A continuum for global citizenship: Analyzing the complex transformations of service-learning

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This article extends existing theoretical perspectives to present a continuum of global citizenship education that can be applied to explore the practice and outcomes of transformative Work-Integrated Learning (WIL) experiences encompassing service-learning. It draws data from three WIL case studies across the disciplines of Business, Social Work and Education to explore how this continuum elucidates understanding of students' engagement with and reflection on critical and transformative notions of global citizenship. Using critical service-learning theory that positions students as agents of their own transformation, the authors found that global citizenship can be conceptualized as a multifaceted process of becoming underpinned by the development of student agency, rather than a linear destination of 'knowing'. We provide examples of this agency while also considering the complexities in and for transformative learning for global citizenship.

Keywords: Global citizenship, transformative learning, critical service-learning, student agency

Globalization is rapidly becoming part of the status quo in higher education. However, discourses vary greatly, from the discourse of the savvy entrepreneur, characterised by a "neoliberal consensus" (de Sousa Santos, 2006, p. 394) on the importance of global graduates to the global economy, to positioning as an opportunity to foster deep engagement with, and reflection on broader opportunities for moral and ethical consciousness (Salter & Halbert, 2017). Lilley et al. (2015) note that universities are often required to straddle the breadth of these discourses; "considered paradoxically positioned between corporate responsibilities, a mission of public good and the 'idea' of educating global citizens" (p. 960).

WIL policies and theories also straddle these discourses. Enacting WIL using a service-learning model places value on civic responsibility as well as applying academic and professional knowledge and skills (Valencia-Forrester et al., 2019; Chong, 2014). Critical service-learning based on social justice and sustainability aims has the potential to support a breadth of global education rationales. It offers students the opportunity to engage with critical and transformative pedagogy derived from intersections of the work of Mezirow (2000) and Freire (1970), to destabilise and shift pre-existing consciouness. This study explores how service-learning supports transformative global citizenship. Firstly, we explore the intersection of transformative and service-learning theories to conceptualize global citizenship as a continuum that positions students as agents of their own transformation. Then

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we analyze three case studies drawn from different disciplines using the continuum, before discussing the implications for change, transition and transformation using this continuum.

CONCEPTUALIZING A CONTINUUM FOR CITIZENSHIP EDUCATION

Critical service-learing for global citizenship interlaces three informing frames, with student agency at the centre of the WIL experience. We outline the key concepts of our theoretical model before illustrating how the model draws on case study data to theorise praxis.

Global Citizenship

Global citizenship "eludes precise definition" (Lilley et al., 2015 p. 957). In this paper "critical global citizenship" invokes citizenship orientated to action and discourses of "glocal" citizenship. The latter recognises that the local is not subsumed by a universal global consciousness but rather that the two are interconnected where the global is constructed by and dependent on many "locals" (Salter & Halbert, 2017, p. 695). The fusion of local struggles resisting inequality (de Sousa Santos, 2006) is facilitated by information and communication technologies that globally connect actors across local-global imaginaries (Sassen, 2004). This notion of the global imaginary draws from Anderson's (2006) imagined community which conceptualises the shared ideology within nations. The global imaginary refers to the consciousness of belonging to a global community, and the power of such in "enabling aspirations to transboundary political practice even when the actors involved are basically localized" (Sassen, 2004, p. 655). Working from this imaginary requires reflection on personal epistemology to consider how we come to see and know our world through a local-global dialectic, and our relationship to political and social institutions in the context of local and global societies (Bamber & Pike, 2013; Lilley, 2014; Roberston, 2012).

