

THE IMPACT OF STUDENTS' INTERNATIONAL MOBILITY ON GLOBAL CITIZENSHIP IDENTITY DEVELOPMENT – A THEORETICAL APPROACH

ADINA LETITIA NEGRUSA¹, CRISTIANA HOREA²

ABSTRACT. While universities expanding the short-term study abroad programs and international mobility for their students, these were identified as a substantial contribution toward the increasingly globalisation and promotion of global citizenship values. Lately few authors considered the global citizen dimension from a learning process perspective, suggesting a model of cultural citizenship linked with transformational learning process. This paper review the literature related to citizenship identity characteristics and the benefits resulted from international mobility programs. The final purpose is to create a new research model for evaluating the impact of the international experience through study abroad programs on attaining a set of explicit skills and attitudes which direct towards the classification of a global citizen.

Keywords: educational travel, global citizen, intercultural awareness, intercultural experience

JEL Classification: M53, A13

Recommended citation: Negrusa, A. L., Horea, C., *The impact of students' international mobility on global citizenship identity development – a theoretical approach*, Studia UBB Negotia, vol. 65, issue 1 (March), 2020, pp. 7-25, doi: 10.24193/subbnegotia.2020.1.01

¹ Prof. dr., Faculty of Business, Babes-Bolyai University, 7 Horea Street, RO-400174, Cluj-Napoca, Romania, adina.negrusa@tbs.ubbcluj.ro.

² Bachelor, Faculty of Business, Babes-Bolyai University, 7 Horea Street, RO-400174, Cluj-Napoca, Romania, horeacristiana@yahoo.com.

Introduction

The involvement of universities in providing educational travel opportunities to their students has increased considerably. Nowadays, there is a visible trend of emphasizing the open access to such opportunities, a high commitment assumed by the educational institutions, which aim to prepare the upcoming workforce as efficiently as possible. Due to international educational travel, students gain a quality to which we can refer to as “global competency”, as well as improve their skills in such a manner that they become more competitive professionally. This state of development is visible, especially when compared to students which lack this specific experience. Education abroad, specifically, leads the individual to gain or further develop a set of explicit skills and attitudes which direct towards the classification of a global citizen.

Perhaps more than any other concept, this idea emerged in the late 1990s as a key strategic principle in higher education (Lewin, 2009). Universities from all over the world are adapting to an international dimension of education and take initiative to drive their students towards a global course of thinking, fit for this new age of globalization. This initiative is reflected in the numerous programmes and opportunities designed for students, to facilitate the experience of studying abroad. On a less noticeable level, this educational experience aims to drive young people to think and live as global citizens.

Study abroad has been growing since the late 1990s and has been expanding continuously ever since with support from the overall process of globalization, increased competitiveness, and perhaps most importantly due to curiosity and an open-minded mentality from the side of the students. A global environment implies transcending the boundaries set by culture, language and personal ideals, as a result of gaining a certain understanding of that which is around the individual. The drive towards global citizenship can be observed in every aspect of our lives, be it work, education or travel; the personal interest of the human species became global, it is reflected through international trade, business, relations,

culture and a subtle shift of morals, all adapted to a global society. In the present day, global citizenship signifies new ways of thinking and belonging; this idea encompasses multiple meanings that vary depending on one's circumstances and view of the world and can shift throughout one's life (Schattle, 2008). Higher education institutions pave the road to achieving this global state of being, and it is indisputable that an educational experience abroad opens the mind of the young generation, who strives to improve.

Method of reviewing and analysing the literature

The research method that we developed for analysing the literature implies two stages, first searching based on a set of keywords in different databases like research gate and web of knowledge but also in some archives of different editors and journals. In the second stage based on the academic resources found we enriched our search reviewing the bibliography of the most relevant papers for additional sources.

In the beginning, we established according to our purpose a possible list of keywords like educational travel, global citizen, study abroad programs, and we added more for identifying the relevant studies to our objective like the benefits or effects of short-term international travel, global citizenship skills and competencies. The articles found in the first stage were studied to relevant conclusions and explanations and were organized into three subjects: global citizenship and skills or behaviours associated, educational travel and short-term study abroad programs, and last the benefits and effects of international educational travel for students. After that, all publications founded were curated and selected just those with a direct contribution to the global citizen notion or provide a set of skills associated with it, those which investigated the role played by different short-term programs of educational travel in the learning experience of the students or the learning outcomes that were perceived by students involved in it.

