

BECOMING GLOBAL CITIZENS AND GLOBAL LAWYERS: INCORPORATING INTERNATIONAL WORK AND STUDY EXPERIENCES INTO THE AUSTRALIAN LAW SCHOOL CURRICULUM

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Much of the literature on global citizenship education asserts a perceived tension between “neoliberal cosmopolitanism” (enhancing students’ employability) and “critical democratic cosmopolitanism” (enhancing students’ critical understanding of cultural diversity and political and economic inequality). Lilley, Barker and Harris recently argued these two approaches need not necessarily be in tension because employers value the skills developed through more critical approaches.

This article analyzes the reflective journals of 39 Australian law students who participated in intensive work and study experiences in Indo-Pacific countries. The students’ journals lend further weight to the thesis of Lilley, Barker and Harris, here specifically in regard to law studies. In line with the goals of “critical democratic cosmopolitanism,” the overseas experiences motivated the students to become more open-minded, self-critical and reflective in their thinking, and more confident, respectful and empathetic in their interactions with people of different cultures. A number of recent studies have indicated these kinds of skills and attributes are highly valued by employers of law graduates. For the law students, rather than identifying a tension between their ambition to become global lawyers and the responsibilities associated with global citizenship, the overseas experiences instead led them to frame their understanding of global lawyering in terms of positive global citizenship.

INTRODUCTION

There is a growing literature on the benefits and challenges of

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international experiences for university students,¹ and it is becoming increasingly common for law schools to offer courses that involve overseas study or work placements.² In Australia,³ a number of factors are driving this internationalization of the law school curriculum, including pedagogical motivations to develop students' capabilities as global citizens and global lawyers; student interest in gaining overseas experiences; the availability of government funding earmarked for overseas learning experiences; the globalization of legal services; employer demands for law graduates with a global mindset and intercultural competence; and an increasingly competitive legal education market.⁴ These various motivations encompass the different educational agendas identified in the broader literature regarding international study experiences. This literature notes that there can be tension between the neoliberal quest to ensure students are equipped with skills to compete in the international job market and approaches to international study that focus on enhancing students' understanding of global issues, based on principles of social justice.⁵ For example, while many higher education institutions aspire to facilitate students' development as "global citizens," there is debate regarding the meaning and value of this concept, and about how to go about meeting the

¹ See, e.g., THE HANDBOOK OF PRACTICE AND RESEARCH IN STUDY ABROAD: HIGHER EDUCATION AND THE QUEST FOR GLOBAL CITIZENSHIP (Ross Lewin ed., 2009); Valerie Anne Clifford, *Engaging the Disciplines in Internationalising the Curriculum*, 14 INT'L J. ACAD. DEV. 133 (2009); Mark E. Engberg, *The Influence of Study Away Experiences on Global Perspective-Taking*, 54 J.C. STUDENT DEV. 466 (2013); Steve Nerlich, *Students from Australian Universities Study Abroad: A Demographic Profile*, 57 AUSTRAL. U. REV. 52 (2015); Philip Bamber, *Becoming Other-Wise: Transforming International Service-Learning Through Nurturing Cosmopolitanism*, 13 J. OF TRANSFORMATIVE EDUC. 26 (2015).

² William L. Berman, *Why Not an International Clinical Legal Exchange Program? It is Worth the SCHLEP*, 21 CLIN. L. REV. 171 (2014); Andrew Mitchell, Bruce Oswald, Tania Voon & Wendy Larcombe, *Education in the Field: A Case Study of Experiential Learning in International Law*, 21 LEGAL EDUC. REV. 69 (2011); Ben Saul & Irene Baghoomians, *An Experiential International Law Field School in the Sky: Learning Human Rights and Development in the Himalayas*, 22 LEGAL EDUC. REV. 273 (2012).

³ We note that although this article focuses on Australia, two of the authors are from Canada and the United States respectively, and we suggest that the insights reflected here are equally applicable in the North American context, and likely other locations as well.

⁴ Nicola Ross, Nola M. Ries, Jacqueline Meredith & Sher Campbell, *Local to Global: Incorporating Overseas Work and Study in the Law School Curriculum*, in THE GLOBALISATION OF HIGHER EDUCATION - DEVELOPING INTERNATIONALISED EDUCATION, RESEARCH AND PRACTICE 291-305 (Timothy Hall et al. eds., 2018).

⁵ Fazal Rizvi, *Towards Cosmopolitan Learning*, 30 DISCOURSE: STUD. CULTURAL POL. EDUC. 253 (2009); Steven P. Camicia & Barry M. Franklin, *What Type of Global Community and Citizenship? Tangled Discourses of Neoliberalism and Critical Democracy in Curriculum and Its Reform*, 9 GLOBALISATION SOC. & EDUC. 311 (2011); Peta Salter & Kelsey Halbert, *Constructing the [Parochial] Global Citizen*, 15 GLOBALISATION SOC. & EDUC. 694, 696-97 (2017).

diverse aims potentially encompassed by it.⁶

Few would question that these debates should be informed by students' own perspectives on what they can and do gain from international study experiences, or that educators are most likely to achieve their educational goals if they engage with students' own ambitions for their academic and personal development.⁷ Yet there is a relative paucity of scholarly work that considers the special category of law studies. There has therefore been little evidence to date regarding law students' perspectives on how international study experiences contribute to their legal education or, more specifically, to what extent such experiences contribute to students' sense of themselves as global lawyers and/or global citizens.⁸

This is the gap that this article addresses. In 2016, the University of Newcastle Law School (two hours north of Sydney, Australia) offered five different short-term intensive international study experience courses, in which 66 students participated. This article considers how these courses impacted on the participating law students' aspirations and sense of their own capacities, particularly through the lens of the students' evolving perceptions of the concepts of "global citizen" and "global lawyer." Each of the five authors of this article was involved in coordinating and teaching one of the courses, which included accompanying and supporting the students. Using a qualitative descriptive methodology,⁹ we analyze students' reflective journals to reveal their insights on the benefits and challenges of these experiences. The key question we explore is how overseas study and work

⁶ See Kathleen Lilley, *Editorial*, 21 J. STUD. INT'L EDUC. 3, 3-5 (2017).

⁷ Bamber, *supra* note 1, at 33-34; see Kathleen Lilley, Michelle Barker & Neil Harris, *The Global Citizen Conceptualised: Accommodating Ambiguity*, 21 J. STUD. INT'L EDUC. 6, 17-18 (2017).

⁸ The three articles cited in note 2 above each provide some insights regarding the perspectives of participating law students. Although two of these articles are primarily based on the teachers' own observations, both include summaries of comments made by law students in their course evaluations (Saul & Baghoomians, *supra* note 2, 302-05; Mitchell et al., *supra* note 2, at 88-89) and, in one of the articles, in the students' reflective journals (Saul & Baghoomians, *supra* note 2, at 299-301). The third article (Berman, *supra* note 2) is based on survey data from 11 law students who participated in the relevant program. For examples of studies that explore how international study experiences can influence non-law students' understanding of global citizenship and their intercultural competence, see, e.g., Bamber, *supra* note 1; Michelle Lynn Edmonds, *The Lived Experience of Nursing Students Who Study Abroad: A Qualitative Inquiry*, 14 J. STUD. INT'L EDUC. 545 (2010); Karen Hendershot & Jill Sperandio, *Study Abroad and Development of Global Citizen Identity and Cosmopolitan Ideals in Undergraduates*, 12 CURRENT ISSUES COMP. EDUC. 45 (2009); Lijuan Zhai & Scott D. Scheer, *Influence of International Study Abroad Programs on Agricultural College Students*, 9 J. INT'L AGRIC. & EXTENSION EDUC. 23 (2002).

⁹ Hyejin Kim, Justine S. Sefcik & Christine Bradway, *Characteristics of Qualitative Descriptive Studies: A Systematic Review*, 40 RES. NURSING & HEALTH 23 (2017).

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experiences can help students develop the knowledge, skills and attributes necessary to prepare them as global citizens and global lawyers.

The article begins with an overview of the concept of global citizenship as it relates to the educational needs of future legal professionals. We then outline recommendations in the literature regarding how to best design international study experience courses. Next we summarize the Newcastle Law School's international courses, which covered diverse areas of law and exposure to different Indo-Pacific cultures, and describe the design of our research project. We thereafter provide a comprehensive report on students' pre- and post-trip reflections, which indicate the ways in which the international experiences contributed to their professional and personal development and sense of themselves as global citizens and global lawyers. Consistent with a qualitative descriptive method, our report stays close to students' own language and seeks to avoid shaping it to our assumptions and expectations as legal educators. The students' reflections strongly affirm the benefits of well-supported international experiences that provide intensive cultural immersion and illuminate how law works in practice. The reflections reveal enhanced openness to new ideas and experiences, strengthening of critical and comparative thinking, and a shift from Australia-centric perspectives toward deeper awareness of global interconnections.