Transformative Learning

Transboundary reflection potentially troubles and exposes the limitation of existing notions of citizenship and self (Lilley, 2014; Power & Bennett, 2015). Mezirow's transformative learning theory is useful to conceptualise this disruption of existing frames of reference to learn, merge and examine new frames. In turn, this can *"make them more inclusive, discriminating, reflective, open and emotionally able to change"* (italics in original, Mezirow, 2011, p. 22). Disruptions lead learners "to the edge in order to foster transformation" (Taylor & Jarecke, 2011, p. 283), requiring a balance between challenge and comfort. An inherent tension to this balance is the tension between the "rhetoric and reality" (Butin, 2006, p. 474) of what may be more appropriately conceptualised as transformative aspirations rather than a fixed outcome. In this paper transformative learning is conceptualised as a purposeful and heuristic process working towards these aspirations, involving inherent tensions between the need to structure learning while trusting learners to make sense of learning in their own way (Taylor & Jarecke, 2011), and acknowledging that externally imposed requirements, like those that can commonly be found in credit-bearing learning experiences, can decrease interest and intentions for future behaviour (Dienhart et al., 2016). For example, a major limitation of the latter is their short-term nature, in which change may be cited, but difficult to enact or prove. A key tenet to using this to theorise critical global citizenship is the influence it takes from Freire's (1970) concept of dialogue to foster conscientisation of how the world "reappears to the namers as a problem and requires of them a new naming … in word, in work, in action-reflection." (p. 69). If action is illusive within the limitations of the experience, to what extent ideas are identified and named at the edge, as both current and future points for action is significant. This action-reflection is integral to developing, critical consciousness to confront divisions and question existing power structures. Important to note here is the distinction between philosophical

notions of critical conscientisation linked to imaginaries, and more practical notions of critical thinking as part of a set of demonstrable competencies or capabilities often used in WIL.

Service-Learning

Service-learning offers a way to structure learning and action-reflection at the learning edge. It is a WIL approach broadly characterised with a pedagogical framework of three phases: preparation for service, action of service, and reflection on service or action (PAR), incorporating reflective and experiential pedagogy to engage students with communities and develop intellectual agency (Petray & Halbert, 2013). Reflective practice supports student negotiation of dissonance which requires "acceptance of and comfort with 'strangeness' as being in the world rather than knowing the world" (Carrington & Iyer, 2011, p. 8). This "troublesome knowledge" (Power & Bennett, 2015, p. 166) reflects the nexus of theory/experiences and thought/action that prompts non-linear insights decentred from previous notions of learning requirements (Carrington & Iyer, 2011). Often emerging unpredictably, this learning highlights tensions between anticipated intended learning of curriculum design, and students' experiences and sense-making of unanticipated learning through enactment (Billett, 2011). Significantly, it requires a shift from passive pedagogies to active learning that positions students as agents of their transformation (Billett, 2009), resonating with Mezirow's (1989) explanation that decisions regarding social action are that of the learner, not the educator.

The Continuum

To explore the nuances of such transformation, in Figure 1 we propose a continuum of global citizenship informed by theories of students as agentic learners (supported by Billett, 2009; Richards et al., 2013) developing cognitive, intrapersonal and interpersonal knowledge and understanding (Enberg, 2013). The three points of learner, citizen and change agent take up Britt's (2012) taxonomy of service-learning as points on a continuum, and are supported by Mezirow's (1999) acknowledgement that new frames of reference are not simply established by learning about, but by learning through a "process by which the subject moves from an unexamined way of thinking to a more examined and critical reflective way" (p. 5). For example:

- A learner's capability develops through improvement of individual content competence, developing cognitive capacities to acquire foundational knowledge and skills needed to learn and evaluate knowledge. They may aquire more information about a particular topic or issue, however this serves to elaborate, rather than examine, frames of reference. Further exploration of positionalities in relation to others in community is required, and burgeoning self-efficacy can nurture future experiences prompting cognisance of individual positioning in relation to collective community.
- A citizen makes visible their frames of reference through recognition of their positionality in community and awareness of possible issues and concerns as new frames of reference are merged with existing ones. They enact intrapersonal capacities to reflect on how this knowledge underpins knowing self and others as citizens, however, the new visibility of this knowledge does not necessarily lead to critical examination required for transformation.
- An agent actively examines these newly merged frames, leading to transforming critique of premises regarding the world and self. They are mobilised by critical consciousness of structural inequalities and marginalisation to take action to transform systems of oppression that underpin issues and concerns, working with interpersonal confidence and social responsibility to guide future commitments.

FIGURE 1: Continuum of global citizenship.

A common thread in both transformative learning and service-learning theory is balance between creating the conditions for learning and the student's ultimate agency in learning, however how this agency differs from simply being self-directed is often left undefined. Richards et al. (2013) propose five salient factors central to preparing agentic learners that are useful for elucidating characteristics of agency that support student transformation across the continuum. These interrelated factors draw on student dispositions of learning, knowledge of context and ways of relating with self and other:

1. Awareness of personal epistemology, including approaches and considerations of how these impact on learning and sense-making during experiences.
2. Ability to maximise learning opportunities available to direct own learning during experience;,
3. Continual self-assessment of self-concept.
4. Ability to assert own opinions and learning needs while respecting those of others and minimising conflict.
5. Resilience to cope with curriculum workload, transitions to new or challenging environments and personal factors such as loneliness, isolation and family issues.

