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Abstract

Conceptions of education that fragment content and process and that compartmentalize learning may not produce globally conscious citizens. Thus, educational policies that attend to both content and process, as well as to the local and global, are more likely to foster citizens who are able to function successfully in a world characterized by complex global challenges. Multidimensional citizenship developed through an international partnership among Hungarian, Ukrainian, and American educators offers a case in point of how higher education can embrace a global dimension and expand professionalism in this new century. (HRK / Abstract übernommen) Kubow, Patricia K., E-Mail: pkubow@begnet.bgsu.edu; Crawford, Suzanne H., E-Mail: scrawfo@bgsu.edu