I. IMAGINING GLOBAL CITIZENSHIP

While, in a number of countries, "global citizenship" has become a catch-phrase in higher education,¹⁰ several scholars have noted that the meaning attached to this term is relatively fluid—to the extent that one scholar has described it as functioning as a "floating signifier."¹¹ Salter and Halbert observe that the "construction of the ideal global graduate" tends to vary considerably by educational institutions "in response to their social context and political norms."¹² Camicia and Franklin broadly categorize the various approaches to understanding, and hence teaching, "global citizenship" in terms of two interconnected discourses: "neoliberal cosmopolitanism" and "critical democratic cosmopolitanism."¹³ By "neoliberal cosmopoli-

¹⁰ See, e.g., Silvia Elisabeth Moraes, *Global Citizenship as a Floating Signifier: Lessons from UK Universities*, 6 INT'L J. DEV. EDUC. & GLOBAL LEARNING 27, 27 (2014); Hendershot & Sperandio, *supra* note 8, at 45.

¹¹ Moraes, *supra* note 10, at 30; see also Lilley et al., *supra* note 7, at 13; Salter & Halbert, *supra* note 5, at 696.

¹² Salter & Halbert, *supra* note 5, at 696.

¹³ Camicia & Franklin, *supra* note 5, at 313-4; see also Rizvi, *supra* note 5; Salter & Halbert, *supra* note 5, at 696-97.

tanism,” Camicia and Franklin mean educational approaches that aim to help students market themselves professionally in an increasingly interconnected global economy.¹⁴ Within this discourse, in Salter and Halbert’s words, “intercultural understanding is commodified to produce savvy globally competitive graduates.”¹⁵ In turn, by “critical democratic cosmopolitanism,” Camicia and Franklin refer to educational approaches that regard effective cross-cultural communication as being of intrinsic (rather than strategic) value. Educational approaches in this latter category also have a “commitment to multiculturalism, critical awareness of global power asymmetries, emancipation and social justice.”¹⁶

Camicia and Franklin’s fieldwork suggests neoliberal discourses increasingly dominate the teaching of global citizenship,¹⁷ a development other scholars have observed as a broader trend in the higher education sector,¹⁸ including in legal education.¹⁹ However, although Camicia and Franklin believe a “curriculum struggle” is taking place between “neoliberal and democratic intents,” they do not regard these two discourses as mutually exclusive, such that a particular educational institution necessarily adopts one discourse and not the other.²⁰ Instead, Camicia and Franklin describe the two discourses as “blended, complex and embedded in a dynamic network of power relations” and in their fieldwork they analyze how the relationship between these different educational discourses manifests itself in different ways in different cultural and political contexts.²¹ Certainly both discourses are in play in the recent increase in international educational experiences for Australian law students.

A neoliberal cosmopolitan vision is clearly identifiable in the official rationale for Australian Federal Government funding programs such as the New Colombo Plan Short Term Mobility Program, which partially funded the five overseas law courses considered in this article. Among other goals, this program aims to “increase the number of work-ready Australian graduates with regional experience,”²² and to

¹⁴ Camicia & Franklin, *supra* note 5, at 314.

¹⁵ Salter & Halbert, *supra* note 5, at 696.

¹⁶ Camicia & Franklin, *supra* note 5, at 314.

¹⁷ *Id.* at 319.

¹⁸ See, e.g., Kathleen Lilley, Michelle Barker & Neil Harris, *Exploring the Process of Global Citizen Learning and the Student Mind-Set*, 19 J. STUD. INT’L EDUC. 225, 227 (2015); Rizvi, *supra* note 5, at 259.

¹⁹ MARGARET THORNTON, *PRIVATISING THE PUBLIC UNIVERSITY: THE CASE OF LAW* (2012).

²⁰ Camicia & Franklin, *supra* note 5, at 311.

²¹ *Id.* at 314.

²² Austl. Dep’t Foreign Affairs & Trade, *New Colombo Plan Mobility Program Guidelines 2019*, 4 (2018), <https://dfat.gov.au/people-to-people/new-colombo-plan/mobility-pro>

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enhance “students’ employability upon graduation.”²³ Arguably, international educational experience is likely to be particularly relevant to the careers of law graduates. As long ago as 1996, Czarnota and Veitch argued that all lawyers must to some extent be globally aware, capable of working across jurisdictions, with an appreciation of international legal frameworks and processes that affect domestic law.²⁴ More recently, the Council of Australian Law Deans has established a section of its website to provide guidance on how to internationalize the law curriculum in Australian universities.²⁵ This guidance is based on the findings of a research project conducted by academics from four Australian law schools and funded by the Australian Government’s Office of Learning and Teaching. The report from that project asserts that globalization has had a profound impact on the legal services sector, not only on large firms and legal corporations but also on even the smallest of local law firms. Thus, law schools must equip law students with the skills required to operate within a globalized context.²⁶ The identified skills include being adaptable, being able to work across diverse jurisdictions and contexts, and having the capacity to think laterally and broadly to solve problems.²⁷ Other research also indicates that employers of law graduates increasingly regard emotional intelligence, cultural sensitivity, a strong moral compass, a global mind-set, resilience, flexibility and adaptability as key predictors of employee potential.²⁸ Moreover, law graduates will increasingly look to work overseas and the export of Australian legal services is largely dependent on the nature and quality of the legal

gram/Documents/ncp-mobility-program-guidelines-2019.pdf.

²³ Australia, *National Strategy for International Education 2025*, 25 (Apr. 20, 2016), https://nsie.education.gov.au/sites/nsie/files/docs/national_strategy_for_international_education_2025.pdf.

²⁴ Adam Czarnota & Scott Veitch, *Globalisation and Challenges for Legal Education*, 14 J. PROF. LEGAL EDUC. 159, 159 (1996).

²⁵ See Council of Australian Law Deans, *Internationalising the Law Curriculum*, <https://cald.asn.au/itlc/> (last visited Aug. 19, 2018).

²⁶ DUNCAN BENTLEY & JOAN SQUELCH, INTERNATIONALISING THE AUSTRALIAN LAW CURRICULUM FOR ENHANCED GLOBAL LEGAL PRACTICE 13-14, 32-44 (Off. for Learning & Teaching, Austl. Gov’t 2012); see also Carmel O’Sullivan & Judith McNamara, *Creating a Global Law Graduate: The Need, Benefits and Practical Approaches to Internationalise the Curriculum*, 8 J. LEARNING DESIGN 53, 55-56 (2015).

²⁷ BENTLEY & SQUELCH, *supra* note 26, at 54–61; see also Duncan Bentley & Joan Squelch, *Employer Perspectives on Essential Knowledge, Skills and Attributes for Law Graduates to Work in a Global Context*, 24 LEGAL EDUC. REV. 95, 115-16 (2014).

²⁸ Op-Ed., *Fail to Plan, Plan to Fail*, LAWYERS WEEKLY, NOV. 21, 2012, <http://www.lawyersweekly.com.au/opinion/11068-fail-to-plan-plan-to-fail>; Alli Gerkman & Logan Cornett, *The Foundations for Practice: The Whole Lawyer and the Character Quotient*, INST. FOR ADVANCEMENT AM. LEGAL SYS., 33 (July 2016), http://iaals.du.edu/sites/default/files/documents/publications/foundations_for_practice_whole_lawyer_character_quotient.pdf.

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education provided by Australian universities.²⁹ Asia is the largest export market for Australian legal services,³⁰ so overseas work and study courses that expose students to legal and cultural practices pertinent to Australia's Asian neighbors are particularly relevant to graduate mobility.