At the beginning of the continuum, a learner displays rudimentary engagement with agentic capacities and may require support to progress through the continuum, while an agent is fully efficacious. Understanding which factors are mobilised to enact agency and their interrelationship is beneficial to refining balance at the learning edge.

METHOD

This paper presents research from a larger project, reviewed and approved by the lead university's board of research ethics (H6145), which investigated curriculum offerings and pedagogy that foster critical global perspectives in diverse cohorts through local and international WIL experiences. Dimensions of curriculum design and critical analysis of what worked in terms of pedagogies to support global perspectives are the focus of other outputs that stemmed from the larger project. The focus of this paper is using data to illustrate the development of a conceptual model of global citizenship which puts students as the agents of their own transformation (Bamber, 2015; Billett, 2009) and provides nuanced understandings of intended and enacted experiential learning.

The data presented here is drawn from case studies of the lived curriculum experience of students engaged in courses drawn from various disciplines across two different campuses of the same university with distinctive cohorts and contexts. Each case serves as an empirical inquiry of contemporary phenomenon of glocal learning experiences in real-life contexts (Yin, 2009). Informed by a case study approach that seeks to explore the "complex, situated, problematic relationships" (Stake, 2005, p. 142) of cases of experienced curriculum (Billett, 2011), these cases include local and global

experiences supported by curriculum frameworks that engage principles of PAR in credit-bearing courses. These cases include one case focused on the discipline of business offered at a Singapore campus, and two cases from a regional Australian campus; one focused on teacher education and one focused on social work.

Case studies focused on intended, enacted and experienced curriculum (Billett, 2011), acknowledging the multiple ways curriculum is enacted in potentially unpredictable work-integrated learning. Intended curriculum asserts the anticipated knowledge and learning that is documented in course outlines and assessment descriptions, and supported by staff explanations of course design intent. This curriculum is then enacted in academic settings through course documents such as resources used to guide learning and supported by staff explanations of enactment in face-to-face learning pre- and post-WIL experience. Experienced curriculum captures students' interpretation and construction of their experiences and engagement with intended and enacted curriculum (Billett, 2011). While there are nuances to the discipines of each case, standard data collection across all cases included:

- Survey of students to ascertain dispositions to cultural exchange and citizenship and demographic and cultural profile at the beginning of the course and prior to action of service.
- Document analysis of course materials and resources, focussing on intended and enacted curriculum across PAR.
- Focus groups of staff to elaborate on intention and enactment of curriculum, and perceived experiences of students.
- Focus groups with students to explore their experiences of curriculum enactment at the conclusion of the course.

Data analysis adopted an iterative spiralling approach (Denscombe, 2007; Kavale, 2007) within the distinctive discipline lens of each case, informed by four theoretical frames: Billett's (2011) intended, enacted and experienced curriculum, the Global Citizenship Continuum (Enberg, 2013), Taxonomies of Service-Learning (Britt, 2012) and a Framework for Agency (Richards et al., 2013).

FINDINGS: CASE STUDIES OF PRACTICE ALONG THE CONTINUUM

Business Case Study (Singapore): *Becoming a Local-Global Learner*

This case represents experiences of international students within a WIL business studies capstone course, which enacted PAR to engage students with the world of work. The intentional design sought to equip international students with work-relevant skillsets including knowledge building, awareness of self and society and development of citizenship skills in working in cross-cultural teams to develop critical thinking and interpersonal understandings and communication. Data for this case was collected through an online survey (n=26), focus groups conducted with staff (n=6) and students (n=10). Student teams also reflected on their learning in their report submission.

