boston College, where I complete my Master's in International Higher Education. You are invited to participate in a selection for my research study titled ""Citizenship, society and international higher education: a qualitative study of international students perspectives" that aims at investigate how students understand the sense of global identity and civic and social engagement through education abroad. By listening to your voices, I intend to make a methodological contribution in terms of extending the understanding of student mobility as an inherent part of the internationalization discourse in the globalized world.

Taking part in this selection process as well as in the research project is voluntary. This questionnaire is used to invite you to participate in the study and assess whether you meet the eligibility criteria. Should you have any questions regarding this questionnaire or the study itself, please feel free to reach out to me any time. My contact details are included in the study invitation email. I will appreciate if you dedicate your time to fill out the questionnaire.

Things you should know:

- The purpose of the selection questionnaire is to select students suitable for the research study which aims at investigating students' perspectives of global citizenship and civic

and social engagement in higher education. If you choose to fill out the questionnaire, you might be selected for the research which involves participating in an online interview with me sometime between September and October 2021. This will take approximately one hour.

- The study will allow you to reflect on your experiences that can help formulate your life and career agendas.
- Taking part in the selection process by filling out this questionnaire as well as in the research project is voluntary. You don't have to participate and you can stop at any time.

If you are an EU resident:

All participants in this study will be kept anonymous. However, if you are a resident of Europe, you may have additional privacy rights with respect to this research study. If you agree to participate in this research and provide written consent, you will be providing consent for me to gather personal information from and about you that you may provide (including your demographic and contact information and other information you provide in your interview, which may include age, race, ethnicity, cultural background, language, religion and political orientation), to transfer it outside of Europe, and to make some of that information public in the form of an electronic thesis, made available to members of the Boston College community via its library. You have the following rights regarding these data:

• the right to see the information collected about you in the study.

• the right to correct or update your personal information if it is inaccurate.

• the right to limit the collection and use of your personal information under certain circumstances (for example, if you think that the information is inaccurate).

• the right to receive your personal information.

• the right to request the deletion of your personal Information if you are no longer participating in the study. However, there may be limits on your ability to request deletion of your personal information once the study is complete.

• the right to file a complaint with a data protection authority.

Survey Questions

1. Are you over 18?

   ◯ Yes

   ◯ No

2. Gender

   ◯ Male

   ◯ Female

   ◯ Non-binary

   ◯ I prefer not to say

3. Please indicate the campus you are completing your studies at

   ◯ Budapest, Hungary

   ◯ Vienna, Austria

4. Study Program: ……..
5. Year of Studies: ……..
6. Have you been involved in any civic or/and social engagement activities with the local or global community while completing your studies at CEU? Activities could be organized by the CEU Community Engagement Office, study departments, or individuals.

◯ Yes

◯ No

7. Are you officially considered an international student at your campus?

◯ Yes

◯ No

8. Have you grown up in Austria or Hungary?

◯ Yes, I grew up in Austria

◯ Yes, I grew up in Hungary

◯ No, I did not grow up in either of these countries

9. Have you had a long-term international education experience before entering CEU? This includes, e.g., international/abroad boarding school, previous degree studies abroad – any experience that lasted more than six months in the educational setting in a country where you did not grow up?

◯ Yes

◯ No

Appendix C: Interview Protocol

Semi-Structured Interview Protocol

Materials: PC, Zoom, audio recorder, this protocol, writing instrument for any notes.

Hi, thank you for agreeing to be interviewed. I am going to audio record this interview on my phone while we will be talking here on Zoom. You can tell me to turn off the recorder at any time you don't want what you say to be recorded or you just want to stop the recording. The purpose of this interview is to talk about the meanings you give to the concepts of global citizenship and social and civic engagement in the context of higher education. It should take us about 60 minutes. Do you have any questions at this point? You can ask questions at any point during the interview. Okay, let's start.

Turn on audio recorder.

This is Magdalena Kozula and today is [date]. Hi, thank you for agreeing to be interviewed. And at the beginning, in the first part of our conversation, I would like to ask you a couple of questions in regard to your study experience and your background.

PART 1

1. Tell me a bit about your personal background, please.

Note to self: ! first would like to hear what is important to them, so what they consider their personal background

Probes and prompts:

- family;
- education, languages spoken;

- work, studies;
- international experiences; international experiences of family and friends;
- the environment where student grew up.