However, although the goal of enhancing graduate employability is prominent, examples of "critical democratic cosmopolitanism" are also present in discourses surrounding international educational experiences for Australian law students—to some extent in institutional documents and more clearly among the goals of individual teachers. For example, the Federal Government's official goals for the New Colombo Plan contain elements that go beyond a neoliberal focus on employability to include "deepening Australia's people-to-people and institutional relationships with the region" and establishing "study in the Indo-Pacific as a rite of passage for Australian undergraduate students, and an endeavor that is highly valued by the Australian community."³¹ Similarly, while the material on the website of the Council of Australian Law Deans regarding internationalizing Australian law curricula primarily focuses on the skills required by potential employers, the report it is based on notes that there are "deeper underlying drivers for, and justifications of internationalization, particularly those relating to values and, ultimately, fostering of the rule of law and a more peaceful and harmonious world."³²

As should be clear from the descriptions (below) of the five courses considered in this paper, while we certainly believe these courses will help students compete more effectively for jobs on graduation, as teachers our goals went well beyond this. To varying degrees, in each course we encouraged students to critically analyze the ethical implications of how the laws they were studying were operating in practice; to consider the historical, political and socio-economic reasons for any disjuncture between law and practice; and to explore possibilities for law reform, in Australia and/or the country visited. Articles by other law teachers who have arranged international study experiences suggest we are not alone in hoping our students engage at a deeper level with the society and legal system they visit, rather than solely treating the experience as a means to make themselves more

²⁹ BENTLEY & SQUELCH, *supra* note 26, at 89; Michael Coper, *Internationalisation and Standards* 10 (ANU College of Law Research Paper No. 12-33, 2012), https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2132207.

³⁰ Law Council Austl., *Fourth Legal and Related Services Export Survey* 5 (Dec. 14, 2014), http://lca.lawcouncil.asn.au/lawcouncil/images/2014_12_15_-_4th_Legal_Services_Export_Survey_-_FINAL.pdf.

³¹ Austl. Dep't Foreign Affairs & Trade, *supra* note 22.

³² BENTLEY & SQUELCH, *supra* note 26, at 13.

marketable to employers.³³

But are these other educational goals necessarily in tension with efforts to assist students to gain employment? In a recently published study, Lilley, Barker and Harris interviewed 26 higher education experts from three continents regarding their understanding of the terms “global citizenship” and “ideal global graduate.”³⁴ Although there were conceptual differences in how the research participants interpreted these terms,³⁵ there was a high degree of consistency when it came to identifying, in a practical sense, the skills and attitudes they believed “global citizens” or “ideal global graduates” should exhibit. Lilley, Barker and Harris group these skills and attitudes into four interrelated “global citizen cognitive capacities”: social imaginary (dealing with intercultural challenges and complexity by considering new possibilities and perspectives and imagining what it is like to be “the other”); criticality (critical thinking); reflexivity (openness to challenging one’s own assumptions and critically engaging with the thoughts and actions of different others); and relationality (thinking about others in relation to ourselves, rather than as separate).³⁶ Lilley, Barker and Harris argue that these capacities not only strongly resonate with the discourse of critical democratic cosmopolitanism,³⁷ but they also represent the kinds of capacities that a range of studies are suggesting employers want to see in professional employees.³⁸ After concluding that it is possible to simultaneously foster both “ethical and critical thinking citizens” and “work-ready professionals,” Lilley, Barker and Harris argue that future research and action should focus on how to best design educational experiences that achieve both of these goals.³⁹

II. TEACHING GLOBAL CITIZENSHIP THROUGH INTERNATIONAL STUDY EXPERIENCES

In so far as the design of international study experiences is concerned, while much of the existing literature has focused on service-learning,⁴⁰ many of the points made are also relevant to other kinds of

³³ See Berman, *supra* note 2, at 174; Mitchell et al., *supra* note 2, at 79, 82-83; Saul & Baghoomians, *supra* note 2, at 281-82.

³⁴ Lilley et al., *supra* note 7.

³⁵ *Id.* at 13.

³⁶ *Id.* at 17; see also HANS SCHATTLE, *THE PRACTICES OF GLOBAL CITIZENSHIP* (2007).

³⁷ Lilley et al., *supra* note 7, at 7-10, 13, 15-16. Lilley et al. use the phrase “moral and transformative cosmopolitanism” but the meaning they attach to this phrase is very similar to Camicia and Franklin’s “critical democratic cosmopolitanism.”

³⁸ *Id.* at 9-10.

³⁹ *Id.* at 7.

⁴⁰ “Service-learning” refers to educational experiences that involve students undertaking community service activities in addition to classroom instruction. Some of the refer-

international experiences. It is well recognized that students who participate in service-learning and other international experiences come with a diverse range of goals, skills and mindsets.⁴¹ There is therefore a danger that, rather than reflecting critically on their own assumptions and position, some students may act on existing prejudices and cause offense, for example, by assuming without consultation that they have the expertise to solve what they believe a community's problems to be.⁴²

This danger can be addressed through careful consultation with the organizational partner in the host country (to ensure the goals and interests of the partner and visited communities are not marginalized);⁴³ through thoughtful pre-trip preparation with the students (encouraging them to be sensitive to cultural differences and to critically examine power relations and their place within them);⁴⁴ and through careful design of the international experience itself. Scholars have argued that by deliberately providing students with a "culturally disorienting experience,"⁴⁵ international work and study programs can promote important qualities such as self-reflection, cultural sensitivity, empathy and critical thinking,⁴⁶ and can nurture personal and professional skills that students cannot gain by "[c]onventional, classroom-based" learning.⁴⁷ For law students, this disorientation can widen their understanding of the promise and limits of law and the reality of socio-economic conditions elsewhere by "taking relatively privileged western law students outside their . . . comfort zone."⁴⁸

Numerous scholars have also observed that by providing students with tools for (and training in) reflective practice, teachers can assist students in coping with and learning from the disorienting experience and to process its implications for students' beliefs and goals, both

ences cited in this section refer to domestic rather than international service-learning, but many of the insights regarding course design are arguably transferable.

⁴¹ Saul & Baghoomians, *supra* note 2, at 300.

⁴² S. Ashley Kistler, *Engaging Culture: Ethnography as a Model for Service Learning Practice*, in TRAE STEWART & NICOLE WEBSTER, *EXPLORING CULTURAL DYNAMICS AND TENSIONS WITHIN SERVICE LEARNING* 16, 23 (2011); *see also* Bamber, *supra* note 1, at 41.

⁴³ Kistler, *supra* note 42, at 22; Berman, *supra* note 2, at 193-94.

⁴⁴ Nicholas S. Mariner, Jessica Nina Lester, Katharine Sprecher & Allison Daniel Anders, *Relational Knowledge Production and the Dynamics of Difference: Exploring Cross-Cultural Tensions in Service-Learning Through Narrative*, in TRAE STEWART & NICOLE WEBSTER, *EXPLORING CULTURAL DYNAMICS AND TENSIONS WITHIN SERVICE LEARNING* 66 (2011); Saul & Baghoomians, *supra* note 2, at 283-86, 300; Berman, *supra* note 2, at 175, 180.

⁴⁵ Berman, *supra* note 2, at 173.

⁴⁶ *Id.*; Edmonds, *supra* note 8, at 560; Saul & Baghoomians, *supra* note 2, at 287, 301; Lilley et al., *supra* note 18, at 233.

⁴⁷ Mitchell et al., *supra* note 2, at 69, 81.

⁴⁸ Saul & Baghoomians, *supra* note 2, at 273.

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professional and personal.⁴⁹ As Quan and Raven observe:

Reflection has been recognized by many service learning experts as a critical part of service learning projects. Service learning projects, whether international or domestic, usually bring privileged students together with others who are more marginalized and underprivileged. They aim to offer a “complacency shattering” or “soul searching” experience, through which students can learn by reflecting on their experience.⁵⁰

It is also recognized that there is value in teachers seeking to facilitate positive and supportive group dynamics within a student cohort, both before and during an international study experience.⁵¹ Teachers can assist students managing these challenging learning experiences by getting to know them personally and supporting those who may be finding the experience particularly challenging, while also giving students some space to build their own sense of personal responsibility and competence in dealing with difficult situations.⁵² Several scholars have further suggested there is value in taking a flexible approach to assessment of overseas study experiences so as to give students more freedom to influence the skills and knowledge they gain from the program, for example, by not grading some assignments or by allowing students to develop their own research topics.⁵³

III. THE NEWCASTLE LAW SCHOOL INTERNATIONAL EXPERIENCES

In 2016, 66 Newcastle Law School students completed courses with international experiences in Cambodia, the Cook Islands, Indonesia, Japan and Vietnam. Three trips (Cambodia, the Cook Islands and Indonesia) involved work/clinical placements and two (Japan and Vietnam) were study trips where students participated in lectures at host universities. All of the courses involved site visits to relevant institutions and organizations, as well as excursions to places of cultural

⁴⁹ See, e.g., Bamber, *supra* note 1, at 28, 33, 37, 39; Catherine Mobley, *Diversity and Service-Learning: Finding Common Ground through Social Justice and Mindfulness*, in TRAE STEWART AND NICOLE WEBSTER, *EXPLORING CULTURAL DYNAMICS AND TENSIONS WITHIN SERVICE LEARNING* 96 (2011); Suzanne Carrington & Radha Iyer, *Service-Learning within Higher Education: Rhizomatic Interconnections Between University and the Real World*, 36 *AUSTL. J. TCHR. EDUC.* 1, 6 (2011); Saul & Baghoomians, *supra* note 2, at 299-310; Mitchell et al., *supra* note 2, at 75; Berman, *supra* note 2, at 197.