Autonomous teams worked on a business plan to tackle real business problems given by a Singapore small and medium enterprise (SME) and a non-for-profit organisation (NGO). Directors briefed teams at the premises of the organisations and students undertook site visits and participated in the activities of the organisations. The project-based learning included individual and small group communication to arrive at shared understandings and reflect on their inter and intra personal knowledge and skills. By providing the context for students to develop job-specific knowledge that extends the theoretical knowledge learnt in the classroom (e.g. environmental and financial analysis), they had to negotiate real life challenges in managing a business or NGO by building capacities that are integral to work competencies (Billett, 2009). They worked on authentic problems with resource constraints and

organisation perimeters set out for them by the directors of the organisations (e.g. limited budget for promotion and advertising). The positive feedback provided by students from various data sources supported the relevance of such a learning approach to prepare work-ready graduates with global perspectives. The industry partners acknowledged the valuable contributions made by student teams in delivering outcomes as set out in the brief provided by them.

Students demonstrated the interrelated factors of agency (Richards et al., 2013) in various ways. Assertiveness and the ability to maximise learning opportunities through high levels of autonomy and accountability in the planning and execution stages of the business plan was evident in the successful completion of projects. Resilience was also evident in their handling of work demands, time constraints and expectations in a multi-cultural environment where global (as in international students) meets the local (local companies in a Singapore environment). The combination of diverse student population and Singapore-based organizations provided a rich context for intercultural learning and gaining global perspectives as students traversed differences in language, values and work ethics, communication and cross-cultural differences to deliver the outcomes in the business plan. Many students mentioned the development of self-concept through personal and professional knowledge and skills gained during interactions with one another and in carrying out the project. These skills included initiative and creativity, written communication, time management, project management, group learning, critical thinking, problem-solving, and management skills including the ability to communicate effectively, handle conflicts and negotiate. For example students spoke of situated learning "to negotiate, with different people from diverse backgrounds", and interpersonal communication "to broaden each of our mind set to various perspectives…". Students also identified resilience and assertivness as required to engage with the:

> …technical process, teamwork and time management are the things that I learn from this project. I understand how to prepare detail financial plan, conducting interview to obtain data from customers, managing diverse people to achieve one goal, and schedule my time for finishing all works….

In addition to the above anticipated skills, unanticipated skills articulated by students indicated they were elaborating exisiting frames of reference for business competencies to "make them more … open" (Mezirow, 2011, p. 22) to include respect for different cultural groups and ages, appreciation of different systems/legislation and a greater appreciation of the role played by SMEs and NGOs for a sustainable economy in the local context.

The importance of this was emphasized in the survey conducted prior to the business plan course which showed more than 90% of the students expressed how their intercultural experiences in the program allowed them to develop their personal epistemology regarding understanding of diversity, awareness of cultural differences, and connections with, and their role in, community.

In reflections, others shared about the different perspectives of the cross-cultural team experiences: "….I had discovered new things about new cultures, diversities, industries, and countries. It also affects my outlook towards different walks of life"; "The project has made me more empathetic towards fellow mates and I find myself more sensitive and responsive to other people's needs. I have learnt the difference between a boss and a leader" and

> Diversity was one the important factor which impact on our discussion which helped to improve my listening skills as well as communication skills. It helped me to be open to new

methodologies and listen to new thoughts by encouraging a difference of presumptions on all points and also give everyone the opportunity for equal participation.

References to broadening mind sets, being more empathetic, and being open to suggest that these international business students appear to have elaborated their frames of reference for work-relevant skillsets through immersion in their respective WIL situations.

The immersion of diverse students from Asian and European countries in a Singaporean context helped foster global perspectives where cultural dynamics and identity development allowed for self-reflection of one's role as a global citizen. There were nuances that indicated a readiness for exploring positionalities in relation to others as students emphasized the benefits of having a large network of helpful senior colleagues as well as the importance of communication. The interactions and exposure to the local work environment had enabled students to develop an understanding of the communication that globally connects actors (Sassen, 2004) as illustrated by the feedback given by students in the focus group interview, however they do not extend beyond a focus on individual competencies, such as their own ability to communicate to other actors at this stage: "The networks and connections over here will help you in the future for your personal as well as professional life…";"...you are from different culture and nationality, so you have to be patient and learn to listen. And you learn to speak up as well. It's a boost to your confidence."