Literature review

Global Citizenship concept

Citizenship can adopt distinctive meanings depending on the attitude and values of a society. In a limited perspective, the word itself suggests being part of a socially organized community, and meeting conditions of this status being specified by law. As diversity globally expands to matters of race, culture, ethnicity and language, the concept of citizenship must follow this expansion from that of belongingness to a sole society, to be part of a larger community - a global one. While the notion of citizenship itself still provides a normative basis, the changes that happen at the global level do not align with some aspects of it anymore, and the concept finds itself in a constant state of development (Turner, 1990). The end state of this development process is what today we refer to as global citizenship. Nowadays, the mean to “be global” implies some criteria. From the globalization perspective, there are two noticeable conditions, on one hand, the primary dimension is a sense of self-in-the-world, respectively knowledge about the lives of others, and on the other hand, the secondary dimension comprises those attributes which enable the individual to act in the world, the potential to influence the others’ lives (Kwame, 2008).

Global citizenship is a term which embraces both the psychological and behavioural dimensions associated with the type of world-mindedness supposed to result as an outcome of international transformative learning experiences and refers to actions and beliefs that nurture environmentalism, justice, and civic obligations (Tarrant & Lyons, 2012).

The global citizen adheres to a normative perspective - what needs to happen to create a better world (Brecher, Brown, & Cutler, 1993). It could be argued that the notion of ‘global citizenship’ is nothing more than a metaphor, considering that people cannot be citizens of the world in the same way that they are of a country (Davies, 2006). Global citizenship additionally transcends the artificiality of national boundaries and regards the planet as a whole as the common home of humanity

(Griffiths, 1998). By this affirmation, a new perspective is brought into the discussion, that of the common identity which unites humans being an ethical one as opposed to that of any other nature- cultural, political, social or economic. For Brownlie (2001), global citizenship is not limited to approaching current global issues like sustainable development, conflict and international trade, but extends to acknowledging the global dimension of local issues, likewise. Be that as it may, the possibility of becoming global is unbalanced (Dobson, 2005). The decisive factor for whether one can become a global citizen or not is being willing to place oneself as an individual from the local space frame to the global one. As far as it can be seen, the capacity of each person to act globally is limited. Those who can and choose to properly act globally are often projecting their local assumptions and desires as everyone else's global ones (Dobson, 2005). In this manner, the transition becomes easier and the process of embracing the global culture and attitudes emerges rapidly.

Adapting oneself's behaviour in terms of cultural awareness, responsibility and empathy, starting from a local community level and slowly advancing towards a more international environment, seems to be the appropriate approach to and strategy towards global citizenship. Before achieving the status of a global citizen, one must first identify as a proper citizen. Nonetheless, global citizenship is all about the willingness to cross intangible borders that others might regard as impossible to breach or of no interest, about being the outsider in a community but still wanting to connect with it and about building a comfortable space for oneself in a foreign environment. The fully developed concept of global citizenship implies that people who identify as global citizens (Cabrera, 2012):

- Cross international boundaries, or internal boundaries of differential citizenship
- Accept and respect fundamental rights
- Work towards achieving a state in which the system is morally correct.

According to other researchers (Brecher, Brown, & Cutler, 1993), global citizens are those who feel at home anywhere in the world, can accept and eventually adapt to conditions of specific societies. A global citizen is also viewed as someone who knows how the world works, is outraged by injustice and who is both willing and enabled to take action to meet this global challenge' (Richardson, 1979). This definition suggests that there must exist strong motivational factors which drive an individual to strive for the title of a global citizen.

The global citizen profile that this research is mainly taking into consideration for further analysis is the one created by Oxfam (1997), who sees the global citizen as someone who:

- Is aware of the immense world and has a sense of what their role as a world citizen is
- Respects and values diversity
- Proves an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally
- Is outraged by social injustice
- Participates in and contributes to the community at a range of levels from the local to the global
- Is willing to act to make the world a more unbiased and sustainable place
- Takes responsibility for their actions.

