

# 1 Knowledge in Higher Education -Combining Hand and Heart

2 Adiv Gal

3 *Received: 8 December 2019 Accepted: 2 January 2020 Published: 15 January 2020*

4

---

## 5 **Abstract**

6 This study aims to narrow this theoretical gap and to examine what students from a  
7 developing country learned about themselves following a three-week course stay in the rural  
8 education system of a developing country in the context of the effects of globalization on the  
9 environment. The research study employed the qualitative approach using a case-study  
10 method based. This course provided students with an emotional experience and the  
11 acquisition of knowledge that combines the senses of vision, smell, and hearing. The course  
12 also involved significant practical experience. The combination of acquiring knowledge using  
13 emotions, combined with hands-on activities, has made the course a distinctive student  
14 experience. The themes that emerged correspond to the model that presents the holistic  
15 nature of a transformative learning experience. This entire integrative approach relates to  
16 heart-personal experience and motivation, the head concept of globalization, hands behavior.

17

---

18 **Index terms**— studies abroad, alternative student experience, globalization, education for sustainability.

## 19 **1 Introduction**

20 study abroad as an alternative student experience is one way for higher education institutions to cope with a  
21 growing supply of curricula that are causing competition between the various institutions for the "hearts" of  
22 students (Cudmore, 2005). In this way, higher education institutions hope to create differentiation and branding  
23 that emphasize the uniqueness of the academic institution compared to its competitors. Under this "marketing  
24 umbrella" -"alternative student experience," there is a wide collection of activities. One of these activities is a  
25 study abroad.

26 Study abroad, especially that which combines students from Global North that travel to the Global South (I  
27 use the term Global North and Global South in terms of socio-economic status and not in terms of geography),  
28 can provide "Northern students" with a wide range of advantages, such as understanding the significance of our  
29 global world on their lives, which is not achievable through similar experiences in their home country (Schmidt  
30 & Pardo, 2017). On the other hand, study abroad that involves students from Global North and Global South  
31 should not increase the gaps between the students from both sides of the globe. Therefore, it is crucial to ensure  
32 that a delegation seeking to experiment abroad builds on ideas of personal and cultural dialogue while imbuing  
33 tolerance and mutual appreciation (Falk & Kanach, 2000).

34 Hence, many higher education institutions around the world encourage study abroad as part of the challenge  
35 to train students to address the characteristics of the global world and become aware of the impact of this process  
36 on various social and economic aspects (Tarrant et al., 2014). Therefore, teaching students to communicate with  
37 "people of small villages" who have different backgrounds and different values that present different cultural norms  
38 and habits is essential, according to the new approach of higher education institutions ??Interiset al., 2018). As  
39 a result, the number of such programs in higher education institutions has increased (Tarrant & Lyons, 2012).  
40 In some institutions, studies abroad have become a requirement to receive a degree (Tarrant, 2010). However,  
41 there is no uniformity in requirement during the periods abroad or even regarding their length. Being abroad for  
42 1-8 weeks during one semester is defined as short-term, and spending a semester to a year abroad is considered  
43 long-term (He et al., 2017).

44 Studying abroad allows one to examine the values, habits, beliefs, and way of life of their country in comparison  
45 with the target country (Czerwionka et al., 2015). Living in a global world and having a global experience

## 4 A) GLOBALIZATION

---

46 combines opportunities to examine the challenges that characterize their global world (Schmidt & Pardo, 2017)  
47 while developing global awareness and international connections at both the personal and professional levels  
48 (Czerwionka et al., 2015). Living abroad allows the development of tolerance and openness to different languages  
49 (Czerwionka et al., 2015) and cultures (Morgan, 2010) arising from encounters with different people (Interis et  
50 al., 2018;Niendorf & Alberts, 2017). Therefore, going abroad encourages the generation of personal change in  
51 environmental values, norms, and behaviors (Tarrant, 2010).

52 Consequently, the conclusion is that general study abroad, in a higher-education institute setting, can  
53 contribute to knowledge construction. Exceptions are the information from teacher training institutions, where  
54 studies of globalization and its impact are rare in those institutions (Paine et al., 2017). At the same time, there  
55 is growing pressure on higher education institutions to abandon the "Ivory Tower" and enable not only knowledge  
56 construction during student learning, but to create additional values for learning such as social transformations  
57 or supply tools for education for sustainability (Trencher et al., 2017).

58 Accordingly, in light of the potential for personal and professional development achieved by study abroad, this  
59 study examines whether the study abroad of pre-service teachers from the Global North that study in Global  
60 South can reach even educational goals of soft skills and encourage pro-environmental behavior which is not the  
61 main goals of higher education. Moreover, this study examines the implications of this global experience are for  
62 their perception of sustainability.

## 63 2 II.

## 64 3 Literature Review

65 The study used three lenses: globalization, education for sustainability, and alternative student experience.  
66 Globalization, as a global process, has, among other things, a devastating impact on the environment and society  
67 in which we live. On the other hand, education for sustainability is one of the solutions to the environmental  
68 crisis, social injustice, and environmental injustice caused by globalization. In the middle -between globalization  
69 and education for sustainability -is the alternative student experience. The alternative student experience aims  
70 to integrate diverse pedagogy and enable the creation of a learning experience side-by-side with knowledge  
71 construction. The learning experience will facilitate students to reach emotional soft skills and encourage  
72 pro-environmental behavior that might help mitigate environmental crisis and reduce social and environmental  
73 injustice. Therefore, the connection between these three lenses, globalization, education for sustainability, and  
74 the alternative student experience, has enabled the creation of a unique theoretical framework for this study.

## 75 4 a) Globalization

76 Globalization is not a new phenomenon (Collste, 2016). The dichotomous world of black and white, rich and  
77 poor, north and south, east and west, healthy and sick, is already known from the distant past (Trefzer et al.,  
78 2015). The Bible describes a globalization process in which Abraham moved to Egypt, and this is not the only  
79 example of the globalization process from the ancient times. Abraham moved from a state that was suffering  
80 from drought to a country that was considered affluent in those days, in which he found a possibility for existence.  
81 The difference between globalization processes in the past and globalization processes today focuses on scope  
82 and speed. In fact, since the 1990s, parallel to technological development, the globalization process today is one  
83 that has previously been unknown (Collste, 2016;Cudmore, 2005). Globalization as a phenomenon includes the  
84 expansion of global connections, the organization of world-scale social life, and economic growth consciousness,  
85 which form a global society (Shahzad, 2006). Globalization makes it possible to link distant communities in  
86 such a way that local events are shaped by situations that occur many miles away and vice versa (Assare et  
87 al., 2016;Collste, 2016;Karata?, 2016). Hence, globalization, as a concept, refers to the "contraction" of the  
88 world (Agnew, 2001) having an impact on strengthening the global social community (Collste, 2016), on financial  
89 perceptions (Dumrul, 2018), on political aspects (Abduljaber & Kalin, 2019), on the cultural world (Wani, 2011),  
90 on educational institutions (Collyer, 2018;Jickling & Wals, 2008), technology development (Elisa et al., 2017)and  
91 on the environment (Turner et al., 2007). Therefore, the world seems to have become more uniform and unified  
92 (Magsino, 2008).

93 Globalization is being marketed as hope and promise of increasing prosperity and developing opportunities  
94 for everyone, but the reality is the opposite in many cases (Garfolo & L'Huillier, 2017).The globalization process  
95 is an opportunity for some of the planet's population, such as the Anglo-Saxon culture (Parjanadze, 2009) and  
96 a threat to others (Assare et al., 2016), especially the small states (Parjanadze, 2009). The opportunities that  
97 arise from the globalization process can be expressed through the expansion of human rights (Elisa et al., 2017),  
98 the integration of ideas, and the integration of diverse economies that can enhance well-being and enhance  
99 the protection of human rights around the world. On the other hand, globalization also involves risks such as  
100 environmental problems as global warming or the creation of small, powerful economic mega companies (Collste,  
101 2016) and social and environmental injustice (Garfolo & L'Huillier, 2017).