Against the continuum of global citizenship in Figure 1, the experienced curriculum positions students with agentic capacities of learner at this stage, aligning with reflection that strongly emphasizes individual content competence, with capacities of assertiveness, personal epistemology, self-concept and resilience in the continuum. The latter are often identified as more discrete capacities, rather than interrelated. While the learning process was not simple and linear, it had to be negotiated within a specific group and organizational context. There are some links with the citizen domain as well in that this experiential approach encouraged a heightened sense of community, civic engagement, and personal responsibility. Here the balance at the learning edge (Taylor & Jarecke, 2011) requires further examination to consider to what extent reflective practice prompted and endorsed students to engage with potential points of dissonance. Responses suggest that overall, students position themselves strongly as emerging from their experiences with an "unexamined" (Mezirow, 1999, p. 5) confidence and comfort in knowing more about the world of work in terms of a demonstrable set of capabilities, rather than, for example, "a more examined and critical" (Mezirow, 1999, p. 5) questioning of inequalities in how this world works, to move towards a more critical consicentisation.

Education Case Study (Australia): Becoming a Collective Citizen

Teacher education programs often include wider professional learning components for preservice teachers (PSTs) to learn about diverse students (Salter & Halbert, 2019). The core capstone course in the final year of the Bachelor of Education focused on the pedagogy and practice of service-learning underpinned by sustainability goals. It required PSTs to audit academic/professional learning to articulate learning goals for a service project, serve a minimum of 50 hours community service to complete the project and then reflect on how learning could inform future teaching. The reflection and dialogue is facilitated by formal reflective prompts such as individual journaling with peers and lecutrers, online discussion, workshops, learning galleries and with their hosts as situated professional conversations and debriefs. Projects aimed to strengthen communities and intercultural understanding to promote social and environmental responsibility, within local, national and international contexts. Data for this case was collected through an online survey (n=28) and focus groups conducted with staff

(n=4) and PSTs (n=5). Student recruitment focused on projects orientated to glocal connections (Salter & Halbert, 2017), specifically a university-led overseas placement in Cambodian non-government schools, and local experiences within welfare and charity organisations.

The intentional design drew on a history of service-learning in teacher education that supported vocational emphasis on relationship-based pedagogy (Cain, 2014) between schools and communities. Orientations towards citizenship, particularly as embodied in communities, were enacted by staff who sought to extend and at the very least elaborate PST's frames of reference (Mezirow, 1999) and in their own words, cited the importance of: "understandings about the world and the communities they will be working with" and "their own awareness outside of their own space and their own person".

Evident in the enacted curriculum were action verbs in course materials which invoked factors of agency (Richards et al., 2013) to: "search for and synthesize, connect with and to, reflect on, negotiate and develop, activate and extend" (Assessment description), aligning with staff calls for PSTs' development and awareness. This promotion of agency presented both opportunity and challenge for PSTs, leading to increased awareness of the interrelationships between agentic capacities. Responses by PSTs were varied in relation to their "energy, commitment and intentionality" (Billett, 2011, p. 25): "It's a different [course], it's not like one where you can look at the criteria sheet and tick all the boxes. It's what you put into it is what you get out of it". What PSTs put in was shaped by capacities to maximize learning opportunities the largely self-directed course offered, and the risks they were prepared to negotiate. Tensions, for example perceptions of how their academic and professional decisions would be interpreted, daunted some: "It was like this is all up to you now, do it yourself…but at the same time we've got to please you because you are the ones marking us." Resilience to cope with this tension, and transitions to new/challenging self-directed curriculum requirements appeared to challenge self- concepts of professional decision-making.

Resilience was also noted in transitions to new environments and interrelated factors of maximizing opportunities to reflect on "messy" moments at the "learning edge" (Taylor & Jarecke, 2011, p. 276) that facilitate assessment of self-concept and personal epistemology. Experiences of support and opportunities to dialogue "troublesome knowledge" (Power & Bennett, 2015, p. 166) varied: "when we went to Cambodia we had support coming out of our ears … I felt really well supported in all aspects of it" compared to "I just feel like they gave a lot of support to certain groups, like going over to Cambodia, there's a lot of help … but for the rest of us … it's like, oh you guys do it, we don't really care about you". The university-led international experience tied risk and distance together in specific ways. A range of supports before, during and after the experience encouraged students to take up this placement that was explicitly acknowledged would challenge their resilience and self-concept.