⁵⁰ Quan V. Le & Peter V. Raven, *An Assessment of Experiential Learning of Global Poverty Issues Through International Service Projects*, 26 *J. TEACHING INT'L BUS.* 136, 148 (2015) (citing useful literature on reflective learning practice for students undertaking overseas work or study courses).

⁵¹ See, e.g., Mitchell et al., *supra* note 2, at 78-79, 92; Saul & Baghoomians, *supra* note 2, at 300; Hendershot & Sperandio, *supra* note 8, at 49.

⁵² Mitchell et al., *supra* note 2, at 78, 81, 93; see also Bamber, *supra* note 1, at 40.

⁵³ Carrington & Iyer, *supra* note 49, at 7; Saul & Baghoomians, *supra* note 2, at 300; Mitchell et al., *supra* note 2, at 87.

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and historical significance in the overseas destination.

Students applied for the international courses through a competitive process that considered their academic record and a statement of interest. They ranked their top three choices and the academic faculty member(s) for each course selected the students. Participating students included both novice and experienced travelers. For some students, the overseas course was their first time leaving Australia and some had travelled extensively or completed previous international study experiences.⁵⁴ Before undertaking the overseas component, students participated in lectures and seminars to learn substantive law that incorporated domestic, international and comparative legal content. Some students undertook basic training in the language of the overseas destination. The assignments in the courses included reflective journals, written research/analysis papers and a group presentation on their return to Australia. All courses were graded on a Pass/Fail basis. Students in all the courses successfully completed all the requirements and no student received a failing grade.

A. Cambodia

This course provided a research-based internship and cultural immersion experiences for ten students. In Phnom Penh, students visited important cultural and historical institutions such as the Extraordinary Chambers of the Courts in Cambodia (Khmer Rouge Tribunal); the Tuol Sleng Museum of Genocide (S21 prison); the Killing Fields; non-government organizations (NGOs) that promote the rule of law; NGOs that support children and families; the Australian Embassy and the Royal University of Law and Economics. The students then travelled to Siem Reap to begin a three-week placement with a community development organization that supports local Cambodian communities and runs programs associated with education and juvenile justice. Students worked in groups with Cambodian colleagues from the NGOs to complete comparative research into social and legal issues in Australia and Cambodia affecting women with children in prison; young people in juvenile institutions or adult prisons; and children in out-of-home care/orphanages. During the placement, the students spent time working in teams on their research papers, together with the staff members of the placement organization. They also visited local NGOs to learn more about their work, including Legal Aid, Women's Resource Centre, Women's Refuge and the War Remnants Museum.

⁵⁴ Note that students may only receive New Colombo Plan funding once.

B. The Cook Islands

Eleven students participated in the work-placement course in the Cook Islands. Over three weeks, the students completed legal internships in government departments that included the Ministry of Justice, the Police Service, the Ministry of Foreign Affairs and Immigration, the Public Service Commission, the Ministry of Finance and Economic Management, and Infrastructure Cook Islands. In these roles across the executive, legislative and judicial functions of government, the students engaged in diverse work that was relevant to the national governance and to the people of the Cook Islands. As examples, one student served as Acting Registrar of the Cook Islands High Court in a high-profile case involving the prosecution of a former Member of Parliament; another advised the Ministry of Health on the Cook Islands' legislative compliance with international human rights conventions in the area of health law; and another student researched, planned and began drafting the underlying legal blueprint for the consolidation of the 52 departments of the country's government.

C. Indonesia

Nineteen students participated in the Indonesian internship program, which was focused on regulatory efforts to prevent corruption and protect the natural environment in Indonesia. The students attended lectures by legal and political science academics at Atma Jaya University and the University of Brawijaya, as well as lectures by representatives of some of the host organizations. Each student also worked as an intern with an Indonesian law firm or NGO. For example, a student who interned with Greenpeace Indonesia prepared a detailed review of all legislation regulating solid waste disposal, identifying gaps and conflicting rules at different levels of government. For another of the internships, two students prepared a policy paper on consultation processes for the regulation of land use management at various levels of the Indonesian government. The paper was subsequently published by their host organization, the World Agroforestry Center.

D. Japan

This study course was two weeks long and focused on the governance of biomedical research, particularly genomics, biobanking and stem cell research. The 16 students visited three universities in Japan: University of Tokyo, Kyoto University and Tohoku University. They participated in lectures from Japanese experts to learn about the legal and ethical governance of biomedical research in Japan and to explore

similarities and differences between Australia and Japan on issues such as citizen participation in research, privacy protections, commercialization and regulation of new medical therapies, and public discourse on rapidly evolving areas of biomedicine. The students had site visits to: Biobank Japan, a national research repository that houses biological samples from over 200,000 Japanese people; the Tohoku Medical Megabank Organization, established to support biomedical research in the aftermath of the 2011 Great East Japan Earthquake; and the Institute for Integrated Cell-Materials Sciences, home of Shinya Yamanaka, a Nobel prize-winning stem cell scientist.

E. Vietnam

This two-week study experience for ten students focused on a comparative analysis of the Australian and Vietnamese criminal justice systems. The students visited three universities: the University of Economics & Law, Can Tho University and Hanoi Law University. While at these institutions, students participated in a number of short courses delivered by both senior university academics and government officials who practiced and/or taught in the criminal jurisdiction. Students also visited a number of working courts of various levels and met with judges and other members of the Vietnamese judiciary following the trials they observed. Site visits to NGOs, including the Korean Center for United Nations Human Rights Policy, gave students greater insight into the social, cultural and economic conditions that often promote criminal conduct. Students participated in a forum at the Australian Embassy in Hanoi that included presentations by representatives from the Australian Federal Police and Vietnamese Ministry of Justice. Discussion centered on the manner in which Vietnamese criminal law and policy shapes and influences the relationship between the two countries.

IV. COURSE DESIGN

The design of the five courses reflects many of the insights from the literature outlined in Part II above. Aware that many of the students would likely find aspects of the intensive overseas experiences confronting, we made sure that the pre-trip preparation included open and regular discussion of the challenges of being in an unfamiliar country and culture and of the need for flexibility and problem-solving to surmount the challenges the students would encounter. The pre-trip reflections that the students completed prior to departure enabled us to learn about students' specific worries in advance and, where possible, help to allay the worries through individual or group conversations and by providing students with relevant information or

resources to prepare for the identified challenges. During the overseas experiences, we sought to engage in frequent and ongoing dialogue with the students about what they were experiencing and how they were coping. We did this both in a group environment, so that the students could hear from and learn from each other, and on an individual basis, to ascertain whether there were other issues—that the student was not comfortable expressing to the group—for which a student might need support. However, we sought to strike a balance between supporting students and allowing them, as adult learners, to have new and challenging experiences that required them to exercise personal and professional reflection and build resilience.

To assist students in reflecting on the international experiences, we provided them with a core set of questions to guide their reflections (Appendix 1) and discussed techniques to support deeper reflection that went beyond a chronological, descriptive diary. For example, students were encouraged to take a few minutes each day to record daily events and their initial reactions and feelings. After several days or once a week, students were asked to reflect on what they wrote and consider and record how their initial perspectives on events might have evolved. On their return to Australia, students then reflected on their entire overseas experience, guided by overarching questions that focused on global citizenship and their personal and professional development.

V. RESEARCH DESIGN AND METHOD

As a new initiative to internationalize the Newcastle Law School curriculum, these courses provided a unique opportunity to investigate the impact of overseas work and study experience on law students' learning and their views on their development as global lawyers and citizens. The academics running the courses co-designed a qualitative research project using student reflective journals as the data collection method. The study was approved by University of Newcastle Human Research Ethics Committee (Protocol H2016-0213). Students were informed about the research project at the start of each course and were assured that their decision regarding whether to participate in the research was entirely voluntary and would have no impact on their performance in the course. The fact that the courses were graded on a Pass/Fail basis mitigated any ethical concerns about embedding a research study into the courses.