Educational travel for global citizenship

Educational institutions actively support students to enhance their cross-cultural competencies, by aiding them and providing opportunities for travelling abroad to study - what we refer to as educational travel. Nowadays, students can opt for different forms of educational travel, ranging from short-term field trips, exchanges, international projects and even internships abroad. Be that as it may, the tourism industry is unaware of the true size of this market segment (Ritchie, Carr, & Cooper, 2003). This travel experience places students into an environment of favourable circumstances for dealing with real-world challenges, by living

and working or studying alongside people of a foreign community. Thus, educational travel opens the mind of the young generation to different values, customs, and worldviews specific to other societies. The transitional experience encompasses an evolutionary shift from a state of low self and cultural awareness to a state of high self and cultural awareness, and the development of competencies to deal with the new environment (Adler, 1975).

Short-term study abroad is the fastest growing area of international education and there is an increasing interest in the role of applications of this form of study (e.g. faculty-led, field/environmental, and/or educational travel) in influencing global citizenship (Tarrant & Lyons, 2012). The inclusion of educational travel programs in universities does not naturally generate globally competent individuals. Significant learning outcomes can only exist when unlearning takes place, which often happens when one experiences severe or long periods of culture confusion (Hottola, 2004).

The culture confusion comes as a result of differences in terms of behaviour, values, attitudes, language, implemented systems (legal, political, etc.). These visible differences may indeed create a barrier to effectively communicate with people from the host community, and it is important to not applying country-level cultural values at the individual level (Hofstede, 2003). Seeing that for educational institutions, studying abroad has gained a new academic value, and that understanding the globalizing world is nowadays a priority for higher education, educational travel can be recognized as a vital strategy in preparing the students for active engagement in the global community. Well-structured study abroad programs, of any duration, have come to create an extraordinary learning opportunity for students that, in many ways, surpass the impact of traditional hometown-based instruction (Tarrant & Lyons, 2012).

So, the implication is that the length of time spent abroad is of no significance in the context of experience outcomes and that becomes crucial for students to have educational travel experience, of any duration, rather than none at all. Through educational travel, universities introduce

to the society globally competent students - possessing global awareness, critical skills and expertise, students that are prepared to analyse and perform professionally in a globalized world.

Global competence is what leads to global citizenship, that is, in practice, having the ability to work cooperatively, to find and implement solutions to issues of global significance. Moreover, all this is of increased priority for students, as they enter a high and constantly developing competitive global marketplace.

The set of critical skills that are a crucial component of global competence should and do include:

- The ability to work efficiently and effectively in international settings
- The adaptability to and awareness of diverse cultures, values and individuals
- A certain familiarity with major trends of global change, as well as with the issues they raise
- The capacity to effectively and efficiently communicate across cultural and linguistic boundaries.

If universities are successful when it comes to their students possessing the above-mentioned skills after practising educational travel, then studying abroad truly is a way of getting closer to achieving the status of a global citizen. However, studying abroad cannot yet be generalized as an ordinary learning experience for all students, even though the need for global awareness, acceptance and cross-cultural understanding is widely recognized. Educational travel experiences represent a valuable part of the educational path of a student who shall become a global citizen and who most likely aims to perform professionally in an intercultural environment, in a world that is already interconnected. Compared to the students who do not dispose of such educational opportunities, supposedly after returning to their hometown, the students travelling strive to engage themselves in an increased number of educational activities (as compared to their involvement before the experience of educational travel) and look to actively express their newly acquired

capabilities. The educational value of studying abroad reaches beyond solely the development of the internationalization of perspectives or increased intercultural communication skills. Educational travel experiences aim to influence students' personal development and deepen their intellectual maturity. Students that return from abroad become more engaged in their education, are more confident of both their interpersonal and intellectual abilities and are more committed to exploring how they can be active members of their communities. All things considered, students who experience educational travel gain new understandings of themselves and their position in the world.

The recollection or reflection of past events is a key component of study abroad programs because it is through such interpretations that students begin to understand their origin and their role in the community vis-à-vis other nations and people of the world (Tarrant & Sessions, 2008). By reflecting and manifesting new values and beliefs framed within an international context, students build towards a new identity for themselves- one of the global citizens.