102 In many cases, the quality of life of individuals, especially in developed countries, the Global North, has  
103 significantly improved in comparison to the past (Gallas, 2015). In contrast, the quality of life of individuals  
104 in the Global South has worsened. This leads to an increased inequality between upper and lower-income  
105 individuals (Kauder & Potrafke, 2015).Significant inequalities as a result of global processes are the fact that

106 10% of the world's population uses more than 90% of the world's resources (Jickling & Wals, 2008), or that  
107 the 80wealthiestpeople in the world have an income equivalent to 3.5 billion people, or that 900 million people  
108 on earth earn less than two US dollars a day, or a million people have no running water at home (Collste,  
109 2016).Results show that globalization does not serve all people equally (Garfolo & L'Huillier, 2017).

110 The environment, as well, experiences the impact of globalization processes (Turner et al., 2007). Globalization  
111 is the driving force behind the neoliberal approach characterized by environmental destruction (Tsegay, 2016),  
112 which has caused a widespread crisis with unclear scope and consequences, from which all citizens of the world  
113 suffer, regardless of religion, sex, race or color (Diaz & Zirkel, 2012). Therefore, coping with such a crisis requires  
114 integrating global efforts at local and international levels that will attend to the future by combining these issues  
115 into everyday life (Houston, 2013;Winarno, 2017). One of the ways of dealing with the environmental crisis is  
116 through education for sustainability, which adopts the "think global act local" approach (Brundtland, 1987).

## 117 **5 b) Education for Sustainability**

118 The spotlight on the concept of sustainability is provided in the "Brundtland Declaration" in 1987 (Jickling &  
119 Wals, 2008;McKeown & Hopkins, 2003). In 1983, Norway's Prime Minister, Brundtland, was the chair of a  
120 committee designed to provide a solution for environmental problems that began to plague the world. After four  
121 years of working, the committee published the document "Our Common Future," which focuses on sustainability  
122 (Brundtland, 1987).Sustainability is a need to bridge the demand for economic development with the desire for  
123 environmental protection for future generations due to the scale of the environmentalgeographic, social, and  
124 economic crisis (Karata? 2016;Mohai et al., 2009;Clark & Stephenson 2003). With the understanding that  
125 catastrophe of this magnitude must be addressed with global cooperation and not on a local or national level  
126 (Hinchliffe, 1996).

127 Based on the "Brundtland Declaration", the concept of "Education for Sustainability" was also established.  
128 Education for sustainability connects the physical sphere with the socio-economic dimension. The goal of  
129 education for sustainability is to foster citizens who are aware of the complexity of environmental issues and  
130 critical thinking. These are intended to drive citizens towards social responsibility and social and environmental  
131 engagement that includes doing for the nature (Tilbury, 1995). Environmental citizenship is citizen activity that  
132 combines motivation, awareness, ecological literacy, self-efficacy to act towards the realization of nature-system  
133 values, i.e., reducing the overall crisis, reducing social gaps and environmental gaps in ways that are considerate  
134 of humanity and the environment (Berkowitz et al., 2005). Therefore, the goal of education for sustainability is to  
135 reduce the social disparities that manifest social and environmental injustice towards states and within states, as  
136 a result of the global crisis, which promotes environmental citizenship (Berkowitz et al., 2005;Finger & Verlaan,  
137 1995).

138 The roots of social justice hold several fundamental principles, including the idea of creating an equitable and  
139 fair society that individuals and groups can live in, with respect to their needs (Crosby et al., 2018;Francis &  
140 Roux, 2011). Over the years, the concept of environmental justice has evolved from the principle of social justice,  
141 according to which unequal utilization of natural resources is the presumption of harm to the earth (Mohai et  
142 al., 2009). Environmental justice is a principle in which all citizens and communities are entitled to adequate  
143 response and equal protection of laws dealing with environmental aspects and public health (Bullard & Johnson,  
144 2000). Moreover, this principle is part of social justice; it is the result of unequal conduct and exploitation  
145 of natural resources on earth (Mohai et al., 2009). In most cases, vulnerability is found in an environment  
146 where people from low socio-economic status live. These are disproportionately affected by environmental issues  
147 (Walker, 2009), for example, from undesirable land, uses adjacent to their quarters, such as hazardous-material  
148 landfill sites (Hayward, 2015).

149 Environmental and social justice are not phenomena caused only by local factors that are near the residence  
150 of disadvantaged populations. In most cases, environmental and social injustice phenomena are also caused by  
151 human activity at the national and international levels (Mohai et al., 2009). These phenomena are caused by  
152 unequal utilization of natural and environmental resources and damage to populations, due to this exploitation,  
153 at national and global levels. For example, global warming, caused mainly by developed countries, also harms  
154 developing countries. Another example is the dumping of developed countries' waste on the land of developing  
155 countries (Hayward, 2015).Education for sustainability has been operating for more than four decades in many  
156 parts of the world. Local, national and international programs that shape the students of the future as citizens  
157 with environmental, can cost millions of dollars (Pooley & O'Connor, 2000;Selby, 2000).

158 Initially, scientific discipline is the basis of most of the educational programs. The first researchers  
159 who identified the environmental crisis were firmly rooted in the scientific field (Carter & Simmons, 2010).  
160 Practitioners in the world crisis have assumed that there is a direct relationship between knowledge, attitudes,  
161 and behavior as, for example, in the model of Cogan and Kubow (Cogan & Kubow, 1997). According to this  
162 model, there are eight characteristics that can foster activity for the environment. Five primary features relate  
163 to knowledge construction and attitudes. Three additional features of this model belong to proenvironmental  
164 behavior. Today, it has become clear that knowledge and awareness of the environment do not always lead to  
165 pro-environmental activity (Kollmuss & Agyeman, 2002).In recent years, therefore, activities that include not  
166 only cognition but also emotional aspect and actual elements have begun to be incorporated into environmental  
167 activities as part of the curriculum. A combination of cognitive (head), emotional (heart), and environmental

## 9 B) PARTICIPANTS

---

168 (hand) components appears in Sipos's model (Sipos et al., 2008). Compared to other models of learning and  
169 teaching, in which aspects of cognitive engagement, practical application, and emotional attachment are found  
170 separately, this model offers a conceptual concept that allows for the inclusion and organization of the "head",  
171 "hand" and "heart" (Singleton, 2015). Orr's ideas (Orr, 1992) is the basis for Sipos's model, who argued that  
172 education cannot be content with formal content or knowledge but must include the application of knowledge to  
173 create meaning and values.

174 Yet, as in the rest of the world, education for sustainability programs focus on local issues (Jickling & Wals,  
175 2008). Despite the call for "think global, act locally", in practice, in many cases, the pursuit is at the local  
176 or national level. Although there is recognition of the necessity of global thinking as part of the concept of  
177 education for sustainability, and although education programs exist globally in diverse contexts, education for  
178 sustainability emphasizing global, civil and environmental aspects, or allowing students to experience global  
179 environmental citizenship and its educational implications which is based on emotions and encourage pro-  
180 environmental behavior, is lacking (Kruidenier & Morrison, 2013).