All PSTs were supported through intended curriculum that connected small buddy groups to engage with each other throughout placement on a shared blog, and required them to identify an agency supervisor for their placement with whom reflection could be initiated and vice versa. However on-demand support and dialogue with university staff was considered critical, both by those that experienced this in the international context and those that perceived a lack of support locally. Less structured local experiences appeared to result in fluctuating capacities to negotiate "troublesome knowledge" (Power & Bennett, 2015, p. 166). The potential for transformative experiences was not realised for some that appeared unsure of what insights to glean from experience. PSTs expecting to make linear connections between their preparation and service itself, and then to neat ways that this could be applied in future teaching roles, found their epistemology and self-concept challenged in seemingly insurmountable ways by de-centering experiences. For example, one PST initially stated "It

upsets me and it does make me think here needs to be change but I guess I don't how to make a change", resonating with others who noted that "contrary to my assumptions, I now have a large void, where I now have more questions than answers" This PST was helped by the opportunity to debrief the messiness of not achieving a neat outcome or conclusion and negotiate how not knowing could provoke more complex and nuanced reflection on how teachers can make a difference:

> I guess the way I see it, the way I can make a difference is when I am a teacher by educating other people, that's sort of me making that little bit of difference. It still doesn't help that there are people suffering horrible things…but I sort of think that's how I can make that difference.

In this case, PSTs recognized their positionality in community as citizenship with awareness of "a bigger, wider context that you need to remember everybody lives inside and we're all connected through". Progression to the mid-point of the continuum in Figure 1 was supported in complex ways by both the intentional design of the course to invoke contributions to sustainable futures, and the intentionality of PSTs as learners (Billett, 2011), as one noted: "even though I did go into it with a prior understanding of those things [social cohesion], it was still beneficial" Like the business case, PSTs noted improvement in their individual content competencies as they elaborated frames of reference, and most aligned with the course intent. A key tension emerged in regards to opportunities for dialogue and their significance at the point of evolving agency, particularly PSTs cognizance and development of critical consciousness through reflection on experiences. It appeared that PSTs were stuck at the point of merging new frames of reference with existing ones, where their attention was called to large voids in their understanding where they don't know how to make a change. PST's burgeoning awareness of issues regarding being an individual in a collective community required further examination of what made their new knowledge troublesome to disrupt previous thinking patterns and mobilise critical consciousness reflective of considering themselves as change agents. Here the balance at the learning edge (Taylor & Jarecke, 2011) requires further examination to consider to what extent reflective practice supported students to examine potential points of dissonance. The next step for the authors of this study is to consider how greater levels of agency can be scaffolded throughout the degree for more effective preparation for capstone subjects and support the action phase of this subject. Previously, the focus has been on reinforcing the preparation phase to support students in navigating concepts of service and sustainability and initiating and organising their own placement, and attention given to reflection on experience once completed. The focus now needs to be on the action phase, arguably the nexus of the subject, to develop more supportive and innovative assessment processes to facilitate dialogue and build confidence in agentic capacities developed during this phase. Responses suggest that overall, students recognize the need for "a more examined and critical" (Mezirow, 1999, p. 5) questioning of inequalities, however they are unsure of how to move towards a more critical consicentization.

Social Work Case Study (Australia): Becoming Agentic Through Critical Reflection

Social Work and Human Services at the institution has approached internationalisation through a number of initiatives, including embedding global perspectives in existing curriculum and facilitating reciprocal staff and student exchanges. These initiatives aim to expose social work students to diverse global perspectives and to support them in developing a contextual awareness of the genesis, perpetuation and experience of social and environmental issues that extend beyond the local and parochial. The course WS2008: International Exchange was established as a creditable vehicle for annual 3-week long university-led WIL projects in Thailand and India. Students in the course undertake prepatory reflective exercises on culture; imperialism and cultural diversity; racism and

privilege; critical reflection; and inter-cultural practice. Critically reflexive dialogue is facilitated by staff in preparatory workshops, group debriefs and reflection in-country and post-placement.

Data for this case study was collected from staff and students involved in the course either as direct participants in international mobility travel or as part of the curriculum development team. Students travelling to Thailand or India were invited to participate in an online survey (n=16) and to participate in one of two focus groups (n=10). Staff within Social Work and Human Services were also invited to participate in a focus group (n=6) examining their views about intercultural learning experiences in the social work curriculum, their impact on student learning, and the challenges associated with such activities.