Analysis of the benefits of educational travel in the literature

There are numerous studies in the literature which analysed and revealed the impact of educational travel programs on student learning outcomes. These approaches are in areas like intercultural awareness and understanding (van 't Klooster, van Wijk, Go, & van Rekom, 2008), personal development (Harrison, 2006), and functional knowledge and learning (Pearce & Foster, 2007). All studies in this field addressed questions concerning the validation of studying abroad as a legitimate academic strategy and showed a particular interest in the value of short-term programs in terms of learning outcomes.

Using our method of reviewing the literature, four categories of benefits emphasised by different studies resulted. The summary of the most representative studies done in this regards and their key findings and conclusions are presented in the following tables (from 1 to 4)

Table no. 1. Studies highlighting specific knowledge as outcomes of international educational travel

Studies	Learning outcomes of educational travel/exchange programs:	Key findings	Subjects
Hansel (1988)	Specific knowledge and generic skills	Students perceived some changes in values, as well as the development of skills that are important to culture learning. International awareness was considered as a clear outcome of this experience especially for short-programs together with adaptability and understanding other cultures. The impact of cultural engagement continues after students come back to their homes.	Case studies
Pearce and Foster (2007)		Respondents perceived acquisition of generic skills: dealing with pressure, self-confidence, time management, planning and forward-thinking. Skills gained through travel experience were considered relevant to future employment (interpersonal social skills, self-management, social and cultural awareness).	372 backpackers
Cotten and Thompson, (2017)		Results reflect a positive change in students' perceived competencies relative to their knowledge and skills.	12 students

Table no. 2. Studies highlighting the personal development as outcomes of international educational travel

Studies	Learning outcomes of educational travel/exchange programs:	Key findings	Subjects
Gmelch (1997)	Personal development: self-confidence, self-awareness	Independent travels help students to gain more personal skills and educational outcomes. Organized study trips by universities are not suitable for experiential learning, only travelling in small groups enable students to interact with locals and learn how to deal with different situations.	51 students
Harrison (2006)		The value of international tours regards personal development and cultural connectivity.	102 students

Studies	Learning outcomes of educational travel/exchange programs:	Key findings	Subjects
		The personality traits can influence the measure of outcomes, especially two factors which comprise self-monitoring — ability and sensitivity – indicated a significant positive correlation with cultural connectivity.	present in an international study tour
Jones et al, (2012)		Participants returned with a new perspective on what was important in the world, re-considering their role in the world, challenging the bubble in which they found themselves on campus, and determining how their experiences would influence plans. The study indicated that these trips enabled students to more meaningfully engage across differences.	37 students
Boateng and Thompson (2013)		The study abroad experience seems to have fostered the students' self-awareness, especially concerning recognizing and critically analysing their ways of thinking, as well as the norms of their own country.	15 students

Table no. 3. Studies highlighting the intercultural awareness as outcomes of international educational travel

Studies	Learning outcomes of educational travel/exchange programs:	Key findings	Subjects
Richards and Wilson (2003)	Intercultural awareness and understanding	Culture appears to play an important role in the satisfaction that the youth get from travelling. Also, exploring other cultures' is the most important motivation. Increased cultural tolerance and an interest in learning about other cultures are a relatively constant effect of travel, irrespective to region visited.	2300 students
Chieffo and Griffiths (2004)		The learning outcomes from short-term programs are intercultural awareness and functional knowledge. Students involved	2300 students

Studies	Learning outcomes of educational travel/exchange programs:	Key findings	Subjects
		in these programs additionally engaged in more internationally-minded activities.	
van 't Klooster, van Wijk, Go, & van Rekom (2008)		The study shows that students learn a broad range of management and cross-cultural competences. The interaction with locals is less for those who travel to countries characterized by higher power distance, higher uncertainty avoidance or lower individualism, or high psychic distance.	967 alumni AIESEC
Weaver and Tucker (2010)		Students reported personal growth in their cultural awareness, and in their confidence to live and work in a foreign culture. They learnt more about respecting different cultures.	9 students and 3 staff members
Sybille Heinzmann, Roland Künzle, Nicole Schallhart, & Marianne Müller (2015)		This study demonstrates the positive effects of short-term programs on intercultural learning. The U shaped development pattern characterize the students' intercultural skills growth. The longer length of stay in the target culture area, the more growth of the students' intercultural skills.	405 - students involved in an exchange programme 135 - students without this experience
Sakurai, Y. (2018)		The influences of short-term international courses are interrelated, most closely are global perspective and personal development. Less significant impact is revealed in correlation with the subject-specific matter.	100 students