### 181 6 c) Alternative student experience

182 The alternative student experience is defined, among other things, as the student experience from the student's  
183 entire interaction with the institution in which s/he is studying (Temple et al., 2016). The student experience  
184 includes a challenging and stimulating educational experience that leads to recognized and appreciated skills  
185 worldwide and leads to meaningful learning (Serdyukov, 2017) and encouraging proenvironmental behavior  
186 (Tilbury, 1995). It includes four types of processes: meaningful, experiential, experimental, and collaborative.

187 Meaningful learning is mental learning designed to help students experientially acquire new information and  
188 provide them with an opportunity to think critically about their experiences and to test and develop innovative  
189 ideas and approaches based on the involvement they have had (Ausubel, 1963). Experiential learning is a "process  
190 where knowledge is created through the transformation of experience" ??Kolb, 1984, p.41). Accordingly, this is a  
191 holistic process of adaptation to the world, which requires more than just cognition. This learning sees the person  
192 as a whole and includes thinking, feeling, perception, and behavior. Thus, learning stems from a synergistic  
193 connection between the learner and his experiences and takes place through combining new experiences with  
194 existing concepts and adapting existing concepts to new experiences. Experimental learning is the process of  
195 generating knowledge that results from connecting new experiences to the learner's existing personal knowledge  
196 (Kolb, 1984). Experimental learning directly utilizes skills and approaches related to critical thinking and problem  
197 solving and is less grounded in learning and mechanical memorization. Experience, exploration and discovery  
198 are the roots of experiential learning. Its purpose is to teach the student how to learn and develop his or her  
199 skills in personal work to emphasize his creativity and originality, but also his "self" (Gross & Rutland, 2017).  
200 Collaborative learning has made contribution to refining learning. It enables participants to learn from the  
201 skills of their teammates and promotes their ability to collaborate in group, to develop, maintain, and change  
202 relationships with others to succeed in achieving goals. The members of the group develop positive attitudes  
203 towards their members and the study materials and build social relationships (Tielman et al., 2012).

### 204 7 III.

### 205 8 Methodology a) Course characteristics

206 The course began in Israel in June 2016 and lasted until the 12 students flew to Nepal in September 2016. In Israel,  
207 they learned about issues related to sustainability education and the effects of globalization. In Nepal, for three  
208 days, they were a part of the initial seminar. The workshop, which was led by Nepali educators in collaboration  
209 with their Israeli counterparts, was designed to enrich the students' orientation regarding Nepal. Following this,  
210 the students participated in educational activities in the villages, a nine-hour drive from Kathmandu. Life in the  
211 rural environment lasted 2.5 weeks and included exposure to the local education system and meetings with local  
212 educators; joint planning with local educators of educational activities for kindergartens, primary schools, and  
213 the local youth movement; running the educational activities together with the local staff, and joint feedback  
214 provided by both the Nepali and the Israeli teams just before returning to Israel.

### 215 9 b) Participants

216 Participants included 12 female pre-service teachers. Before to this study-abroad program, the students had  
217 attended a course on sustainability that included theoretical and practical sections in which the students  
218 conducted a personal environmental activity. All the students were in their early twenties. A significant portion  
219 of the students had experience in meeting with the Global North as part of a trip they took before graduation.  
220 At the same time, on these trips, the students did not experience intimate encounters and work closely with  
221 third-world people. On these trips, the students visited the countries and were not exposed to the real lifestyle,  
222 culture, and customs of the countries they visited. So, being in Nepal was a profound experience of Israeli  
223 students meeting with a new culture, a different population, and unfamiliar practices from Israel.

---

## 224 10 c) Case study and data analysis

225 The study employed the qualitative approach using a case study method, based on the constructivist approach  
226 that seeks to describe a complex reality. A case study allows the researcher to examine the data in a specific  
227 context and focus on real-life phenomena by analyzing a limited number of events or conditions and their  
228 relationships (Yin, 2009). The current study investigated one episode—the experience of the Israeli students  
229 who participated in the Nepal-based course. This approach was selected to listen to the students' voices and  
230 learn first-hand about their experiences during the journey abroad from their point of view, perception, and  
231 interpretation. The study used a triangulation of data sources, enabling the crosschecking and validation of  
232 data and allowing the researcher to reach a better understanding and a more comprehensive examination of the  
233 phenomenon under investigation.

234 For this purpose, the study used three tools: (a) semi-structured personal interviews: each of the students in  
235 the delegation was interviewed twice—before leaving Israel and on her return from Nepal. The purpose of the  
236 pre-trip interview was to enable an understanding of the background of the students' fears, their examination  
237 of their attitudes towards the globalization process and its implications, as well as their understanding of basic  
238 concepts of sustainability, social justice and environmental justice. The goal of the interviews after their return  
239 from Nepal was to expose the elements of the stay in Nepal that were significant for them, their perceptions  
240 of the differences and their point of view towards globalization, its characteristics and effects. (b) Journals: 12  
241 reflective journals were analyzed. These journals began in Nepal and completed after the return to Israel. Using  
242 the diaries was to allow pre-service teachers to achieve the utmost openness and create a personal travelogue; (c)  
243 Focus group: the focus group included all the students after their return from Nepal. The purpose of the focus  
244 group was to encourage students to be introspective while exposing their experiences to the other students. In  
245 this way, it enabled freedom to address personal, emotional aspects regarding their stay in Nepal and to examine  
246 dilemmas and issues that could not be responded to or remained unclear during the post-Nepal interviews. The  
247 information collected was analyzed using an interpretive qualitative method. The analysis of the findings used  
248 the inductive approach by using primary and secondary coding and category creation (Saldaña, 2009), which  
249 are inductively derived from the interpretive data analysis.

250 IV.

## 251 11 Results

252 Four main themes surfaced from analysis of the data: personal experience, internalization and understanding  
253 of the concept of globalization and its implications, pro-environmental behavior, and professional educational  
254 development. Also, there were a discrepancy between the students' statements regarding these components  
255 before and after their time in Nepal.

## 256 12 a) Personal Experience

257 The findings show that the sights, smells, voices and personal encounters in Nepal, as well as the educational  
258 activities that the students led helped to create a powerful emotional experience that they claimed they could not  
259 have experienced in Israel: "Perhaps the most meaningful experience I had in all my higher education studies,  
260 the encounters with the people, the different culture, the understanding of the complexity of things, could not  
261 have happened in Israel."

262 The importance of the adage "One picture is worth a thousand words," illustrates another student's experience  
263 who described her visit to the garbage heap:

264 The day you took us to this garbage heap, I did not know how to react to it other than vomiting... You hear  
265 about these things, but I think it was an amazing step to get there and see it with my own eyes. The children  
266 were sorting garbage. It was as if I was stabbed in the chest.

267 This example is the rule rather than the exception. All the students who returned to Israel remembered  
268 the Nepali children working on the garbage heap, contributing to the family economic effort. The students'  
269 observations also promoted a deep emotional experience, especially during the visits to the Nepali school:

270 When we entered the first grade of the ECD, I was stunned by what I saw: huge gaps between ECD in Israel  
271 and the education they received here. They play very little, the exact opposite of the kindergartens in Israel;  
272 the class was not welcoming; very dark. The difference in culture and the socioeconomic level between Nepal  
273 and Israel posed a difficulty for the students both in their ability to assimilate the differences and in their ability  
274 to process the contrasts at the time. She attempted to compare her observations to the early childhood classes  
275 that they are familiar from Israel. The student noticed the different approach to learning in the kindergartens in  
276 Nepal in comparison with Israel.

277 In addition to the sense of sight, the sense of smell also played a central role in the students' experience in  
278 Nepal and the internalization of the gaps between Nepal and Israel:

279 We stopped at a huge heap of garbage; it just stank... I really felt that like I had to get out of there... I could  
280 smell the stench of garbage... and images that were difficult for me? people working inside? waste every day all  
281 day and this unbearable odor.