Three key aspects of these international mobility initiatives are seen as particularly important in promoting the development of global citizenship and transformative learning. The first of these is the long-term, ongoing and multifaceted relationship between [institution] and its partner institutions in both Thailand and India. Secondly, students engage in a critical preparation process prior to departure which involves the use of materials developed by staff (Jones, Miles & Gopalkrishnan, 2018). The intended curriculum (Billett, 2011) was reflective of Freire's (1970) critical conscientisation with a clear orientation towards issues such as the operation of power across cultures and societies which explicitly sought to engage personal epistemologies and self-concept. The preparatory materials went beyond practical preparation to address issues such as racism, imperialism and privilege, aiming to equip students with a critical lens through which to understand and analyze their travel experiences (Jones, Rowe & Miles, 2018), and identify potential points for dissonance and transformation, well before students arrive at the experience itself. Finally, the mobility trips are facilitated in-country by skilled social work staff who place an emphasis on creating opportunities for critical reflection in both individual and group settings (Jones & Miles, 2017). As one staff member noted, the curriculum design was characterised by an intent to trouble (Power & Bennett, 2015) pre-existing frames of reference with:

> a desire not to be sending groups of social work tourists to Thailand and India, and not to be reproducing colonialist relationships and exposing our hosts to racist attitudes or attitudes of ignorance around other cultures…we wanted to ensure that what we were doing addressed those issues in a very explicit manner rather than leaving them as kind of incidental learning that may or may not occur.

In this case, the position of the agent in the continuum of Figure 1 clearly emerges. As the agent is more fully efficacious in the agentic capacities, the case illustrates a shift from focusing on agentic capacities as discrete elements to how their complex interrelationship stimulates action at the learning edge. Student responses demonstrated experiences and learning that were reflective of several positions along the continuum of global citizenship in Figure 1. Similar to the business and education cases the learner is represented in many of the student responses which indicated increased knowledge and awareness of culture and intercultural issues. Students had clearly acquired new information to elaborate their frames, a significant precursor to the development of citizenship perspectives: "The exchange program I went on to Thailand really opened my eyes up to their culture and way of life and I loved learning every second of it". Citizenship was also evident in accounts of student learning and awareness of positioning in regards to others:

> This experience challenged many of the cultural assumptions that I have made on a daily basis throughout my life. Being immersed within a population that holds greatly different worldviews

than I do enabled me to better appreciate diversity and highlighted how I as a white educated middle-class Australian, hold a position of privilege.

While noting challenge and recognising privelege suggest a disruption of frames, the extent to which this serves as both a during- and post- experience point for action is not clearly realised in this reflection. The position of agent, taking action to actively address structural issues, was less visible in students' responses, however more visible than in the Education case. In part, this may have been a result of externally imposed requirements (Dienhart et al., 2016), such as the design of the projects where a desire to avoid tokenistic gestures, as well as issues of culture and linguistic difference, limit opportunities to take action while in-country which was perceived by some students to inhibit mobilisation of assertiveness and maximizing opportunities. This was experienced as an in-the-moment frustration by some, for example "I felt there was little time to serve the community in a broader sense other than to contribute to the concept of what an international exchange brings" whereas for most others the emphasis was more on the success of the experiences in shaping their future practice: "The international exchange opportunity has given me a much wider scope of understanding of other cultures and people which I will carry through my experiences to my future practice framework".

It is also useful to be mindful of, though beyond the scope of this study, the longitudinal impact of the experience as a catalyst for future action. However, for some students this agentic position was clearly part of their conceptualisation of what global citizenship actually means: "I think it refers to the both the desire to and the action of engaging globally."

Setting the experiences of participating social work students against the continuum in Figure 1, highlights the explanatory potential of the continuum to examine the learning edge experience for students, and also the reality of its application, as the messiness and complexity of student experience suggests that movement along the continuum is not a simple linear process. Students engaged in the international experience from differing positions of personal epistemology, and therefore differing relationships to an individual capacity for transformative agency. Regardless of curriculum intent, transformation then becomes a process with a range of differing starting points and destinations. When students are positioned as agents of their own change, such diversity of learning experience is inevitable, but represents a significant issue for balancing challenge and comfort to include transformative learning as an aim or desired outcome. For educators this speaks to the need for learning design which is capable of accommodating this range of experience, keeping the destination of an agentic global citizen in sight, but explicitly recognising and valuing all movement towards that destination. In the social work experience, the significance of an ethical foundation of reciprocal institutional relationships, processes of critical student preparation, at-elbow in-country facilitation of critical reflection, and focused post-travel reflection, have emerged as important dimensions of an effective approach. Here the balance at the learning edge (Taylor & Jarecke, 2011) requires further examination to consider to what extent reflective practice supports students to sustain transformations beyond the scope of the design limitations of the experience, particulary limitations in time and oportunites to take action, to moblise for future action.