Table no.4. Studies highlighting the acquiring of global citizenship competencies as outcomes of international educational travel

Studies	Learning outcomes of educational travel/exchange programs:	Key findings	Subjects
Tarrant & Sessions (2008)	Acquire global competences and environmental citizenship attitudes	Study abroad programs require a delivery mechanism that engages students with the real world and enables them to think beyond their own immediate needs for nurturing global citizenship. This mechanism is dependent	Conceptual approach

Studies	Learning outcomes of educational travel/exchange programs:	Key findings	Subjects
		upon a transformational learning process in which new values, beliefs, and meanings are created and formed and one in which the ideals of justice-oriented citizenship are promoted.	
Tarrant & Lyons (2012)		Results showed that participation in the study abroad program significantly moderates (decreases) the difference in environmental citizenship scores for first-timers vs. those with experience in study abroad and for program destination, but increases the difference in environmental citizenship for males vs. females.	650 students
De Andreotti, (2014)		A key element for students to be encouraged and motivated to understand cultural roots, global context, the inequalities of power and to take actions accordingly is the critical global citizenship education. For this new approach, the study abroad programs are suitable and desirable.	Conceptual approach
Tarrant, Rubin & Stoner (2014)		The short-term, faculty-led, field-based programs can have an important role in fostering some of the outcomes considered critical to national security, globalization and global competitiveness, and social norms. It was argued that alone study abroad is not optimal to nurturing global citizenship, but contributes as facilitators of citizen activism, promoting opportunities for civic engagement, responsibility and global awareness.	357 students

Proposed research model

However, the research remains inconclusive regarding the extent to which and the manner in how exactly students acquire certain qualities and knowledge to be able to identify as global citizens. In *Global*

Visions: Beyond the New World Order (Brecher, Brown, & Cutler, 1993), four levels of implication regarding the meaning of “global citizen” are mentioned, out of which we considered the following two as a potential core consequence of the international educational travel:

- The global citizen as a type of global reformer – accordingly the individuals who knowledgeably identify a better way of organization
- An extension of “citizenship” as an affirmation of human unity - the global citizen is not just a formal member of a community, but he or she acts for the sake of the human species, for the most vulnerable and disadvantaged; as a result, global citizenship is feeling, thinking and acting such that to reach a better state of the world.

Thus, we consider the opportunity to initiate a new direction for studying the perceived effects of international educational travel on the development of students’ identity as global citizens. Global citizens cannot be considered international only due to having practised educational travel, but this status comes as a result of environmental integration and assimilation.

In this research, the second implication is the point of reference for sketching the global citizen profile. Considering that global citizenship is based on responsibility, action-taking and respecting human rights, a preoccupation of the global citizen should also be how to treat culture. A partial loss of cultural specificity occurs, meaning that the feeling of attachment to only one place or community ceases to exist for the individual.

Starting from Value-Belief-Norm (VBN) Model proposed by Tarrant & Sessions (2008) we wonder what other types of factors besides personal values influence the awareness of global citizenship approach. In this regards, we assumed that the international context experience through the educational travel/programme determined a solid changed at the individual’s values related to global citizenship awareness. According to Tarrant & Sessions (2008), it is assumed that the so-called pro-environmental behaviour (specifically, both the

intention to act and the self-reported behaviour) represent a function of beliefs and values.

The values form inside the mind of the individual before beliefs, which means having a more general view of the world and its global issues; values are formed earlier in life and become increasingly more stable as time passes by. Individuals experience what is called a sense of obligation (personal norms) to act or have the intention to act in environmentally responsible ways, by maintaining a conscious awareness of global environmental conditions and the possible consequences that their actions may generate in the surrounding environment. The modification of interest for this research, brought by Tarrant to the VBN model, is the inclusion of the “citizen-type” which the author identifies as a personally responsible participatory and justice-oriented citizen. From a global point of view, these characteristics blend such that to create the frame for a global citizen profile.