282 It was clear that the smells that wafted from the garbage were beyond the student's ability to contain. It  
283 proved difficult for these Israeli pre-service teachers to be surrounded by smells of waste.

284 The fact the pre-service teachers wandered through Kathmandu's streets and used their sense of hearing as  
285 well, forced them to become aware of the gaps between the two countries: "Kathmandu was extremely noisy to  
286 me ... full of noisy cars ... that produce huge amounts of emission and long ago should have been removed from  
287 the road." From this description we can understand that the noise they heard in Katmandu supersedes the noise  
288 in the streets of Israel.

289 The students were able to enlist all of their senses to accustom themselves with their perception of Nepal both  
290 culturally and physically while observing ostensible familiarities to that of their reality in Israel, as opposed to  
291 the ostensible differences. The most remarked similarity between Nepal and Israel from their perspective was  
292 that of the Nepali children: "The encounter with the children was a defining moment for me; I love children,  
293 and it amazed me to see how similar it was to Israel and around the world." From the student's words, we can  
294 understand that children in the world similar to the children she observed in Nepal.

## 295 13 b) The concept of globalization and its implications

296 The analysis of the findings shows three categories related to the concept of globalization: environmental  
297 citizenship, the economic (justice and injustice) aspect, and the social (justice and injustice) aspect.

### 298 14 i. Environmental citizenship

299 From the interviews with the pre-service teachers before the flight to Nepal, it was evident they were unfamiliar  
300 with the term 'environmental citizenship': "Environmental citizenship -I have not heard that term." It is  
301 interesting that a year earlier, the student had completed a course in sustainability which, emphasized, among  
302 other things, environmental citizenship, but still hadn't become familiar with the term and its meaning. The  
303 internalization of the components of global environmental citizenship, intended to create citizens who are  
304 environmentally conscious at the international level as well as the local level, can be deduced from the following  
305 quote said after the return to Israel: "It's not enough that you save your environment, your country; it's important,  
306 but not enough; you have to save the environment everywhere. It's not something confined to one country. We'll  
307 have nowhere to live." This example demonstrates that although the term 'environmental citizenship' is not used  
308 widely, there is an understanding of the need to act according to its design. The student understands that nature  
309 protection and being an environmental citizen does not depend on geography. She understands that without  
310 adopting pro-nature behavior, which is the characteristic of environmental citizenship, we will have nowhere to  
311 live.

312 In parallel, there were students who could not understand the concepts even after returning to Israel: "I still  
313 do not understand what an environmental citizen is." This quote illustrates the difference among learners. While  
314 for most students being in Nepal helped to internalize the practical significance of environmental citizenship as  
315 well as the process of globalization and its social and environmental influences, for others, even being in Nepal  
316 did not help understand this issue.

### 317 15 ii. The economic (justice and injustice) aspect

318 The students discussed the economic aspect of their experiences that surfaced during the trip to the villages:  
319 "When we drove to the villages, we saw huge signs of electronics, cars, American models ... All these signs were  
320 part of the landscape of the dilapidated or destroyed houses on the street." Israeli students are used to Western  
321 billboards placed throughout Israel. Still, they are less accustomed to the dichotomy between advertisement signs  
322 and acute economic poverty as seen along the roads in Nepal.

323 An aspect of economic injustice that the students noted is related to the waste: I do not understand why  
324 developed countries do not deal with their garbage; they have so many solutions. Instead, they send it to  
325 developing countries, and with all the difficulty they have, they have to deal with more garbage, pollution, and  
326 everything that it entails. All of this is to obtain more money for the country -it just doesn't make sense.

327 From this quote, we can see criticism of developed countries regarding waste treatment, which creates economic  
328 injustice. While developed countries have technological solutions for handling waste, they choose the cheapest  
329 solution and send the garbage to Nepal where people, rather than technology, sort the waste. Thus, these  
330 countries contribute to increasing the economic gaps that the students easily observed. Another student describes  
331 the economic injustice created in the global world: "The whole thing we talked about, buying a cellphone shield  
332 for a dollar and someone else suffering so that I can enjoy it." The student understands that one dollar for a  
333 cellphone shield is not a realistic price and there is a sequence of events that precedes it. The person who produces  
334 the phone covers suffers from its low price and receives a low salary.

### 335 16 iii. Social (justice and injustice) aspect

336 The social homogeneity created by the global processes enabled the students to perceive the connection between  
337 the social aspects in Nepal and Israel and the globalization, as a result of their cooperation in preparing the  
338 workshops: "The [Nepali] team was interested, asked questions and tried to understand how a project works."  
339 The student's feeling that "everyone is similar" was not detached from the reality experienced by all the students.  
340 The pre-service teachers also felt that there was no difference between villages, everyone was walking around with

341 mobile phones, and although there was hardly any electricity, everyone used them all the time." The student was  
342 surprised by the phenomenon of using such updated mobile phones in Nepal.

343 There is a significant difference between the students' attitude regarding the issue of social injustice before  
344 and after their trip to Nepal: "Social justice is limited today by borders," or "I was in shock when I realized  
345 that countries around the world send their garbage there, and how the rich countries, including Israel, affect the  
346 situation in the poor countries, and how unfair it is." Before their experience, they thought that borders define  
347 the social constraints status. After their return from Nepal, they understand that artificial boundaries between  
348 countries that people created can't distinguish between social justice and injustice all around the world. Political  
349 and artificial borders created by humanity become irrelevant when examining social justice worldwide.

## 350 17 c) Pro-environmental behavior

351 There are three circles of reference to proenvironmental behavior: personal, professional, and the formulation of  
352 a sustainable professional vision.

353 i. The personal level Short-term impact on pro-environmental behavior can be witnessed in some students.  
354 One of them, who came from a home where there is no awareness of sustainability, describes what happened to  
355 her as a result of her stay in the villages in Nepal and before returning to Israel: "We took a walk and were  
356 disturbed by the garbage bags that people threw on the ground." This example demonstrates that visiting in  
357 Nepal seems to have had an impact on the development of personal pro-environmental behavior. The students  
358 also reported a long-term impact on proenvironmental behavior when they returned to Israel: I cannot buy [at  
359 "Cofix", a local, inexpensive coffee shop] ... "cheaply" means that someone gets a low salary ... and that's the  
360 exploitation of employment ... I suddenly realized ... I was surprised to realize that our development causes such  
361 great harm to others. It bothered me, and I decided not to be a buy of this café anymore.

362 The student emphasizes that she is choosing not to purchase anything at the cheap cafe because she is aware of  
363 the connection between low prices in the Western world and the reality in the developing world. This behavioral  
364 change is the result of her experience in Nepal and the understanding that "everything has a price."

365 These behavioral changes present the impact of traveling to Nepal on the part of the students' proenvironmental  
366 behavior.

367 ii. The professional level Many of the students developed a professional educational approach based on pro-  
368 environmental behavior as future educators following their stay in Nepal: "I will be a different teacher [after the  
369 experience] ... I will integrate sustainability into my class", and "I will be a different kind of kindergarten teacher,  
370 no question." The students have the desire to become educators having an agenda related to sustainable education.  
371 The students mentioned this only after their return from Nepal, despite the course in sustainability they had  
372 previously taken. These quotes indicate that for at least those three students, pro-environmental behavior will  
373 become personal practice. Some of the students plan to expand the circles of influence and introduce the principles  
374 of sustainability into their classroom or kindergarten.

