

More INTER than CULTURAL:

HOW GLOBALLY NETWORKED LEARNING CAN BRIDGE OUR DIVIDES

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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

2. The Global Village

Hanze UAS

1. Human Rights

Marymount University

ITESO University

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

- **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

2. The Global Village

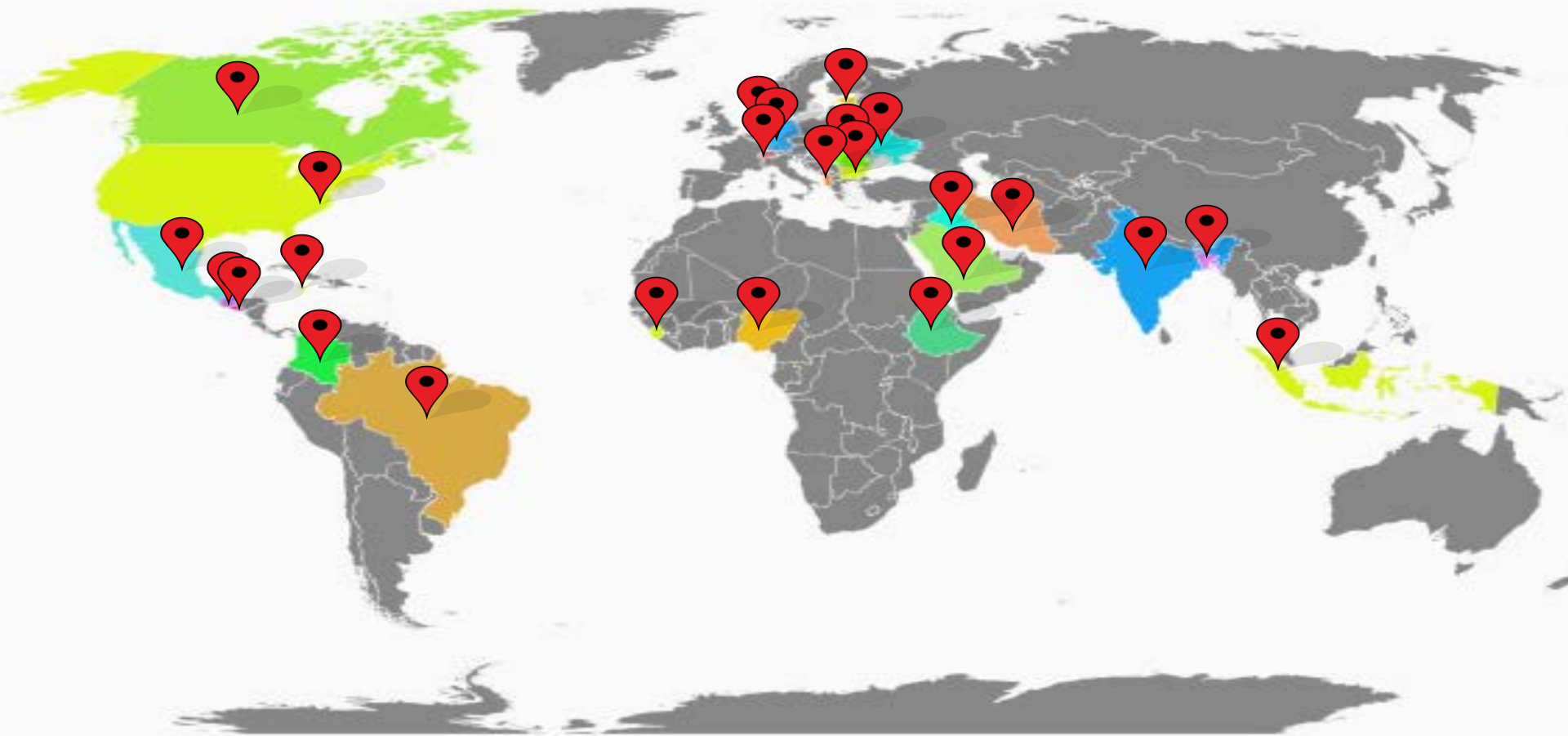
Hanze UAS

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Revising our expectations...



Play with borders & boundaries

- **Inter**national students (countries)
 - **Inter**disciplinary (subjects)
- **Inter**sectionalities (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.