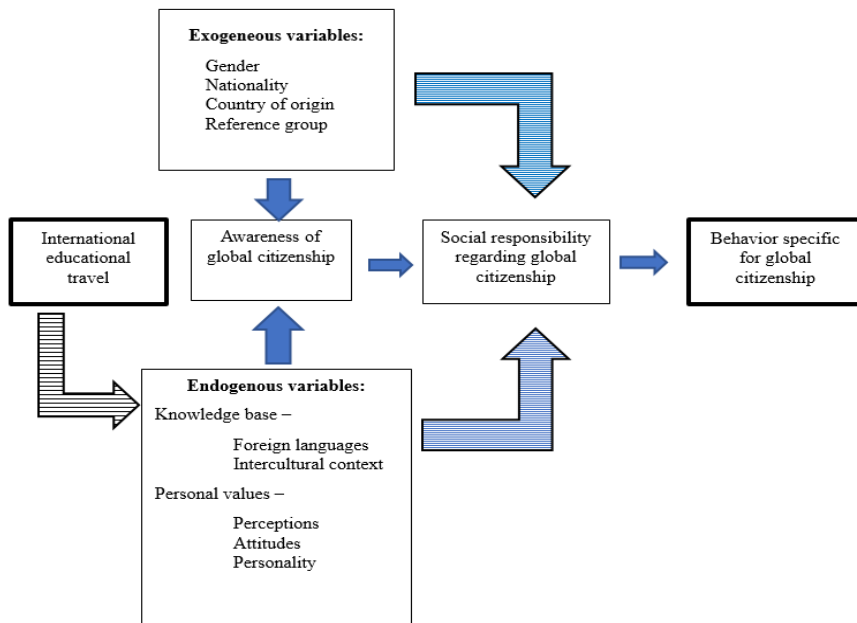


Fig. 1. The proposed model of analysing the perceived effects of international educational travel on the development of students’ identity as global citizens

Thus, personal values and competencies are affected by the students' international experiences also in the sense of acquiring those skills and perceptions associated with global citizens.

We considered an important set of variables which influence the entire process of acquiring global citizenship skills as Exogenous variables, meaning those factors from the external environment of an individual like social, economic and cultural context. Regarding to these elements we also established two hypotheses:

- H1: The nationality influences the willingness to enrol in international educational travel and individuals' awareness of intercultural context and global citizenship – those students who are from cultures characterized by low uncertainty avoidance are more interest to get an international educational travel experience and by femininity are more involved in civic and sustainable activities.

- H2: The reference group influences the awareness of global citizenship responsibilities – students who have relatives, friends or colleagues in other countries are more interest to study abroad and feel to be more open to the international context.

Also, another important part of factors is represented by Endogenous variables, more inner to the individual and related to his/her values, attitudes and beliefs. The international experience through educational travel or short-term mobility can influence the personal knowledge, attitudes and beliefs and through them to contribute solidly to the acquiring of skills and competences characteristics for the global citizenship concept. We expect to be identified as the influence upon both awareness and responsibility regarding global citizenship. Regarding these aspects, we intend to verify the following hypothesis:

H3: International knowledge influences awareness and responsibility regarding global context – solid international knowledge base favours willingness to look after the global environment and to engage in global issues.

H4: The more students are aware of the global context, the more they are involved in different civic activities and display a pro-environmental behaviour.

In conclusion, the construction of this model will give us the possibility to analyse and measure the degree to which international experience through short-term study abroad contributed to the acquired by students a set of explicit skills and attitudes which are characteristics for a global citizen.

REFERENCES

- Adler, P. S. (1975). The Transitional Experience: An Alternative View of Culture Shock. *Journal of Humanistic Psychology* 15(4), 13–23.
- Alexander, Z., Bakir, A., & Wickens, E. (2010). An Investigation into the Impact of Vacation Travel on the Tourist". *International Journal of Tourism Research*, 12, 574-90.
- Boateng, A., & Thompson, A. (2013). Study abroad Ghana: an international experiential learning. *Journal of Social Work Education*, Vol. 49 No. 4, 701-715.
- Brecher, R., Brown, C. J., & Cutler, J. (1993). *Global Visions: Beyond the New World Order*, Boston: South End Press.
- Brownlie, A. (2001). *Citizenship education: the global dimension, guidance for key stages 3 and 4*. London: Development Education Association.
- Cabrera, L. (2012). *The Practice of Global Citizenship*. Cambridge University Press.
- Chieffo, L., & Griffiths, L. (2004). Large-Scale Assessment of Student Attitudes after a Short-Term Study Abroad Program. *The Interdisciplinary Journal of Study Abroad*, v10, 165-177.
- Cotten, C., & Thompson, C. (2017). High-Impact Practices in Social Work Education: A Short-Term Study-Abroad Service-Learning Trip to Guatemala. *Journal of Social Work Education*, 53(4), 622–636.
- Davies, L. (2006). Global citizenship: abstraction or framework for action? *Educational Review*, 58(1), 5–25.