## 375 18 iii. Formulating a professional vision

376 The changes that the students reported in their professional educational vision, which now emphasizes  
377 sustainability as a result of their work in Nepal, can be divided into short-term influences: "As a teacher, I  
378 have already used what I learned in Nepal about using simplicity ... You can create any game from existing  
379 things." This approach stays with me all the time," she says. "There is no doubt that I will be a kindergarten  
380 teacher who implements the values of sustainability in my kindergarten." These examples illustrate a change in  
381 the professional educational approach and the adoption of sustainability principles, such as the simplicity and  
382 recycling of existing materials as a professional teaching method. These examples are not unique, and most of  
383 the students mentioned similar factors about the change that occurred in their professional vision during their  
384 stay in Nepal. Even if the students did not express the word "vision" in their writing or conversations with  
385 them, an image seems to emerge, at least partially, of implementing the principles of their educational outlook  
386 discovered in Nepal. This exposure helped them to establish their future educational approach based on the  
387 values of sustainability they realized in Nepal. This concept is its educational vision.

388 To summarize the findings, it seems that the students felt that their experience in Nepal was significant for  
389 them. All of them claimed that this student experience was unforgettable, and will remain with them for life.  
390 Only during their stay in Nepal did they directly experience and internalize the socio-economic and environmental  
391 disparities between life in Israel and Nepal. There is no doubt that a visit to the garbage heap located in the  
392 heart of Kathmandu was instrumental in understanding these gaps, as reflected in the quotes and references  
393 voiced by the students after their return to Israel. The students did not only learn about the differences between  
394 life in Israel and Nepal in all four areas -sustainability, economics, society, and the environment. Some also  
395 understood that there is a correlation between them. From being unfamiliar with the concepts "social justice"  
396 and "environmental justice", they were able to internalize and become systemically aware of the impact the  
397 Western world has on life in Nepal.

### 399 19 Discussion and Conclusions

400 This study abroad course combined the elemental goals of higher education with knowledge construction  
401 (Lammers & Murphy, 2002), but also enabled elements of alternative experiential learning that rarely exist  
402 in higher education intuitions (Kolb & Kolb, 2005). The course provides students with an emotional experience  
403 and knowledge construction through an experience that combines the senses of sight, smell, and hearing. The  
404 course also involved significant practical experience. The combination of knowledge construction using feelings,  
405 emotions and hands-on activities during the learning process, made the course the most enriching learning  
406 experience for the students during their studies. Moreover, the course also addressed the increasing pressure  
407 on higher education institutions to integrate different elements of the curriculum and not just allow knowledge  
408 construction (Trencher et al., 2017) The alternative experience that the students had in this study abroad course  
409 enriched and deepened their learning of the subject of globalization and its implications for studying. In deep  
410 learning, students focus not only on the material but, also on the meaning of the information. This type of  
411 learning is represented by international thinking, which has been demonstrated by the use of different strategies,  
412 such as the combination of a variety of resources, ideas for discussion with others, reflecting the personal details  
413 of information about intercultural relations and the application of knowledge in real-world situations. Combining  
414 and synthesizing information with early learning in ways that become part of human thinking and an approach  
415 to new phenomena, while trying to appreciate things from different points of view are acquired through self-  
416 experience and self-exploration rather than through the transfer of knowledge through a lecturer (Duarte, 2013).

417 The themes that emerged from the analysis of the findings correspond to the model that presents the holistic  
418 nature of a transformative learning experience. This comprehensive experience relates to cognitive learning  
419 ("head"), psychomotor domains of learning ("hand") and emotional domains of learning ("heart"), enabling  
420 a personal experience for participants (Sipos et al., 2008). This model can lead to transformative processes  
421 necessary to change the ecological paradigm of the prevailing anthropocentric Western culture towards more  
422 sustainable values and processes (Singleton, 2015), which often conflicts with the situation of globalization that  
423 characterizes our lives today.

424 In this study, the "head" included the evidence regarding most students' cognitive understanding of the  
425 concepts related to globalization and its effects. It seems that being in Nepal has succeeded in elucidating for  
426 most of the students several topics as the basis of education for sustainability. They studied these subjects in Israel  
427 but were unable to internalize them. These issues include, among others, the philosophies of economic justice  
428 and injustice, social justice and injustice, globalization and sustainability, as well as interdependence indifferent  
429 parts of the globe and familiarity with different people and cultures (Reysen & Hackett, 2017). Although not all  
430 students achieved the same level of cognitive understanding, there is no novelty in this finding. Diverse cognitive  
431 levels of understanding during a recognized learning process is a well-known phenomenon, and it is generally  
432 accepted that in every class there is diversity among learners despite exposure to similar processes (Carey, 2009).

433 The "heart" of the students who participated in the cross-border course became more sensitive to both the  
434 natural and human environment, and their ability to contain the 'other' evolved. The students' openness to  
435 learning from the people of Nepal can be a basis for the pre-service Israeli teachers (Niendorf & Alberts, 2017) as  
436 future educators. It is imperative to develop sensitivity and the ability to ignore prejudices based on socioeconomic  
437 levels, especially in a country such as Israel that absorbs immigration and where there is wide socioeconomic  
438 diversity.

439 The students' "hand" included working with the Nepali team and designing workshops for the local education  
440 staff. These workshops, which were based solely on local materials, demanded that the Israeli students perform  
441 a great deal of creative work in light of the limited resources available to educators in the villages in which  
442 they worked. As a prelude to the workshops conducted by the Israeli students, they worked in cooperation with  
443 the Nepali team. These two limitations -a shortage of materials and the need to collaborate with a team with  
444 a different culture -created a unique work experience that had not been experienced in Israel. The literature  
445 supports the finding that it is not enough to talk about the environment and develop attitudes towards the  
446 environment, but that practical experience is needed in order to encourage action and strengthen teachers'  
447 ability to work for the environment and thus reduce the environmental crisis (Gan et al., 2019, Gan & Gal,  
448 2017, Kollmuss & Agyeman, 2002). In the context of pro-environmental behavior, the change reported by some  
449 of the students related to environmental activity in the personal circle only. Therefore, it is necessary to  
450 think in which way study abroad will promote activities towards the nature on the global level and enable the  
451 development of global environmental citizenship based on social and environmental justice. It can be assumed  
452 that despite all the advantages of a study abroad, a short period is not enough to encourage empowerment  
453 processes for proenvironmental behavior at the global level (He et al., 2017). However, one student noted that  
454 every environmental action, such as not buying anything in "Cofix," has an impact on the local, national and  
455 global circles.

456 In summary, this study abroad course helped create an alternative and unforgettable student experience.  
457 The course succeeded in combining knowledge, emotion, and pro-environmental behavior. Emotionally, all the  
458 students enjoyed an effectual experience. Cognitively, most of them succeeded in internalizing the principles of  
459 sustainability and globalization and their effects. A development is evident in most students' ability to use the  
460 professional approach that express the understanding of the concept of globalization and its implications. Some  
461 of them understood the significance of the global processes and the importance of exposure to distant places and

462 cultures, as well as the ability to influence the formulation of their educational and professional vision. In terms  
463 of encouraging pro-environmental behavior, it is evident that several students began to work towards protecting  
464 the environment in the private sphere and less in the public sphere. The findings of this study are similar to  
465 those of other studies that have demonstrated the importance of combining theory and practice in promoting  
466 pro-environmental behavior. The combination of "head", "heart", and "hand" is the basis for shaping educational  
467 leaders and educators with a humanistic approach and social and environmental responsibility, and it requires a  
468 combination of experiential learning based on cognitive understanding and practical activity (Williams, 2018).