As part of the requirements for each course, students had to complete a reflective journal that included pre-trip reflections, as well as reflections on their experiences during the overseas component. Appendix 1 reproduces the questions students were asked to consider in

their reflections. Among other tasks, the students were required to reflect on how their international study experience contributed to their development “as a global citizen or global lawyer.” Although the pre-trip preparation for each course included some discussion of cultural differences and the importance of interacting respectfully with other cultures, we avoided explicitly discussing the concepts of “global citizen” or “global lawyer” with students. Our goal here was to minimize the possibility of students simply reproducing their teachers’ understanding of these concepts. The reference to both “global citizen” and “global lawyer” in the reflection questions also gave students space to identify whether they saw any potential tension between these two identities.

Students who consented to participate in the study (N=39) agreed to the use of their de-identified reflective journals for data analysis. We also invited students to participate in a facilitated focus group at the end of the semester following their overseas trip. The aim was to give students an opportunity to reflect on their experiences with a group of peers who had travelled to other countries. Many students expressed interest in taking part, however, conflicts with study, work and personal commitments resulted in a very low attendance rate at the first scheduled focus group. As a result, we did not proceed with this research activity.

The student journals were divided among the co-authors, meaning that each of us read sections from all the journals, not just material written by students who participated in our particular course. This ensured a degree of objectivity in reading the students’ reflections and in the selection of illustrative quotations.⁵⁵ Individually, each author read her/his assigned journal sections closely and then participated in two group meetings to discuss key points. This analysis formed the basis for the findings presented here.

VI. STUDENT REFLECTIONS: ASPIRATIONS, WORRIES, BENEFITS AND CHALLENGES

A. *Pre-trip Reflections*

Students were asked to comment on their personal and educational expectations for the overseas experience. Many students had travelled internationally previously, however, mostly to Western destinations including the United Kingdom and other European countries. Many students conveyed excitement at the challenge of being exposed to a different culture and way of life. Students expressed a desire to

⁵⁵ Throughout this article, spelling and grammatical errors in material quoted from student reflections have been corrected to improve readability.

gain a greater insight into the values, beliefs and traditions of the destination countries. They expected this aspect to be confronting but equally anticipated that the experience would promote personal growth and give them a greater sense of understanding, compassion and respect, especially for people in developing countries. Many students were enthusiastic to try local cuisine, meet new people and deepen relationships with their peer travel companions. A majority of students commented that gaining overseas experience would enhance their employability on graduation.

In terms of educational expectations, students primarily anticipated gaining greater historical and cultural awareness and the opportunity to learn more about the host countries' governmental policies and legal systems. They looked forward to expanding their knowledge in the areas concentrated on in their chosen courses. For example, the students travelling to Japan were eager to hear from experts at the forefront of innovation in the fields of bioscience, genomics and stem cell research. Students travelling to Indonesia expected to obtain a greater understanding of that country's environmental laws.

When asked what they were most looking forward to, the responses were varied. The opportunity to meet new people, form new relationships and become immersed in and experience a completely different culture were popular goals. While some students reflected a desire to use the opportunity to establish an international professional network and/or obtain a competitive edge as job-seekers, the majority of students were less self-focused and instead listed helping their host organization and making a positive, meaningful contribution as their most desired outcomes.

Finally, when asked to identify any particular concerns about travelling overseas, the responses reflected whether or not the student had travelled abroad previously. Those with travel experience listed lost luggage, forgetting to pack essential personal items, fatigue and food sickness as their primary concerns. Those students with no or minimal international travel experience listed terrorism, the language barrier and being away from family and friends as the greatest concerns. Almost all students who had not previously travelled to the Asia Pacific region identified culture shock as a serious concern. Some students were nervous about different food and dress codes and feared offending other cultural norms. Others were worried about how they might respond emotionally to learning about injustices or human rights violations. For example, the students travelling to Cambodia expressed concern at how emotional they might become visiting the Khmer Rouge Killing Fields. Similarly, students travelling to Vietnam were concerned at how they might react to witnessing injustices

brought about through the administration of that country's criminal justice system.

Students were asked to reflect on their existing personal characteristics or competencies that they thought would help them cope with new experiences in a different cultural context. A majority of students cited characteristics such as open-mindedness, resilience and confidence in new situations. Many also described a strong motivation to learn and embrace new challenges. One student described a zest for new experiences: "I have a mindset that this is probably my only chance to experience this and I'll probably only be in this place once, so I might as well give it a go or I'll regret it." (Vietnam Reflection 3).

Several students felt that their independent nature would be an asset, while others thought that teamwork and the willingness to compromise would be important when travelling overseas with a group of peers. A few students described themselves as leaders and two specified that their navigational and map-reading skills would give them confidence in guiding other students in a new city. Several students noted characteristics such as being respectful, compassionate and calm. Prior experience of overseas travel increased some students' confidence that they had competencies that prepared them for the challenges of the international work or study experience. A few students also observed that growing up in what they described as multicultural Australia taught them to respect and value cultural diversity.

Students were further asked to state the characteristics they hoped to develop by taking part in the overseas trip. A majority of students described cultural competence/sensitivity (including deeper insight into social, legal and cultural practices in another country), greater empathy, improved cross-cultural communication skills, and the ability to recognize cultural cues and respond with appropriate etiquette. One student emphasized authenticity and described a desire

to learn how to incorporate cultural practices into my subconscious behavior so that I can work cross-culturally in a more *natural and genuine way*. I also hope to develop my knowledge of how culture informs professional working structures and policies in order to work within them more *effectively and authentically*. (Japan Reflection 2, emphasis added)

Students likewise observed that these skills are helpful not just for legal professionals, but also as citizens in a globalized world: "I hope to further develop my cultural intelligence as this is a very valuable trait in any person as a member of society, but also as a lawyer in multicultural Australia." (Vietnam Reflection 4).

Students likewise hoped to develop resilience, adaptability and patience as they confronted new challenges. One student sought to

“be pushed out of my comfort zone” (Vietnam Reflection 3), and another wanted to overcome a self-perceived emotional delicacy:

I easily crumble when I see people hurting and I hope that I will be able to strengthen this weakness through taking a different approach to how I handle these situations. I want to help where I can and try to see the positives so that the experience is character building. (Vietnam Reflection 1)

One student, who had never travelled overseas, hoped the trip would ignite his sense of adventure: “I’d like to develop something akin to wanderlust. I’ve spent my whole life learning passively about other places and watching other people travel to new locations, so now it’s my turn.” (Japan Reflection 1).

B. Post-trip Reflections

1. Students’ Understanding of the Terms “Global Citizen” and “Global Lawyer”

Students were asked what the notion of becoming a “global citizen” or “global lawyer” meant to them. The dominant theme was *receptivity*. Most students described the process of becoming a global citizen as involving being open to new ideas, experiences and ways of thinking and behaving. The students emphasized the importance of listening carefully and respectfully to people from other countries, religions and cultures to understand their experiences and perspectives, without assuming that those experiences and perspectives were less (or more) valuable than the student’s own culture and society.

People and countries are multi-faceted, shouldn’t be boxed into a simplified understanding, and always have something interesting and valuable to offer, whether you expect it or not . . . people in my experience will inevitably pleasantly surprise you if you’re open to it. Being open to learning and new experiences is a huge factor in becoming a global citizen. (Indonesia Reflection 5)

A number of students described this receptivity and openness as more than a strategy for interacting with other cultures; rather, they portrayed it as something that should become part of the character of people who aspire to be global citizens:

I believe that to be able to label ourselves as global citizens, we need to learn to embrace different cultural experiences as being the stepping stones in building character. Such experiences may allow us to learn to be more tolerant, patient, empathetic, welcoming and kind. (Japan Reflection 5)

Rather than drawing a clear distinction between the concepts of “global citizen” and “global lawyer,” the students argued that these same character traits are part of a professional ethic that global law-

yers need to adopt:

In order to be a professional global lawyer, you need to have understanding, tolerance, an open mind and a general awareness of these cultures and the factors which have shaped that culture. Becoming a global lawyer means to acquire the skills required to work and engage professionally in a variety of different cultural contexts. (Vietnam Reflection 5)

While some students framed their discussion of what it means to be a global lawyer around the need to compete for scarce legal work after they left law school, those same students clearly regarded the overseas experience as much more than a means to make them more employable. One student stated:

To be a global lawyer means to possess the skills necessary to successfully apply legal skills in different cultural environments. As a law student I feel like I'm constantly being told that Australian universities are producing too many law graduates for not enough jobs. As a result, it may be necessary to look outside of Australia for employment . . . I would love to work overseas, and work with people of different cultures and this experience has improved my ability to do so. (Vietnam Reflection 3)

However, this same student also described in depth the profound personal impact of the overseas experience, noting that it had been "very confronting" and had "pushed me to think about things differently." The student further commented that the experience had made her deeply aware of how fortunate she was to be able to access education relatively easily in Australia, but also led her to reflect that:

