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Abstract

While higher education internationalization efforts have traditionally been associated with the expansion of study abroad experiences, the recruitment of international students and scholars, as well as the growth of area studies and language programs, the past decade has seen an increase in a variety of multi-disciplinary approaches to “global citizenship” programs. These programs typically involve international service learning, international internships, study abroad, and academic study, which all work to provide students with “global” experiences. The aim of these experiences is to enhance students’ academic, professional, and personal development and expand their horizons to prepare them to function effectively in the “global” world. Building on Andreotti’s concept of critical global citizenship, this study examines how universities institutionalize global citizenship in their curricula by analyzing program mission statements, goals, and curriculum materials. Focusing on degree- and certificate-granting global citizenship programs, the study examines the different ways of

05.1.2025

conceptualizing “global citizenship” and discusses their implications for social justice and equity at both the theoretical and programmatic levels..(HRK / Abstract übernommen)