469 Alongside the evidence of knowledge acquisition, emotional experience, professional and personal development,  
470 and assimilation of proenvironmental behavior among some of the students, several limitations exist. The  
471 students' background and personal experience with the Global South or developing counties vary, and are  
472 dependent upon their prior level of exposure before traveling to Nepal. The study does not examine the long-term  
473 effects of staying in Nepal. The data and findings represent the students' statements directly after returning to  
474 Israel. In addition, this research group includes female students only. A follow-up study could examine co-ed  
475 student populations or only male groups performing the same task in Nepal. This study will make it possible to  
476 draw a comparison between the different groups of students who participated in delegations to Nepal. Also, it is  
477 necessary to take into consideration the prior experiences of the students related to traveling abroad in developing  
478 countries. Whether or not the students had previously visited developing countries plays a seminal role in their  
479 immediate reactions and responses to what they see, hear and, smell.

480 Despite these limitations, this study is essential in several ways. It demonstrates the potential of creating  
481 alternative student experience through a cross border course at a teacher training college; it emphasizes  
482 how radical change can be made in higher education and incorporates added values such as encouraging  
483 proenvironmental activity and creating an educational vision without compromising knowledge acquisition. Also,  
484 the study contributes to the field of scientific research as studies of teaching globalization in teacher training  
485 institutions are relatively rare (Paine et al., 2017). Moreover, my results contribute to the understating that  
486 knowledge is not enough to promote pro-environmental behavior. Also, a meaningful experience inspires only  
487 a few of the students towards these activities and only in the private sector. From a practical point of view,  
488 it is crucial to recognize the relevance of globalization to teacher education as an exchange of ideas or their  
489 transmission and growth of international perspectives or the development of attitudes towards teaching in general  
490 and pre-service teachers in particular.

## 491 **20 VI.**

## 492 **21 Recommendations**

493 The research findings will enable higher education institutions to implement the learning that combines  
494 establishing cognitive and emotional knowledge using pedagogy that includes experiential and collaborative  
495 learning, without compromising the course's academic level, thereby creating alternative student experience.  
496 Therefore, the higher education institutions, which today consider their role not only as a tool for transferring  
497 knowledge but also for preparing students for global citizenship, offer theoretical and practical courses in  
498 developing countries as a first step in encouraging pro-environmental behavior. The higher education institutions  
499 will do well to ensure a combination of a practical course in a developing country, in light of the significant  
500 contribution of a stay in such allocation to the development of knowledge and attitudes towards global  
501 environmental citizenship as found in this study, as well as the motivation of proenvironmental behavior as  
502 seen by some students. Furthermore, it may be interesting to examine, in light of the course's global theme. How  
503 the Nepali partners perceived cooperation with the Israeli students.

504 VII.

## 505 **22 Disclosure Statement**

506 No potential conflict of interest was reported by the authors. <sup>1</sup> <sup>2</sup>

---

<sup>1</sup>Year 2020 © 2020 Global Journals the Nepalis and the Israelis. "Even in the most remote

<sup>2</sup>© 2020 Global Journals



507 [Tarrant ()] 'A conceptual framework for exploring the role of studies abroad in nurturing global citizenship'. M  
508 Tarrant , A . 10.1177/1028315309348737. <https://doi.org/10.1177/1028315309348737> *Journal of*  
509 *Studies in International Education* 2010. 14 (5) p. .

510 [Selby ()] 'A darker shade of green: The importance of ecological thinking in global education and school reform'.  
511 D Selby . *Theory Into Practice* 2000. 39 (2) p. .

512 [Berkowitz et al. ()] 'A framework for integrating ecological literacy, civics literacy'. A R Berkowitz , M E Ford  
513 , C A Brewer . *Environmental Education and Advocacy: Changing Perspectives of Ecology & Education*, E A  
514 Johnson, M J Mappin (ed.) (Cambridge) 2005. Cambridge University Press.

515 [Lammers and Murphy ()] 'A profile of teaching techniques used in the university'. W Lammers , J Murphy .  
516 *Active Learning in Higher Education* 2002. 3 (1) p. .

517 [Sipos et al. ()] 'Achieving transformative sustainability learning: Engaging head, hands and heart'. Y Sipos ,  
518 B Battisti , K Grimm . 10.1108/14676370810842193. <https://doi.org/10.1108/14676370810842193>  
519 *International Journal of Sustainability in Higher Education* 2008. 9 (1) p. .

520 [Reysen and Hackett ()] 'Activism as a pathway to global citizenship'. S Reysen , J Hackett .  
521 10.1016/j.soscij.2016.09.003. <https://doi.org/10.1016/j.soscij.2016.09.003> *The Social Science*  
522 *Journal* 2017. 54 (2) p. .

523 [Tsegay ()] 'Analysis of globalization, the planet and education'. S M Tsegay . *International Journal of*  
524 *Environmental and Science Education* 2016. 11 (18) p. .

525 [Interis et al. ()] 'Assessing the value of short-term study abroad programmes to students'. M G Interis , J Rezek ,  
526 K Bloom , A Campbell . 10.1080/00036846.2017.1380292. <https://doi.org/10.1080/00036846.2017.1380292> *Applied Economics* 2018. 50 (17) p. .

528 [Kruidenier and Morrison ()] 'Avoid the banking model in social and environmental justice education: Inter-  
529 rorogate the tensions'. D Kruidenier , S Morrison . 10.1080/00131946.2013. <https://doi.org/10.1080/00131946.2013> *A Journal of the American Educational Studies Association* 2013. 49 (5) p. .

531 [Walker ()] 'Beyond distribution and proximity: Exploring the multiple spatialities of environmental justice'. G  
532 Walker . 10.1111/j.1467-8330.2009.00691.x. <https://doi.org/10.1111/j.1467-8330.2009.00691.x>  
533 *Antipode* 2009. 41 (4) p. .

534 [Clark and Stephenson ()] 'Care in the time of catastrophe: Citizenship, community and the ecological  
535 imagination'. N Clark , N Stephenson . 10.1080/1475483032000078206. <https://doi.org/10.1080/1475483032000078206> *Journal of Human Rights* 2003. 2 (2) p. .

537 [Yin ()] *Case Study Reserach -Design and Methods (Second Edi)*. International Educational and, R K Yin .  
538 10.1016/j.jada.2010.09.005. <https://doi.org/10.1016/j.jada.2010.09.005> 2009. Professional Pub-  
539 lisher SAGE Publications.

540 [Tielman et al. ()] *Collaborative learning in multicultural classrooms: A case study of Dutch senior secondary*  
541 *vocational education*, K Tielman , P Brok , S Bolhuis , B Vallejo . 10.1080/13636820.2011.622448. <https://doi.org/10.1080/13636820.2011.622448> 2012. 64 p. .

543 [Gallas ()] 'Combating inequality: The global North and South'. A Gallas . 10.4324/9781315689340. <https://doi.org/10.4324/9781315689340> *Combating Inequality: The Global North and South* (Routhledge, A  
544 Gallas, H Herr, F Hoffer, & C Scherrer (ed.) (New York) 2015. London. p. .

546 [Duarte ()] 'Conceptions of good teaching by good teachers: Case studies from an Australian University'. F P  
547 Duarte . *Journal of University Teaching & Learning Practice* 2013. 10 (1) . (Article 5)

548 [Houston ()] 'Crisis is where we live: Environmental justice for the anthropocene'. D Houston . *Globalizations*  
549 2013. 10 (3) p. .

550 [Gan et al. ()] 'Do eco-schools really help implementation of ESD?: A comparison between eco-school systems of  
551 Hungary and Israel'. D Gan , A Gal , R Konczey , A Verga . *Hungarian Educational Research Journal* 2019.  
552 9 (4) p. .

553 [Hayward ()] 'Ecological citizenship: Justice, rights and the virtue of resourcefulness'. T Hayward .  
554 10.1080/09644010600627741. <https://doi.org/10.1080/09644010600627741> *Environmental Politics*  
555 2015. 15 (3) p. .