I can't help but think westerners have a habit of thinking other cultures need to be saved and made more like a westerner to be happy, because the way we live is better than how any other culture lives. Of course this isn't true. (Vietnam Reflection 3)

A number of students argued that being a global citizen and a global lawyer requires a willingness to research the histories that have shaped the way other countries' political and legal systems have evolved:

At face value, a global lawyer must learn about the laws of another country, their context, the particulars of a country's structures and master foreign legal research. However, in my opinion it is more than these mere practical steps. It also involves understanding the relationship between history and legal development. Cambodia's judiciary, for example, would make no sense without understanding the French colonial influence. Equally the current state of the profession would baffle someone who was not aware of the Khmer Rouge's policy to the intelligentsia. (Cambodia Reflection 2)

Paired with the emphasis on receptivity, a number of the students

spoke of the potential value of interaction between different cultures and legal systems in processes of law reform. They noted that Australia has much to learn from other cultures and legal systems, but also that there is value in respectfully sharing insights from the students' knowledge of their own legal system and culture, while maintaining a constructively critical perspective on both:

Different experiences and backgrounds, combined with the knowledge of how successfully things are applied elsewhere, all helps . . . a deeper interaction and exchange, rather than just questioning, is required. (Cook Islands Reflection 1)

A significant minority of students expressed a strongly egalitarian and idealistic understanding of what it means to be a global citizen and global lawyer, describing global citizenship as a process of building empathy and a sense of interconnectedness with people from other countries and cultures. For these students, global citizenship involves perceiving the issues that face people in other parts of the world as part of globally connected issues that require global solutions, and assuming a sense of responsibility for playing some part, however small, in helping to address those problems. Some of these students characterized global citizenship as moving from an Australia-centric identity to a globally-oriented identity, such that issues facing the planet as a whole, or various parts of it, became *their* concerns rather than something that is separate from them because it is happening to people from other countries or cultures. For example, one student described global citizenship as "combining efforts with individuals globally, to learn ways in which we can collectively contribute towards achieving a just, ethical, and environmentally conscious society." (Indonesia Reflection 10). Another wrote:

To me, the notion of "becoming a global citizen" involves increasing one's awareness of the global networks that lie behind many of the products we consume and activities that we engage in. It encompasses an appreciation of the global nature of many of the issues that we face, whether truly global phenomena such as climate change, or issues such as poverty and inequality, which exist around the world, but to different extents in different contexts. (Indonesia Reflection 9)

Finally, although it was clear that some students had a strong commitment to global citizenship before participating in the international experience, a number of students reported they had not previously considered the concept. However, as a result of participating in the overseas course, even students who had not previously considered the question were able to articulate relatively sophisticated understandings of the terms "global citizen" and "global lawyer."

2. *How the Experience Contributed to Students' Development as Global Citizens and Global Lawyers*

Wow! This journey was pretty amazing. When writing this, I am already starkly aware of ways I have changed and developed as a result of the journey to Cambodia. (Cambodia Reflection 3)

The students were also asked how the experience had contributed to their development as a global citizen or global lawyer. The above comment from a participant in the Cambodia program was typical of the responses: almost universally, the students described their international study or work program as both highly challenging and highly productive, characterizing their overseas experience as one which had a profound impact on them in a variety of ways: emotionally, intellectually and in terms of skills development. With some exceptions, the students tended not to separate their emotional responses to the overseas experience from the way it had affected their thinking and skills; instead they linked the two. For example, one student wrote:

Cambodia's traumatic history as well as its present day traumas really saddened me. I feel like I didn't even get a chance to become desensitized (not that I want to be) because each day I would hear another story. The trip has made me feel livid, hopeless, saddened, inspired, grateful, challenged and has made me really change my perspective on a lot of things. (Cambodia Reflection 1)

The students generally reported that the combination of pre-trip learning in Australia, followed by their overseas trips, had given them a more sophisticated understanding of the complexity of the legal and political systems they were studying than they would have received without the international experience. As one student wrote:

So I could sit at home and research the criminal law of Vietnam and find answers to my questions, but these answers would not necessarily be what actually happens in practice. It was so unique and interesting to be able to sit in Hanoi University and hear academics tell us, "Okay, this is what the Vietnam Constitution says, but this is what actually happens in practice" or "these are the rights of the accused in theory, but these are the rights the accused actually have." (Vietnam Reflection 3)

In addition to deepening their understanding of the disjuncture between the law as it is written and the law in practice, the students reported that the international experience had enhanced their understanding of a variety of other issues in the societies they were studying, including gender inequality; judicial and police corruption; lack of implementation of court decisions; and the value in supplementing legal advocacy with other strategies to build community awareness of injustices.

While some students were somewhat dismayed by corruption and other challenges in the legal system they studied, they recognized that this was the result of political history and did not suggest that it reflected cultural inferiority. For example, many of the students who visited Cambodia and Indonesia said it made them aware of how lucky they were to live in a country (Australia) that has relatively low levels of blatant corruption, and in which inequality is less pronounced than in Cambodia or Indonesia. More generally, though, students reported that the international study programs taught them to be constructively critical of both Australia's legal system and the legal system of the country they visited, and to think about what each could learn from the other. One student was impressed by the greater degree of gender balance in the Vietnamese courts, as compared with courts in Australia. And one of the participants in the Japanese study tour wrote:

This trip has forced me to consider the similarities and differences between the Australian and Japanese approach to the legal implications of [genetic] research. In doing this I have not only developed my own understanding of the law in this area but also have become more aware of how we can learn from other jurisdictions in order to improve our own system. (Japan Reflection 2)

Beyond the extent to which the experiences increased their intellectual understanding, the students wrote extensively about the way in which the experience had contributed to their personal development. Many students reported that the experience had enhanced their capacity to be more humble and self-critical. Many students described how participation in the overseas course had caused them to carefully examine their attitudes and motivations and think more deliberately about how their behavior might affect others. One student wrote: "I was confronted with new ways of thinking that were unlike anything I had experienced before and I began to think further into my own values and what seems important to me." (Vietnam Reflection 1)

Many students also discussed confronting or challenging experiences and reflected on how these had strengthened their self-confidence and resilience. Some of the difficulties they described as taking them out of their "comfort zone" included the emotional impact of witnessing poverty and injustice; dealing with becoming ill in an unfamiliar environment; and the challenges associated with travelling to and from their placement sites on their own. Overcoming these challenges enhanced the students' sense of their own capabilities. One student wrote:

I feel that this experience has benefited me hugely, not only professionally, but as a person. It provided a great deal of room to grow, and has solidified my self-confidence. If I can climb mountains

[which the group of students did] and draft legislation, what do I have to worry about? (Cook Islands Reflection 2)

Another student described how the experience had forced her to confront her perfectionism:

Facing the reality of not meeting my own professional expectations is a huge lesson in resilience. It will happen again in the future and I'll draw upon this experience then. Things don't always go smoothly, even when you try your hardest and the best that you can do is to accept it, pick yourself up, learn from your mistakes and keep working. The perfectionist in me has absolutely freaked out these past few days and that's good. Perfectionism should be challenged. (Cook Islands Reflection 3)

The students particularly reported that the experience had enhanced their skills in communicating cross-culturally and across languages, teaching them the value of clarity, brevity and patience. Beyond verbal communication, the students also recognized that cultural competence involves learning about and respecting differences in body language, social hierarchies, dress and other customs:

Working with people from different backgrounds, culture and religions has enabled me to appreciate how powerful communication is . . . I learned the appropriate verbal and non-verbal Indonesian greetings; ways to work around language barriers (ie, in the form of hand and body language); as well as how to work sentences in both Bahasa and English in order to have meaningful conversations with my colleagues. The language barrier and cultural differences between my colleagues and myself forced me to be consciously aware of how I presented myself to my colleagues. (Indonesia Reflection 10)

Many students also commented on the significance of learning about and tasting local cuisine. They expressed initial hesitation about some foods, such as beef tongue in Indonesia and Japan, fried tarantulas in Cambodia and snake in Vietnam. However, observing the customs surrounding food made them willing to try new things and enhanced their understanding of the country's culture:

An experience I found personally confronting, and one that I will never forget, was the day that we were taken to a local restaurant and without option to refuse, served a delicacy. It was snake, nine ways! It came in the form of soup, broth, deep fried skin, seaweed wrapped and cashew nut snake. . . . I was surprised how adventurous I was with the variety of food. (Vietnam Reflection 7)

Interestingly, some of the students observed how quickly new ways of eating, dressing and communicating became normal for them. A participant in the Indonesia program commented: "The modest dress was also a factor that grew on me, and it was interesting to note how

quickly our mindsets changed and it became normalized, which a number of us observed.” (Indonesia Reflection 3)

Finally, just as a significant minority of students described the concept of “global citizenship” in idealistic terms – as a process of building empathy and a sense of interconnectedness and mutual responsibility across countries – many of the students reported that participation in the program had built their sense of connection with people from other countries. One student observed:

Directly engaging with the issues and Indonesian citizens made me hyperaware of the fact that we are all sharing a pretty common human experience despite religious and cultural differences, and good governance and democratic rights matters as much to them as it does to us. (Indonesia Reflection 11)

For many students, along with this sense of identification and connection came a deeper sense of responsibility to do what they can to contribute to addressing poverty, injustice, inequality and/or environmental damage in countries other than Australia. Many of the students also reported that the program had made them consider working overseas as part of their career progression.

