

Student success, psychological literacy, and global citizenship

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What relevance does global citizenship and psychological literacy have to student success? In both imagining our students' futures and understanding their current realities, we need to re-examine the critical capabilities that our students should acquire during their time at university. Their university experience should increase their potential both to live productive personal and professional lives, and to play positive leadership roles in their local and global communities. I first explore theoretical approaches to global citizenship, with particular attention to: (a) the "graduate attribute" approach of knowledge, skills and attitudes; and (b) the various taxonomies that have been applied in higher education learning and in cultural competence. I then consider how "global literacy" relates to psychological literacy (the capacity to intentionally apply psychological principles to meet personal, professional and societal needs), with a focus on (a) sociocultural understandings of identity, and (b) motivational frameworks such as self-determination theory. Examples are given of how this relates to the experience of local and international students. I then explore implications for (a) institutional policy, (b) formal curriculum innovation, including learning, teaching and assessment strategies, and (c) informal curricular programs and student support services. In summary, my argument is that global literacy should be an aspirational graduate capability, and that psychological literacy is one pathway to achieving that outcome.

Keywords: global citizenship, psychological literacy, academic success, internationalisation of the curriculum, informal curriculum, student support services.