556 [Orr ()] *Ecological Literacy: Education and the Transition to a Postmodern World*, D W Orr . 10.2307/1312179.  
557 <https://doi.org/10.2307/1312179> 1992. Albany, NY. State University of New York Press

558 [McKeown and Hopkins ()] 'EE p ESD: Defusing the worry'. R McKeown , C Hopkins . 10.1080/13504620303469.  
559 <https://doi.org/10.1080/13504620303469> *Environmental Education Research* 2003. 9 (1) p. .

560 [Pooley and Connor ()] 'Environmental education and attitudes: Emotions and beliefs are what is needed'. J  
561 A Pooley , M Connor . 10.1177/0013916500325007. <https://doi.org/10.1177/0013916500325007>  
562 *Environment and Behavior* 2000. 32 (5) p. .

563 [Tilbury ()] 'Environmental education for sustainability: Defining the new focus of environmental'. D Tilbury .  
564 10.1080/1350462950010206. <https://doi.org/10.1080/1350462950010206> *Environmental Education*  
565 *Research* 1995. 1 (2) p. .

566 [Karata? ()] 'Environmental impacts of globalization and a solution proposal'. A Karata? . *American Interna-*  
567 *tional Journal of Contemporary Research* 2016. 6 (2) p. .

568 [Mohai et al. ()] 'Environmental justice'. P Mohai , D Pellow , J T Roberts . 10.1146/annurev-environ-  
569 082508-094348. <https://doi.org/10.1146/annurev-environ-082508-094348> *Annual Review of*  
570 *Environment and Resources* 2009. 34 p. .

571 [Bullard and Johnson ()] 'Environmental justice: Grassroots activism and its impact on public policy decision  
572 making'. R Bullard , D Johnson , G . 10.1111/0022-4537.00184. [https://doi.org/10.1111/0022-4537.](https://doi.org/10.1111/0022-4537.00184)  
573 *00184 Journal of Social Issues* 2000. 56 (3) p. .

574 [Garfolo and Huillier ()] 'Ethics, globalization, and the role educators play'. B T Garfolo , B Huillier .  
575 10.30958/aje.4-3-2. <https://doi.org/10.30958/aje.4-3-2> *Athens Journal of Education* 2017. 4 (3)  
576 p. .

577 [Gross and Rutland ()] 'Experiential learning in informal educational settings'. Z Gross , S D Rutland .  
578 10.1007/s11159-017-9625-6. <https://doi.org/10.1007/s11159-017-9625-6> *International Review of*  
579 *Education* 2017. 63 (1) p. .

580 [Kolb ()] *Experiential Learning: Experience As The Source Of Learning And Edevelopment*, A Kolb , D . 1984.  
581 Englewood Cliffs.

582 [Turner et al. ()] 'Global conservation of biodiversity and ecosystem services'. W R Turner , K Brandon , M  
583 B Thomas , R Constanza . 10.1641/B571009. <https://doi.org/10.1641/B571009> *BioScience* 2007. 57  
584 (10) p. .

585 [Collyer ()] 'Global patterns in the publishing of academic knowledge : Global North, global South'. F M Collyer  
586 . 10.1177/0011392116680020. <https://doi.org/10.1177/0011392116680020> *Current Sociology* 2018.  
587 66 (1) p. .

588 [Collste ()] 'Globalisation and global justice: Introductory essay. Globalisation and global justice -A thematic  
589 introduction'. G Collste . 10.3384/de-ethica.2001-8819.16315. [https://doi.org/10.3384/de-ethica.](https://doi.org/10.3384/de-ethica.2001-8819.16315)  
590 *2001-8819.16315 De Ethica. A Journal of Philosophical, Theological and Applied Ethics* 2016. 3 (1) p. .

591 [Parjanadze ()] 'Globalisation theories and their effect on education'. N Parjanadze . *IBSU Scientific Journal*  
592 2009. 2 (3) p. .

593 [Magsino ()] *Globalization and education in the 21st century. Encounters in Theory and History of Education*, R F  
594 Magsino . 10.24908/oeo-ese-rse.v8i0.575. <https://doi.org/10.24908/oeo-ese-rse.v8i0.575> 2008.  
595 8 p. .

596 [Jickling and Wals ()] 'Globalization and environmental education: Looking beyond sustainable development'. B  
597 Jickling , A E J Wals . 10.1080/00220270701684667. <https://doi.org/10.1080/00220270701684667>  
598 *Journal of Curriculum Studies* 2008. 40 (1) p. .

599 [Kauder and Potrafke ()] 'Globalization and social justice in OECD countries'. B Kauder , N Potrafke .  
600 10.1007/s10290-015-0213-1. <https://doi.org/10.1007/s10290-015-0213-1> *Review of World Eco-*  
601 *nomics* 2015. 151 (2) p. .

602 [Falk and Kanach ()] 'Globalization and study abroad: An illusion of paradox'. R Falk , N Kanach . *The*  
603 *Interdisciplinary Journal of Study Abroad* 2000. 4 p. .

604 [Paine et al. ()] *Globalization and teacher education. Handbook of Research on Teacher Education*, L Paine , E  
605 Aydarova , I Syahril . <http://www.mwera.org/journal.html> 2017. p. .

606 [Abduljaber and Kalin ()] *Globalization and the transformation of political attitude structures at the party level*  
607 *in the Arab World: Insights from the cases of Egypt and*, M Abduljaber , I Kalin . 10.3390/soc9010024.  
608 <https://doi.org/10.3390/soc9010024> 2019. Jordan. Societies. 9 p. .

609 [Cudmore ()] 'Globalization, internationalization, and the recruitment of international students in Higher  
610 Education, and in the Ontario Colleges of applied arts and technology'. G Cudmore . *Canadian Journal*  
611 *of Higher Education* 2005. 35 (1) p. .

612 [Diaz and Zirkel ()] 'Globalization, psychology , and social issues research: An introduction and concep-  
613 tual framework'. J Diaz , S Zirkel . 10.1111/j.1540-4560.2012.01757.x. <https://doi.org/10.1111/j.1540-4560.2012.01757.x> *Journal of Social Issues* 2012. 68 (3) p. .

613 [Elisa et al. ()] 'Globalization, technology and female empowerment: Breaking rights or connecting oppor-  
614 tunities?'. E Elisa , C Alves , A Quirino . 10.1007/s11205-016-1395-1. <https://doi.org/10.1007/s11205-016-1395-1> *Social Indicators Research* 2017. 133 (3) p. .

615 [Singleton ()] 'Head, heart and hands model for transformative learning: Place as context for changing  
616 sustainability values transforming ecoparadigms for sustainable values'. J Singleton . <http://www.susted.org/> *Journal of Sustainability Education* 2015. 9 p. .

617

618

619

620

621 [Hinchliffe ()] 'Helping the earth begins at home environmental responsibilities'. S Hinchliffe . *Science* 1996. (I)  
622 p. 6.

623 [Wani ()] 'Impact of globalization on world culture'. H Wani . *Journal of Humanities and Social Sciences Studies*  
624 2011. 2 (2) p. .

625 [He et al. ()] *Impact of short-term study abroad program: Inservice teachers' development of intercultural*  
626 *competence and pedagogical beliefs. Teaching and Teacher Education*, Y He , K Lundgren , P Pynes .  
627 10.1016/j.tate.2017.04.012. <https://doi.org/10.1016/j.tate.2017.04.012> 2017. 66 p. .

