


Chapter 1

The Roles of Personalized Learning and Service Learning in Developing Students' Self-Leadership and Global Citizen Education

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ABSTRACT

This book chapter scrutinizes the relationship between student self-leadership and global citizenship education in higher education using a mixed-methods design. The qualitative phase involves focused-group interviews with students and teachers, using content analysis to identify themes and patterns of the studied concepts. This phase uncovers diverse standpoints and effective instructional methods. The quantitative phase surveys 225 students to measure the direct and indirect effects of personalized learning and service learning on student self-leadership and global citizenship education, employing Hayes' moderation analyses. Findings determine

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how the student's self-leadership influences their global citizenship development and highlight the critical roles of personalized learning and service learning. Funded by FPT Education in Vietnam, this research provides actionable insights for educators and administrators to cultivate globally aware and responsible citizens through innovative educational practices. This study underscores the importance of integrating self-leadership, personalized learning and service learning to enhance student development and global citizenship.

INTRODUCTION

In the ever-changing field of higher education, the relationship between student self-leadership and the development of global citizen ideals is a fundamental component of the 21st century educational paradigm (Westover, 2016). Education establishments must produce students who are not just exceptional in their disciplines but also exemplify the values of global citizenship education (GCE) as the globe grows more linked (Hyman, 2013). This investigation explores the complex relationship between the broad principles of GCE and students' self-leadership (SSL), which is defined by traits like autonomy, resilience, and initiative. The book chapter goes beyond the typical academic focus to explain how equipping students with self-directing abilities can act as a spark for the growth of a more global perspective, one that embraces the obligations that come with being a global citizen and transcends national boundaries. Our objective is to offer educators, administrators, and scholars significant insights on efficacious teaching practices by investigating the complex relationships between SSL and GCE. A framework for education that not only conveys information but also gives students the skills to navigate different cultural landscapes and make meaningful contributions to a global society is necessary given the changing nature of vocations and the global challenges we confront.

By combining empirical research, theoretical frameworks, and real-world applications, the writers hope to add to the current conversation about how to better prepare students for the complexity of today's globalized world. By doing this, we ignite a fresh dedication to supporting students' growth as responsible, socially conscious global citizens in addition to their academic achievement. Specifically, it looks at the innate relationship that Tzortzaki (2022) describes between helping students grow their sense of GCE and helping them develop SSL skills. By examining this mutually beneficial relationship, the chapter seeks to clarify how developing leadership qualities contributes significantly to the development of responsible and globally aware citizens in addition to empowering individuals (Ratnawati et al., 2022).

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