3. *The Unique Value of Overseas Experiences*

Students were asked to describe the top one or two experiences they could not have gained other than by travelling overseas. They were also asked to reflect on the experiences they found most surprising, challenging or confronting.

Direct exposure to poverty, corruption and inequality had strong impacts on students. They not only observed the disparity of rich and poor but also remarked on these extremes existing side by side:

It was heartbreaking to see children living amongst the rubble of their destroyed homes knowing they received no compensation . . . I was very shocked and confronted by the experience but also incredibly glad I was able to see it with my own eyes. Now that I have witnessed these human rights violations I can no longer comfortably ignore them. (Indonesia Reflection 8)

Colleagues in host organizations helped students to make sense of the legal and social issues confronting developing countries. Students undertaking work placements gained confidence in asking questions of local colleagues about their daily lives, cultural beliefs and practices, as well as the operation of institutions in society. Students questioned their assumptions about the culture they visited, such as the role of religion within it:

I was surprised at how little religion influenced my colleagues’ opinions, world views and actions. Everyone in my office except for one

person was a practicing Muslim . . . their rationality about and disapproval of some of the religious agendas being pushed in Indonesia was surprising to me. This was a good wake-up call for me to not make assumptions that Muslims want Sharia law in all elements of society, or that Christians want their God's law governing all elements of society. (Indonesia Reflection 11)

Indonesian hosts helped students to understand the failure of regulatory bodies. Colleagues in Vietnam helped students to understand the nature of the Vietnamese criminal justice system and attitudes toward issues such as capital punishment and the context of human trafficking. Colleagues in Cambodia helped students to think about the complexities and challenges of providing aid programs to Cambodian people and of the importance of transparent legal processes, while colleagues in Japan helped students think about the ethics and regulation of biomedical research.

I found it really useful to get a sense of how things like purpose and cultural context impact on [governance and regulation]. This cultural difference is something that I probably could have learned in an academic sense in a classroom in Australia, but it somehow becomes more meaningful when you hear it from people directly *in* Japan. . . . (Japan Reflection 1)

Students greatly valued opportunities to develop relationships with local people, especially those close to their age, which many hoped to foster through ongoing contact by email and social media. Contact with law students in developing countries revealed the sacrifices many students and their families made to attend university. This prompted Australian students to reflect on their attitudes to their own education:

[L]istening to their stories, we gained an idea of just how dedicated, hard-working, enthusiastic and motivated the students are to learn and make a better life for them and their families. It really opened my eyes to how lucky I am to be living in Australia and have the opportunity to attend university like I do. (Vietnam Reflection 5)

Students observed the commitment of local lawyers and other workers serving disadvantaged people in their communities:

[The] lawyer told me he regularly slept in the office to ensure he could meet his workload and he wasn't getting anywhere near the salary he could earn in a commercial law firm - I saw their overarching sense of purpose to help the poor and vulnerable. This has been a significant cause for me to reflect and assess why I chose the field of work I did. (Indonesia Reflection 12)

Students discussed how their overseas experiences helped them to think about issues from a non-Western-centric point of view. Although they acknowledged that they did not always completely under-

stand or accept some of the different values and ways of doing things in the country they visited, they generally appreciated the opportunity to reflect on such diverse issues as trial procedure and human trafficking of girls and women in Vietnam, the effectiveness of regulation of environmental degradation in Indonesia and the promotion of voluntourism in Cambodia.

Students who participated in placements described the unique opportunities to do practical, hands-on work, and also reflected on the limitations of trying to “do good” as law students in a foreign context. Students also appreciated the experiences that they could never have had in Australia, including visits to embassies, overseas universities, courts and cultural institutions.

4. *Factors that Hindered Learning*

Students were asked what factors hindered their learning experience while they were overseas, and were explicitly requested to consider both internal (personal) and external factors. Language was the most commonly cited hindrance. Students articulated this challenge both as an internal one (because the student was unable to communicate) and as an external one (because local information and experiences were inaccessible to the student).

The language barrier is always a hindrance to understanding. I sometimes struggled to grasp what my mentors were trying to explain. I could not understand what the parties were saying during all the court cases which made it impossible to follow what was going on. (Indonesia Reflection 8)

At the same time, finding strategies to communicate in spite of language difficulties provided an important learning experience. Many students reported that they learned the importance of being brief, clear and patient. The experience also taught many students the value of putting effort into learning the language of countries they visit, to the extent that they can:

In the future when travelling overseas in an academic context I will put more effort into learning some more complex phrases not only to help myself be understood but also to show respect towards my hosts. (Japan Reflection 2)

More specifically in regard to internal hindrances, some students found it difficult to overcome what they felt were personality traits of introversion and shyness. Others expressed apprehension about needing to confront, in a “real” environment, their self-expectations of perfection. This was especially difficult for some because they recognized that in these new situations it was impossible to be perfect all the time. These concerns were coupled with related fears of under-

performing in the eyes of their hosts as well as of their course coordinator.

That was pretty unsettling and I now realize that I was so troubled by this because 1) I didn't want to disappoint anyone in [my internship] with the quality of my work and 2) the thought of my work falling below my own standards or [the Course Coordinator's] is pretty distressing. [. . .] I think it was the constant feeling of isolation [in my internship] – and here is where things may become more specific to law students – my competitiveness, or need to perform/prove myself; however you want to describe that highly functioning streak that many law students have, and the anxiety that can accompany it. (Cook Islands Reflection 3)

In regard to external factors, there were three main areas where students felt hindered. The most common involved becoming ill while overseas due to the stresses of travel and exposure to food-borne diseases. A second common external hindrance concerned the relatively short length of the stay.

I think the externship was way too short. I felt like by the time I had become settled into [my host organization], I had to say my good-byes. I felt as though I could not complete any worthwhile research for [my host organization] in this time. (Indonesia Reflection 3)

A third and related challenge involved the demands of the students' schedules. To make the most of shorter trips, the daily itineraries were often very full. While this maximized students' experiences, it also tired them and sometimes made them feel that they did not have the ability to adequately reflect on all that they were experiencing.

The only thing I can think of is that sometimes my exhaustion maybe hindered my attitude (hopefully not displayed outwardly). Sometimes it was hard to take a lot of initiative, be creative, etc. etc. when so tired. Some more free time would have been nice! Time to recoup, recharge, write this reflection and assignment. . . Yikes! It was so busy and full on! One day off in the two weeks would have been good. (Indonesia Reflection 11)

Students also had to cope with busy and chaotic cities with lengthy traffic delays. The sheer number of people in some cities caused some students to feel claustrophobic, and other students were fearful of developing illnesses from pests such as mosquitos. Many students reported discomfort from high temperatures and humidity, but they felt they were able to adjust and surmount these challenges.

VII. DISCUSSION

The aim of this article is to contribute to scholarly debates as to the value of overseas study courses as a means of furthering global

citizenship education for law students. We have pursued this aim by analyzing 39 law students' journals, reflecting on their experiences in five intensive overseas work and study courses. A limitation of our research is that the students' journals reveal their thoughts and insights soon after their return to Australia. Follow-up studies with the students would help to show how the international experiences influence their attitudes, behavior and career development over the longer term.

The reflections nonetheless provide valuable insights. Much of the relevant literature focuses on a perceived tension in global citizenship education between "neoliberal cosmopolitanism" (instrumental approaches that focus on enhancing students' employability) and "critical democratic cosmopolitanism" (more critical approaches that seek to enhance students' understanding of, and engagement with, cultural diversity and political and economic inequality). Recently Lilley, Barker and Harris have argued that these two approaches need not necessarily be in tension, because the skills developed through courses that take a more critical approach to teaching global citizenship are highly valued by employers. Lilley, Barker and Harris therefore encourage scholars working in this field to focus their inquiry on how global citizenship education can simultaneously enhance students' ability to gain work on graduation and build their cultural and political awareness.