628 [Trencher et al. ()] 'Implementing sustainability co-creation between universities and society: A typology-  
629 based understanding'. G Trencher , M Nagao , C Chen , K Ichiki , T Sadayoshi , M Kinai , Yarime .  
630 10.3390/su9040594. <https://doi.org/10.3390/su9040594> *Sustainability* 2017. 9 (594) p. .

631 [Serdyukov ()] 'Innovation in education: What works, what doesn't, and what to do about it'. P Serdyukov .  
632 10.1108/JRIT-10-2016-0007. <https://doi.org/10.1108/JRIT-10-2016-0007> *Journal of Research in*  
633 *Innovative Teaching & Learning*, 2017. 10 p. .

634 [Czerwionka et al. ()] 'Intercultural knowledge development: Evidence from student interviews during short-  
635 term study abroad'. L Czerwionka , T Artamonova , M Barbosa . 10.1016/j.ijintrel.2015.06.012. <https://doi.org/10.1016/j.ijintrel.2015.06.012> *International Journal of Intercultural Relations* 2015.  
636 49 p. .

638 [Trefzer et al. ()] *Introduction: The global south and/in the global north: Interdisciplinary investigations.*  
639 *The Global South*, A Trefzer , J Jackson , K McKee , K Dellinger . 10.2979/globalsouth.8.2.1. <https://doi.org/10.2979/globalsouth.8.2.1> 2015. 8 p. .

641 [Morgan ()] 'Journeys into transformation: Travel to an "other" place as a vehicle for transformative learning'.  
642 A Morgan , D. 10.1177/1541344611421491. <https://doi.org/10.1177/1541344611421491> *Journal of*  
643 *Transformative Education* 2010. 8 (4) p. .

644 [Finger and Verlaan ()] 'Learning our way out: A conceptual framework for social environmental learning'.  
645 M Finger , P Verlaan . 10.1016/0305-750X(94). [https://doi.org/10.1016/0305-750X\(94](https://doi.org/10.1016/0305-750X(94) *World*  
646 *Development* 1995. 23 (3) p. .

647 [Kolb and Kolb ()] *Learning styles and learning spaces: Enhancing experiential learning in higher education*, A  
648 Kolb , D A Kolb . 10.5465/AMLE.2005.17268566. <https://doi.org/10.5465/AMLE.2005.17268566>  
649 2005. Academy of Management Learning and Education.

650 [Temple et al. ()] 'Managing the student experience in English higher education: Differing responses to market  
651 pressures'. P Temple , C Callender , L Grove . 10.18546/LRE.14.1.05. <https://doi.org/10.18546/LRE.14.1.05> *London Review of Education* 2016. 14 (1) p. .

653 [Kollmuss and Agyeman ()] 'Mind the gap: Why do people behave environmentally and what are the barriers to  
654 pro-environmental behaviour'. A Kollmuss , J Agyeman . 10.1080/1350462022014540. <https://doi.org/10.1080/1350462022014540> *Environmental Education Research* 2002. 8 (3) p. .

656 [Cogan and Kubow ()] 'Multidimensional citizenship: Educational policy for the twenty-first century'. J J Cogan  
657 , P K Kubow . *International Service Learning & Community Engagement* 1997. (2) p. .

658 [Brundtland ()] *Report of the World Commission on Environment and Development: Our Common Future*, G  
659 H Brundtland . *DokumentA/42/427* 1987. Geneva, UN.

660 [Gan and Gal ()] 'Self-efficacy for promoting EfS among pre-service teachers in Israel'. D Gan , A Gal .  
661 *Environmental Education Research* 2017. 24 (7) p. .

662 [Crosby et al. ()] 'Social justice education through trauma-informed teaching social justice education through  
663 traumainformed teaching'. S D Crosby , P Howell , S Thomas . 10.1080/00940771.2018. <https://doi.org/10.1080/00940771.2018> *Middle School Journal* 2018. 49 (4) p. .

665 [Niendorf and Alberts ()] 'Student cultural interaction in a short-term study abroad program'. B Niendorf , H  
666 Alberts . 10.1080/08975930.2017. <https://doi.org/10.1080/08975930.2017> *Journal of Teaching in*  
667 *International Business* 2017. 28 (1) p. .

668 [Francis and Roux ()] 'Teaching for social justice education: The intersection between identity critical agency  
669 and social justice education'. D Francis , A Roux . *South African Journal of Education* 2011. 31 (3) p. .

670 [Tarrant et al. ()] 'The added value of study abroad: Fostering a global citizenry'. M A Tarrant , D L Rubin , L  
671 Stoner . 10.1177/1028315313497589. <https://doi.org/10.1177/1028315313497589> *Journal of Studies*  
672 *in International Education* 2014. 18 (2) p. .

673 [Saldaña ()] *The Coding Manual for Qualitative Researchers*, J Saldaña . 10.1017/CBO9781107415324.004.  
674 <https://doi.org/10.1017/CBO9781107415324.004> 2009. SAGE Publications Ltd.

675 [Schmidt and Pardo ()] 'The contribution of study abroad to human capital formation'. S Schmidt , M Pardo  
676 . 10.1080/00221546.2016.1243951. <https://doi.org/10.1080/00221546.2016.1243951> *The Journal*  
677 *of Higher Education* 2017. 88 (1) p. .

## 22 DISCLOSURE STATEMENT

---

678 [Tarrant and Lyons ()] 'The effect of short-term educational travel programs on environmental citizenship'. M  
679 Tarrant , A Lyons , K . 10.1080/13504622.2011.625113. <https://doi.org/10.1080/13504622.2011.625113> *Environmental Education Research* 2012. 18 (3) p. .

681 [Carter and Simmons ()] *The history and philosophy of environmental education*, R L Carter , B Simmons . 2010.

682 [Dumrul ()] 'The Impact of globalization on economic growth: Empirical evidence from the Turkey'. Y Dumrul  
683 . *International Journal of Economics and Financial Issues* 2018. 8 (5) p. .

684 [Assare et al. ()] 'The impact of globalization on education'. A Assare , M Mohammadi , M  
685 Foroutan , M Salehizadeh . <http://www.neumann.edu/academics/divisions/business/journal/Review2014/Scriven.pdf> *Journal of Administrative Management, Education and Training* 2016. 12 (5)  
687 p. .

688 [Bodzin, S. Klein, W. Starlin (ed.)] *The Inclusion of Environmental Education in Science Teacher Education*,  
689 org/10.1007/978-90-481-9222-9. Bodzin, S. Klein, & W. Starlin (ed.) Dordrecht: Springer. p. .

690 [Agnew ()] 'The new global economy: Timespace compression, geopolitics, and global uneven development'. J  
691 Agnew . 10.5195/jwsr.2001.167. <https://doi.org/10.5195/jwsr.2001.167> *Journal of World-Systems Research* 2001. 7 (2) p. .

693 [Carey ()] *The Origin of Concepts*, S Carey . 10.1093/acprof:oso/9780195367638.001.0001. <https://doi.org/10.1093/acprof:oso/9780195367638.001.0001> 2009. Oxford University Press.

695 [Ausubel ()] *The Psychology of Meaningful Verbal Learning*. Grune and Stratton, D Ausubel , P . 1963. New  
696 York; NY.

697 [Winarno ()] 'The value of international regime and global environmental crisis'. B Winarno . *Jurnal Hubungan  
698 Internasional* 2017. 6 (1) p. .

699 [Williams ()] *Transformative sustainability education and empowerment practice on indigenous lands: Part one*,  
700 L Williams . 10.1177/1541344618789363. <https://doi.org/10.1177/1541344618789363> 2018. 16 p. .

701 [Shahzad ()] 'What is globalization -historical background'. A Shahzad . *Journal of International Relations* 2006.  
702 10 (1) p. .