2. Could you tell a bit/a bit more about your international experiences in regard to studies at CEU but also any previous ones? When did you first think about studying abroad and why?

Probes and prompts:

- How did this idea emerge?
- What where your motivations?
- How early did you think about it?

3. Please share why did you choose CEU.

4. Is there anything else that you want to share with me related to your studying abroad experience?

PART 2

1. What are your initial thoughts when you hear the term global citizenship? How would you define it?

    Probes and prompts:

    - What phrases or terms do you associate with global citizenship?
    - What personal qualities do you think a global citizen should have, if any?
    - What responsibilities do you think a global citizen should have, if any?
    - How is global citizenship related to the sense of identity with the whole of humanity/global community?

- Are there any individual competencies/skills linked to the context of global citizenship?

2. Would you consider yourself a "global citizen"?

Probes and prompts:

- Why and why not?
- Do you feel the global citizen and the citizen of your country at the same time?

3. Tell me more about the importance of global citizenship nowadays? How would you describe the significance of a global citizenship?

Probes and prompts:

- Why is it important and why not?
- Do we have a responsibility to be global citizens?

4. Tell me more about the concept of improving a global citizenship. How can one learn to be a global citizen or a better global citizen?

Probes and prompts:

- What are the critical aspects of educating global citizenships?

5. Is there anything else that you would like to add here in terms of global citizenship?

PART 3

1. Have you ever heard about the concept of internationalization of higher education?

Probes and prompts:

- If yes, when and where? In what context?

2. Continuing this topic, I would like to ask whether you heard about the concept of international higher education for society?

Probes and prompts:

- If yes, when and where? In what context?

3. What obligations, if any, higher education institutions have in relation to local and global society?

    Probes and prompts:

    - If yes, how universities can engage with society?
    - What are the main areas universities should focus on in their contribution to society?

4. Are institutions of higher education places to explore global awareness and social and civic engagement of students?

    Probes and prompts:

    - Do you feel that students are taught how to translate the knowledge they gain into the range of contexts?

5. Is there anything else that you would like to add here in terms international higher education for society?

PART 4

1. What kind of benefits do you see in an experience of an international student?

    Probes and prompts:

    - imaginary of these benefits before going abroad and how it was verified by student's stay abroad;
    - any benefits beyond personal ones.

2. Did studying abroad changed you in any way?

    Probes and prompts:

    - If yes, how?
    - If no, why you think is that?

- Did you have to step out of your comfort zone?
- Did it changed the way you see yourself as a member of society?/ your perception of belonging to society?

3. Has your understanding of the concept of global citizenship changed since studying abroad at CEU?

   Probes and prompts:

   - What connections do you see between global citizenship and studying abroad experience?
   - Did studying abroad influence the global citizen in you? Did it influence that feeling of being a global citizen or changed the way you understand it right now?

4. Tell me more about any chances you had to engage with the local or global society during your studying abroad time at CEU?

   Probes and prompts:

   - What impact, if any, did they have on your self-development and global awareness?

5. What can be, if any, a connection between the role of studying abroad and possible contributions to the society?

Thank you, for your contribution to this study and your time.

Appendix D: Consent Form Template

Consent Form

You are invited to participate in a research study. You were selected to be in the study because you filled out the study volunteer questionnaire and turned out to meet the eligibility criteria of age (18+), international student status, no previous substantial international education experience. Taking part in this research project is voluntary.

Things you should know:

- The purpose of the study is to investigate students' perspectives of global citizenship and civic and social engagement in higher education. If you choose to participate, you will be asked to take part in an online interview with me sometime between September and October 2021. This will take approximately one hour.
- The study will allow you to reflect on your experiences that can help formulate your life and career agendas.
- Risks or discomforts from this research include some minor psychological discomfort discussing your self-development and views in the aforementioned themes areas.
- Taking part in this research project is voluntary. You don't have to participate and you can stop at any time. Withdrawal from participation will not result in denial of entitled benefits.

Please take time to read this entire form and ask questions before deciding whether to take part in this research project.

What is the study about and why are we doing it?

The purpose of the study is to investigate how students understand the sense of global identity and civic and social engagement through education abroad. It aims to make definitional contributions towards the concepts of global citizenship and International Higher Education for Society and build a more complex understanding of the current state of international higher education phenomena by exploring connections between internationalization and its missions to society. The total number of people in this study is expected to be 5-10.