- de Andreotti, V. (2014). Soft versus Critical Global Citizenship Education. In M. S., *Development Education in Policy and Practice*. (pp. 21-31). London: Palgrave Macmillan.
- Delanty, G. (2003). Citizenship as a learning process: disciplinary citizenship versus cultural citizenship. *International Journal of Lifelong Education*, 22(6), 597-605.
- Dobson, A. (2005). Globalisation, cosmopolitanism and the environment. *International Relations*, Vol. 19, 259–273.
- Gmelch, G. (1997). Crossing cultures: Student travel and personal development. *International Journal of Intercultural Relations*: 21 , 4, 475-490 .
- Griffiths, R. (1998). *Educational citizenship and independent learning*. London: Jessica Kingsley.
- Hansel, B. (1988). Developing an International Perspective in Youth through Exchange Programs. *Education and Urban Society*, 20(2), 177-195.
- Harrison, J. K. (2006). The Relationship between International Study Tour Effects and the Personality Variables of Self-Monitoring and Core Self-Evaluations. *Frontiers*, 13, 1-22.
- Heinzmann, S., Künzle, R., Schallhart, N., & Müller, M. (2015). The effect of study abroad on intercultural competence: Results from a longitudinal quasi-experimental study. *The Interdisciplinary Journal of Study Abroad*, Volume XXVI, 187-208.
- Hofstede, G. (2003). *Cultures and Organizations: Software of the Mind. Intercultural Cooperation and its Importance for Survival*. London: Profile books.
- Hottola, P. (2004). Culture Confusion. Intercultural Adaptation in Tourism. . *Annals of Tourism Research* 31(2), 447–466.
- Jones, S. R., Rowan-Kenyon, H. T., Ireland, S. M.-Y., Niehaus, E. K., & Skendall, K. C. (2012). The Meaning Students Make as Participants in Short-Term Immersion Programs". *Journal of College Student Development*, Vol. 53 No. 2, 201-220.
- Kwame, A. (2008). Education for Global Citizenship. In *Yearbook of the National Society for the Study of Education*, 107(1), pp. 83–99.
- Lewin, R. (2009). *The Handbook of Practice and Research in Study Abroad*. New York: Routledge.

- Oxfam . (1997). *A curriculum for global citizenship*. Oxford: Oxfam.
- Pearce, P. L., & Foster, F. (2007). A 'University of Travel': Backpacker Learning. *Tourism Management, 28* (5), 1285-98.
- Richardson, R. (1979). *Learning for change in world society*. London: World Studies Project.
- Ritchie, B., Carr, N., & Cooper, C. (2003). *Aspects of Tourism. Managing Educational Tourism*. Clevedon: Channel View Publications.
- Sakurai, Y. (2018). Students' perceptions of the impacts of short-term international courses. *Journal of Research in Innovative Teaching & Learning*.
- Tarrant, M. A., Rubin, D. L., & Stoner, L. (2014). The Added Value of Study Abroad: Fostering a Global Citizenry. . *Journal of Studies in International Education, 18*(2), 141-161.
- Tarrant, M., & Lyons, K. (2012). The effect of short-term educational travel programs on environmental citizenship. *Environmental Education Research, 18*(3), 403-416.
- Tarrant, M., & Sessions, L. (2008). *Promoting Global Citizenship: Educational Travel and Study Abroad Programs in the South Pacific*.
- Turner, B. (1990). Outline of a Theory of Citizenship. *Sociology, 24*, 189-217.
- van 't Klooster, E., van Wijk, J., Go, F., & van Rekom, J. (2008). Educational travel. *Annals of Tourism Research, 35*(3), 690-711.
- Weaver, D., & Tucker, M. (2010). An international business study tour: A student perspective. In: *HERDSA Annual Conference 2010*. Melbourne (Australia).