CONCLUSION

As an analytic, the continuum in Figure 1 elucidates a more nuanced understanding of student experiences: it is not necessarily a linear tool but a multifaceted, iterative and continual process of becoming. Our findings suggest that the preparation of readiness for potential dissonance, and mobilisation of student agency to negotiate the sense-making of associated learning (Billett, 2011) is

critical and varied. Students can align with multiple points on the continuum as their learning develops more sophisticated frames of reference reflective of Mezirow's theory, and importantly reflective scaffolds are critical to this development. As discussed, the transformative discourses underpinning citizenship education and service-learning present tensions and limitations in evidencing agency, as do the externally imposed requirements often associated with integrating these experiences into credit-breaing courses (Dienhart et al 2016). However, there is a clear need to understand the long-term impacts of these experiences on students, for example to consider whether learning and attitudinal changes identified at the learning edge are sustained and incorporated into future professional practice. A longitudinal study of graduates would provide further insight into the personal, professional and systemic impacts and evidence of the experienced curriculum model.

Across all cases, the intentionality embodied in intended and enacted curriculums, sought to provide a common understanding of the personal epistemology the staff design required, before leaping off at the edge of the action phase. This is crucial, but as all cases note, challenging, when students' starting points differ. While assertiveness, resilience and maximizing opportunities were evident across all cases, the mobilisation of these to challenge personal epistemologies and self-concept differed in the mobilisation of agency and the multifaceted process of engaging readiness for "more examined" (Mezirow, 1999, p. 5) frames of reference. The significance of the latter to movement along the continuum is perhaps not surprising given that working from a global imaginary requires reflection on personal epistemology. Importantly, educators need to remain open to the potential that students will achieve varying outcomes as a result of the messy borderless nature of WIL. If the WIL experience is the catalyst for reflection and engagement with messy and de-centred insights, then endorsing dissonances as a potentially necessary part of the experience, and navigating sense-making of the insights facilitated through reflection and at-elbow debriefing during dissonance, as discussed in the education and social work cases, can be key to enabling development along the continuum. Thus, the conintuum serves as a robust theoretical frame and contributes to critical understandings of learner agency in service learning and the citizenship dimensions of WIL.

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About the Journal

The International Journal of Work-Integrated Learning (IJWIL) publishes double-blind peer-reviewed original research and topical issues dealing with Work-Integrated Learning (WIL). IJWIL first published in 2000 under the name of Asia-Pacific Journal of Cooperative Education (APJCE). Since then the readership and authorship has become more international and terminology usage in the literature has favored the broader term of WIL, in 2018 the journal name was changed to the International Journal of Work-Integrated Learning.

In this Journal, WIL is defined as "*an educational approach that uses relevant work-based experiences to allow students to integrate theory with the meaningful practice of work as an intentional component of the curriculum. Defining elements of this educational approach requires that students engage in authentic and meaningful work-related task, and must involve three stakeholders; the student, the university, and the workplace*". Examples of practice include off-campus, workplace immersion activities such as work placements, internships, practicum, service learning, and cooperative education (Co-op), and on-campus activities such as work-related projects/competitions, entrepreneurships, student-led enterprise, etc. WIL is related to, but not the same as, the fields of experiential learning, work-based learning, and vocational education and training.

The Journal's main aim is to enable specialists working in WIL to disseminate research findings and share knowledge to the benefit of institutions, students, co-op/WIL practitioners, and researchers. The Journal desires to encourage quality research and explorative critical discussion that leads to the advancement of effective practices, development of further understanding of WIL, and promote further research.

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Types of manuscripts sought by IJWIL is primarily of two forms; 1) *research publications* describing research into aspects of work-integrated learning and, 2) *topical discussion* articles that review relevant literature and provide critical explorative discussion around a topical issue. The journal will, on occasions, consider best practice submissions.

Research publications should contain; an introduction that describes relevant literature and sets the context of the inquiry. A detailed description and justification for the methodology employed. A description of the research findings - tabulated as appropriate, a discussion of the importance of the findings including their significance to current established literature, implications for practitioners and researchers, whilst remaining mindful of the limitations of the data, and a conclusion preferably including suggestions for further research.

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