More INTER than CULTURAL:
HOW GLOBALLY NETWORKED LEARNING CAN BRIDGE OUR DIVIDES

Matt Bakker, Loes Damhof, Janine DeWitt & Terry Graham
Globally Networked Classrooms (GNCs)

- In GNCs, students and faculty in different parts of the world share common learning spaces, spanning institutional contexts and national boundaries and supporting intercultural learning.

- *Internationalization at home*: online intercultural exchange; virtual exchange; virtual mobility collaborative online international learning (de Wit 2016:91)
Two globally networked courses

1. Human Rights

2. The Global Village
GNCs praised as a “social justice solution”…

- **Skill development** for students who will study abroad
- **Experiential learning** for students without interest, time, money or legal authorization
- **Builds partnerships between institutions** for both faculty and students
Many different types of GNCs are possible....

- Evaluation of student work
- Length of collaboration
- Interdependence of assignments
- Role of instructor

(DeWitt, Damhof, Oxenford, Schutte & Wolfensberger 2015)
The view from Hanze University of Marymount University
What technologies do we use to connect?

- Synchronous sessions - web conferencing: WebEx
- Students groups: Google Hangout, Skype, Facebook
- Student presentations in Voicethread, Powerpoint, & video
- Different tasks call for different communication channels:
  - Email? – Whatsapp? – GroupMe? - Facebook?
  - Google Docs? - Google Drive? - Snapchat?
ABOUT OUR COURSES
• Human rights across North America: Intellectual exchange across borders

• Networked sessions sharing perspectives on key topics: migration; human trafficking; terrorism and counter-terrorism; future prospects for human rights

• Group projects involving mixed teams examining a contemporary human rights issue and designing an intervention
Human Rights – from comprehension to critical thinking

• Students learned about topic by engaging across the border

• Instructors’ different perspectives and theoretical positions served as a productive force

• We came to see that, by openly airing our disagreements, we were modeling the critical thinking process for our students
Human Rights – modifications for future semesters

- More time and attention to group projects
  Start earlier and give class time to bond and begin work

- Additional tech tools
  Allow students to use their own preferred social media channels to communicate outside the classroom
Global Village  Hanze UAS – Marymount University  2012-2017

• Globalization & intercultural communication: Place-based & experiential learning

• Connecting students 3 ways:
  Synchronous sessions, campus groups, intercultural teams

• Increasing complexity of projects

• Increasing interdependency of teamwork
Global Village - sequenced assignments

Globalization Timeline

Teams connect by **building common ground** when completing introductory assignments.

Photo Essays

Teams **strengthen intercultural relationships** by coordinating research plans.

Final Presentation

Teams work together to **produce a joint product** as an intercultural team.
Global Village – reflections and insights

- Importance of common ground **before** reinforcing difference (van Asperen)
- Focus on developing relationships
- Foundation of trust
MORE INTER THAN
CULTURAL:
REVISITING THE CONTINUUM
Two globally networked courses

1. Human Rights
   ITESO University

2. The Global Village
   Marymount University

Hanze UAS
Revising our expectations…

Cross-cultural Exchange  Intercultural Collaboration

Play with borders & boundaries

- **International** students (countries)
- **Interdisciplinary** (subjects)
- **Intersectionalities** (social identity)
What we learned from teaching in GNCs

- **Role modeling** plays a role for both course content as well as process:
  - Human Rights: considering multiple perspectives on issue
  - Global Village: learning about intercultural collaboration, global interdependence

- **Course design** should begin with common ground. Differences will emerge but how you start the conversation is important.

- **Building relationships** forms the basis of the process of learning between faculty and students, and among students

- **Value of co-teaching**: Reflection process makes it possible to understand classroom dynamics and improve effectiveness.
Why bother with GNCs?

- Global imaginary - global citizenship = sense of being connected to others in the world you may never meet
- Empathy in the digital age
WANT TO START A GNC?
Ask LOTS of questions……

- What programs or courses are positioned for GNL?
- Which university partnerships would work best?
- Which faculty are well-suited to this kind of teaching?
- What types of support can the university offer to ensure faculty succeed?
- Commitment -- sustainability?
Thanks to the organizations supporting our efforts

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THANK YOU