What will happen if you take part in this study?

If you agree to take part in this study, you will be asked to participate in an online interview conducted on Zoom between September and October 2021. The interviews will be audio recorded. I expect this to take about an hour.

How could you benefit from this study?

You might benefit from being in this study because it will allow you to reflect on your experiences. Conscious reflection can help formulate your life and career agendas and build confidence in linking your background and experience to certain professional and personal areas improving your integrity.

What risks might result from being in this study?

There are some risks you might experience from being in this study. The study could generate a minor psychological risk to participants in the area of their mental comfort. It is possible that some students may feel uncomfortable discussing the research topics, particularly in the context of self-formation. Additionally, as in all research involving human subjects, there are some confidentiality risks.

How will we protect your information?

The records of this study will be kept private. In any sort of report we may publish, we will not include any information that will make it possible to identify you. Research records will be kept in a locked file.
The results of this study may be published or presented at a scientific meeting. The researchers will ask for separate written permission to include your anonymous ID assigned during the study or name/chosen nickname or other information that could identify you.
If you are an EU resident:
If you are a resident of Europe, you may have additional privacy rights with respect to this research study. As described above, by agreeing to participate in this research and provide written consent, you are providing consent for researchers at Boston College (the "controller") to gather personal information from and about you that you may provide (including your demographic and contact information and other information you provide in your interview, which may include age, race, ethnicity, cultural background, language, religion and political orientation) for research purposes, to transfer it outside of Europe, to share it with other researchers under certain circumstances, and to make some of that information public. The following describes the additional rights you may have if and to the extent that the General Data Protection Regulation ("GDPR") is deemed to apply to the processing of your information in connection with this study:

• the right to see the information collected about you in the study.
• the right to correct or update your personal information if it is inaccurate.
• the right to limit the collection and use of your personal information under certain circumstances (for example, if you think that the information is inaccurate).
• the right to receive your personal information.
• the right to request the deletion of your personal information if you are no longer participating in the study. However, there may be limits on your ability to request

deletion of your personal information once the study is complete.
• the right to file a complaint with a data protection authority.

All electronic information will be coded and secured using a password-protected file. I will assign to each participant a unique, coded identifier that will be used in place of actual identifiers. I will separately maintain a record that links each participant's coded identifier to his or her actual name, but this separate record will not include research data. All audio recordings will be deleted after completing the study. The only person who will have access to them will be me as an investigator.

The Institutional Review Board at Boston College and internal Boston College auditors may review the research records. State or federal laws or court orders may also require that information from research study records be released. Otherwise, the researcher will not release to others any information that identifies you unless you give your permission or unless I am legally required to do so.

What will happen to the information we collect about you after the study is over?

I will not keep your research data to use for future research or other purposes. Your name and other information that can directly identify you will be kept secure and stored separately from the research data collected as part of the project.

What are the costs to you to be part of the study?

There is no cost to you to be in this research study.

Your Participation in this Study is Voluntary

It is totally up to you to decide to be in this research study. Participating in this study is voluntary. Even if you decide to be part of the study now, you may change your mind and stop at any time. You do not have to answer any questions you do not want to answer. If you decide to withdraw before this study is completed, your data will be immediately deleted.

If you choose not to be in this study, it will not affect your current or future relations with the Central European University.

Getting Dismissed from the Study

The researcher may dismiss you from the study at any time if it is in your best interests (e.g., side effects or distress have resulted).

Contact Information for the Study Team and Questions about the Research

If you have questions about this research, you may contact Magdalena Kozula, kozula@bc.edu, +48607295308/+16174160603.
Faculty Advisor: Rebecca Schendel, PhD, schendel@bc.edu +1 617-552-1269

Contact Information for Questions about Your Rights as a Research Participant

If you have questions about your rights as a research participant, or wish to obtain information, ask questions, or discuss any concerns about this study with someone other than the researcher, please contact the following:

Boston College
Office for Research Protections
Phone: +1 (617) 552-4778
Email: irb@bc.edu

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. I will give you a copy of this document for your records. I will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact me using the information provided above.

I understand what the study is about and my questions so far have been answered. I agree to take part in this study.

_____
Printed Subject Name

_____
Signature Date

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