

## Chapter 16

# Fostering Global Citizenship in Higher Education: Development of an International Course in Global Health

**Lee Stoner**

*Massey University, New Zealand*

**Lane Perry**

*Western Carolina University, USA*

**Daniel Wadsworth**

*Massey University, New Zealand*

**Mikell Gleason**

*University of Georgia, USA*

**Michael A Tarrant**

*University of Georgia, USA*

**Rachel Page**

*Massey University, New Zealand*

**Krystina R. Stoner**

*University of Georgia, USA*

### ABSTRACT

*Despite growing public awareness, health systems are struggling under the escalating burden of non-communicable diseases. Arguably, one must place themselves within the broader/global context to begin to truly understand the health implications of personal choices. Fostering a 'global citizen' perspective among graduates has become an integral part of the Higher Education (HE) discourse; this discourse can and should be extended to include global health. A global citizen is someone who is aware of global issues, socially responsible, and civically engaged. From this perspective, personal health is not solely an individual, self-serving act. Rather, the consequences of lifestyle choices and behaviours have far-reaching implications. This chapter details: (a) the development of an international global health course designed to foster global citizenship; (b) the research-led pedagogy; (c) the methods of student evaluation; and (d) the importance of such a course within the broader context of HE.*

DOI: 10.4018/978-1-5225-0169-5.ch016

## INTRODUCTION

Global citizenship development has become an integral part of the HE discourse; this discourse can and should be extended to include global health. Global health, alongside climate change, is one of the greatest contemporary challenges facing humanity. Considering this, universities have an opportunity to address contemporary societal issues that presumably their graduates will be grappling with after graduation. While there are many ways of engaging students with extant issues, study abroad and other internationally focused pedagogies can serve as a powerful approach. However, it has been argued, with specific reference to global health, that there is a ‘...need for a radical reform to curricula to foster engaged global citizenship; yet little is written depicting how individual courses and their instructors may support such reform’ (Hanson, 2010). This chapter will argue that HE and the process of study abroad can play a key role in the fight against non-communicable diseases (NCDs), a major global health issue. Specifically, a critical understanding of global health can aid in fostering global citizenship, which in turn may empower students to become civically engaged and potentially drive social change.

## BACKGROUND TO NON-COMMUNICABLE DISEASES

### From Personal to Global

Health systems are struggling under the escalating burden of NCDs. This is currently recognised as a global issue; worldwide there were 57 million deaths in 2008, 63% of which can be attributed to NCDs, with over 80% of these deaths occurring in low- and middle-income countries (Hunter & Reddy, 2013; WHO, 2015). Clearly, lives can be saved and the global economy would be much stronger if people did more to avoid poor lifestyle choices such as physical inactivity and unhealthy eating habits (WHO, 2013). Yet despite growing public awareness about NCDs and the consequences of such lifestyle choices, NCDs continue to rise. Based on this observation, perhaps ‘personal’-responsibility is not the answer, and conceivably the answer is ‘global’-responsibility, manifested as an awareness of and commitment to global citizenship.

Obesity, a prominent NCD (Stoner & Cornwall, 2014), makes an excellent *exemplar* for the ‘globalization’ of health. Globally, the prevalence of obesity (defined as a BMI  $\geq 30$ ) doubled between 1980-2008, from 6.4% to 12.0% (Stevens et al., 2012). Notably, as with the general trend for NCDs, obesity is now increasing at a faster rate in low-and middle-income countries than high-income countries (Kelly, Yang, Chen, Reynolds, & He, 2008; Popkin, Adair, & Ng, 2012), thereby particularly afflicting nations with limited public health resources and ensuring this phenomenon is a true global health concern. Since changes to our genetic makeup cannot fully explain this relatively recent obesity pandemic, lifestyle factors have been cited, including declining physical activity levels and less healthy food choices. These lifestyle choices are *modifiable*, implying that we have the power to change this crisis through personal responsibility. Yet despite growing public awareness, the trend has not been encumbered (i.e., perhaps ‘individual’ responsibility is not the answer). In fact, the global prevalence of obesity is accelerating and obesity is occurring at an increasingly younger age (Olshansky et al., 2005), leading to personal, community, national and global consequences.

20 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/fostering-global-citizenship-in-higher-education/164128](http://www.igi-global.com/chapter/fostering-global-citizenship-in-higher-education/164128)

## Related Content

---

### LGBT College Student Career Development: Goals and Recommendations for Faculty Members

Elizabeth L. Campbell and Michael A. Burrows (2020). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 29-40).

[www.irma-international.org/article/lgbt-college-student-career-development/260947](http://www.irma-international.org/article/lgbt-college-student-career-development/260947)

### Formative Evaluations of Teaching: Involving Students in the Assessment Process

Gina Mariano, Frank Hammonds, Sheridan Chambers and Gracie Spear (2017). *Innovative Practices for Higher Education Assessment and Measurement* (pp. 101-118).

[www.irma-international.org/chapter/formative-evaluations-of-teaching/159969](http://www.irma-international.org/chapter/formative-evaluations-of-teaching/159969)

### Using Experiential Learning to Improve Student Attitude and Learning Quality in Software Engineering Education

Ferdinand Ndifor Che, Kenneth David Strang and Narasimha Rao Vajjhala (2021). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-22).

[www.irma-international.org/article/using-experiential-learning-to-improve-student-attitude-and-learning-quality-in-software-engineering-education/273133](http://www.irma-international.org/article/using-experiential-learning-to-improve-student-attitude-and-learning-quality-in-software-engineering-education/273133)

### Incorporating Spirituality in the Classroom: Effects on Teaching Quality Perception

Matthew A. Hiatt, Jeffrey S. Reber, Alan L. Wilkins and Jillian Ferrell (2021). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-16).

[www.irma-international.org/article/incorporating-spirituality-in-the-classroom/273132](http://www.irma-international.org/article/incorporating-spirituality-in-the-classroom/273132)

### Introducing Coaching to Higher Education

Ziad Hunaiti (2021). *Coaching Applications and Effectiveness in Higher Education* (pp. 1-20).

[www.irma-international.org/chapter/introducing-coaching-to-higher-education/285034](http://www.irma-international.org/chapter/introducing-coaching-to-higher-education/285034)