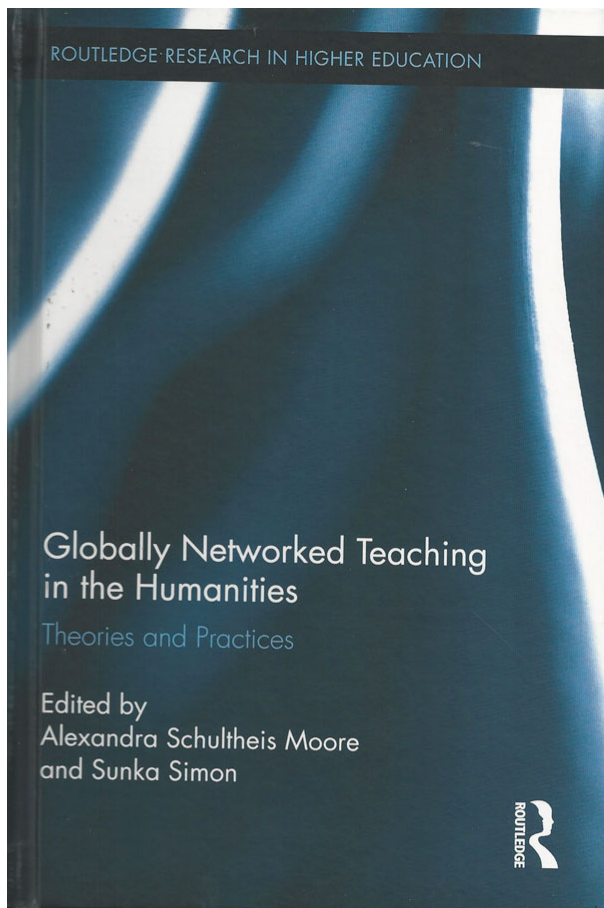
Why bother with GNCs?

- Global imaginary - global citizenship = sense of being connected to others in the world you may never meet
- Empathy in the digital age

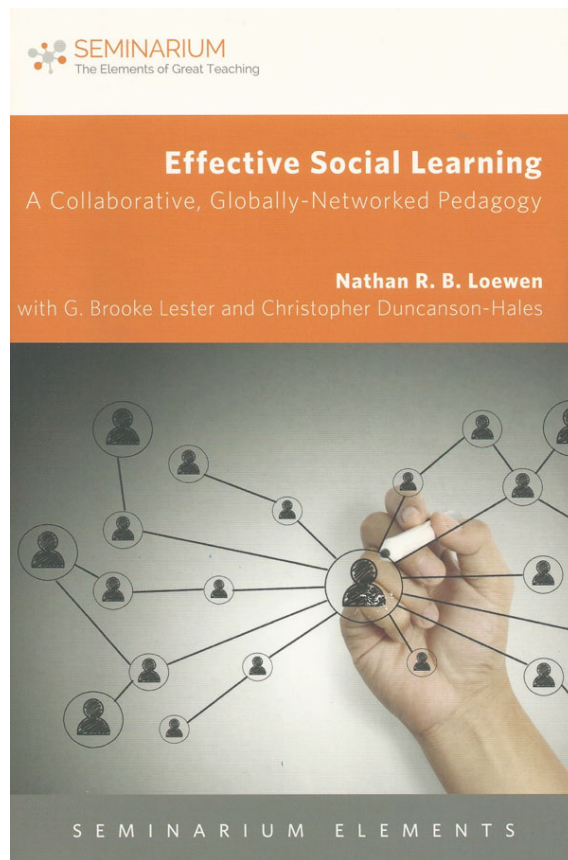
WANT TO START A GNC?

Ask LOTS of questions.....

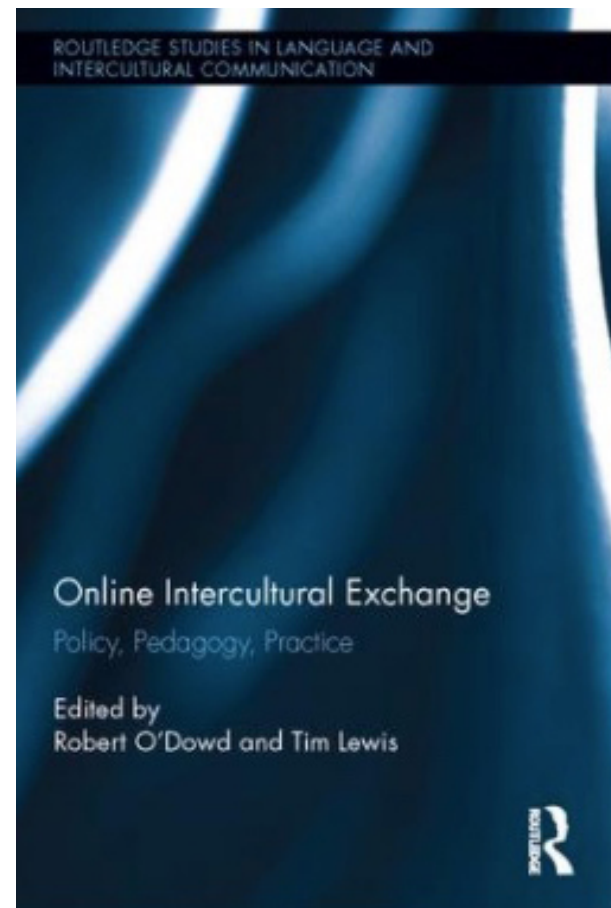
- What programs or courses are positioned for GNL?
- Which university partnerships would work best?
- Which faculty are well-suited to this kind of teaching?
- What types of support can the university offer to ensure faculty succeed?
- Commitment -- sustainability?



COIL – SUNY Global Center



Virtual Team Teaching Network



Uni-Collaboration

Thanks to the organizations supporting our efforts

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**Thanks to our students
for their adventuresome
spirit!**

THANK
YOU