Here, the students' reflective journals lend further weight to the thesis formulated by Lilley, Barker and Harris. Rather than reporting a tension between the way the international experience had challenged them to reflect on global inequality and their desire to use the experience to enhance their employability, the students instead tended to merge the concepts of "global citizen" and "global lawyer" such that, for them, the two concepts encapsulated similar skills and character traits. Further, those students who explicitly framed their discussion of the concept of "global lawyer" around their desire to enhance their employability also demonstrated through their reflections that the international study experience had caused them to question their own cultural and political assumptions and to reflect deeply on issues of inequality and injustice.

The existing literature indicates that well-designed overseas educational experiences have the potential to powerfully advance the educational goals of critical democratic cosmopolitanism. To the extent that this literature documents student perspectives, it primarily focuses on students in disciplines other than law. Our study demonstrates the relevance of these earlier findings to law students, who report that immersion in a foreign country gave them considerable

insight into how another society responds to its legal and social challenges, in a way that could not have been achieved in a classroom in Australia.⁵⁶ The students found aspects of the international experience emotionally challenging or disorienting, yet their reflections suggest this emotional intensity enhanced rather than undermined their intellectual learning.⁵⁷ The students' journals evince a relatively rich understanding of the way the relevant laws operate in practice in the host country, including a sense of the tension between the law as written and the law as practiced, as well as an understanding of the complexity associated with resolving disputes involving competing values and interests and, in some contexts, competing sources of authority and rule-making.⁵⁸ The students' reflections also indicate that the overseas experiences enhanced their skills in critical thinking, pushing them to question previously-held assumptions and to critically reflect on what they regard as positive and negative about Australian society and Australia's legal system, in addition to the society and legal system of the host country.⁵⁹

Consistent with the wider literature, the students' reflections indicate that most found the overseas study to be a transformative personal and professional experience.⁶⁰ The students primarily identify the terms "global citizen" and "global lawyer" with open-mindedness and receptivity, and they report that the international experiences made them strongly aware of the value of respecting and learning from other cultures and ways of thinking, rather than assuming their home country's culture and assumptions are necessarily superior.⁶¹ Although they do not always describe it in these terms, almost all of the students' journals provide examples of ways in which the experience challenged some of their previously held assumptions and biases,⁶² particularly as they grappled with complex ethical issues, many of which challenged their sense of their own identity.⁶³ They also discuss in their journals how the challenge of communicating across lan-

⁵⁶ See also Edmonds, *supra* note 8, at 554, 560.

⁵⁷ See also Bamber, *supra* note 1, at 40.

⁵⁸ See also Mitchell et al., *supra* note 2, at 84; Saul & Baghoomians, *supra* note 2, at 285.

⁵⁹ See also Berman, *supra* note 2, at 171, 178-9, 182; Saul & Baghoomians, *supra* note 2, at 284.

⁶⁰ See also Mitchell et al., *supra* note 2, at 89; Saul & Baghoomians, *supra* note 2, at 304.

⁶¹ See also Berman, *supra* note 2, at 178-79; Edmonds, *supra* note 8, at 554; Hendershot & Sperandio, *supra* note 8, at 46; Zhai & Scheer, *supra* note 8, at 23, 25.

⁶² See also Berman, *supra* note 2, at 171; Edmonds, *supra* note 8, at 553; Hendershot & Sperandio, *supra* note 8, at 46, 51; Mitchell et al., *supra* note 2, at 84.

⁶³ See also Edmonds, *supra* note 8, at 554; Lilley et al., *supra* note 7, at 8; Mitchell et al., *supra* note 2, at 83; Saul & Baghoomians, *supra* note 2, at 296.

guage barriers taught them to listen more attentively and to think carefully about how to use culturally appropriate body language and simple phrases to communicate in a respectful and effective manner.⁶⁴ Most students also discuss how overcoming the challenges they faced during the overseas experience increased their self-confidence and sense of their own efficacy.⁶⁵ Consistent with the wider literature, a significant minority of the students reported the experience had given them a strong sense of empathy and connection with the members of the communities they visited,⁶⁶ and that this had significantly increased their desire to do what they can to help address issues of inequality, injustice and/or environmental degradation on a global scale, as well as back in Australia.⁶⁷

Insights from the students' reflections also contribute to discussion of how to best design international study experience courses to enhance global citizenship, particularly by strongly affirming the value of deliberately arranging "culturally disorienting" educational experiences, which challenge students to re-think their assumptions and build their resilience to handle unfamiliar situations. Although considerable effort was put into pre-trip preparation—to encourage students to be aware of the challenges ahead—and significant time was spent building supportive student cohorts and providing students with individual support when needed, the great majority of students reported that they found the overseas experience profoundly challenging. However, most students made clear that the experience was also empowering, as most felt they had built their resilience and confidence by overcoming the challenges they faced. This reinforces the need to strike a balance between supporting students and allowing them to experience disequilibrium, disorientation and cognitive dissonance, as responding to these experiences can build their skills and encourage them to rethink previously held assumptions. The high quality of analysis in the students' reflections (which were graded on a Pass/Fail basis) also supports suggestions in the literature that for these kinds of courses there is value in reducing the focus on grades, to free up students to identify for themselves what they want to take from the overseas experience. Students' comments on the factors that hindered their learning are also informative, highlighting the need for careful

⁶⁴ See also Berman, *supra* note 2, at 171, 174, 178-79; Hendershot & Sperandio, *supra* note 8, at 50; Mitchell et al., *supra* note 2, at 84.

⁶⁵ See also Berman, *supra* note 2, at 178-79; Edmonds, *supra* note 8, at 560-62, 566; Zhai & Scheer, *supra* note 8, at 25.

⁶⁶ See also Berman, *supra* note 2, at 177-78; Edmonds, *supra* note 8, at 553-54, 566; Hendershot & Sperandio, *supra* note 8, at 46; Zhai & Scheer, *supra* note 8, at 25.

⁶⁷ See also Mitchell et al., *supra* note 2, at 82; Hendershot & Sperandio, *supra* note 8, at 51.

planning to allow students sufficient time to rest and to reflect on the international experience.

CONCLUSION

It is important to acknowledge that overseas experiences are not the only way to internationalize the law curriculum or to develop global citizens and global lawyers.⁶⁸ At present, due to funding restrictions and other barriers, only a limited portion of Australian law students have access to such opportunities and further work remains to be done to ensure students who do not have access to such opportunities might reap similar benefits.⁶⁹ Nonetheless, the law students' journals reinforce earlier findings that, for those fortunate students who do study overseas, even relatively short periods of international study or work placement can be profound educational experiences,⁷⁰ motivating students to become more open-minded, self-critical and reflective in their thinking, and more confident, respectful and empathetic in their interactions with people of different cultures. Rather than identifying a tension between their ambition to become global lawyers and the responsibilities associated with global citizenship, students instead frame their understanding of global lawyering in terms of positive global citizenship.

⁶⁸ BENTLEY & SQUELCH, *supra* note 26, at 33-45.

⁶⁹ See Salter & Halbert, *supra* note 5.

⁷⁰ Edmonds, *supra* note 8, at 555; Hendershot & Sperandio, *supra* note 8, at 49, 52.

APPENDIX 1

GUIDANCE FOR STUDENT REFLECTIVE JOURNALS

The journal is your opportunity to document and reflect on your experiences and learning. It incorporates your pre-trip thoughts and expectations, what you learned and experienced during your time overseas, and your overall reflections on your personal, professional and scholarly development.

Before you go overseas: In one or two pages, please write short responses to the following questions and submit your document as requested by your course coordinator(s).

- What are your personal and educational expectations for the overseas experience?
- What are you most looking forward to in relation to this opportunity?
- Do you have any particular worries about going overseas?
- What personal characteristics or competencies do you have that will help you cope with the new experiences in a different cultural context?
- What personal characteristics or competencies do you hope to develop to help you cope when you are working in a different cultural context or with people from a different culture?

During your overseas trip and after you return home: In up to 10 pages, use your journal to reflect on the following questions:

- What does the notion of becoming a global citizen or a global lawyer mean to you?
- In what ways does this overseas experience contribute to your development as a global citizen or global lawyer? What knowledge (eg, about law and culture in a different country), skills (eg, problem solving skills, communication skills) and attributes (eg, ways of thinking) did you develop? How?
- Reflecting on your personal and professional development, what were the top one or two experiences or learnings you gained from this experience that you could not have gained other than by traveling overseas?
- What challenged, surprised or confronted you the most?
- What were factors that hindered your learning experience while you were overseas? Consider both internal (personal) and external factors.