

# MAKING IT REAL: IMPROVING OUTCOMES WITH FLIPPED EXPERIENTIAL LEARNING

Kristin Dean, Denise Blunn, Massimo Rosati – CAPA Global Education

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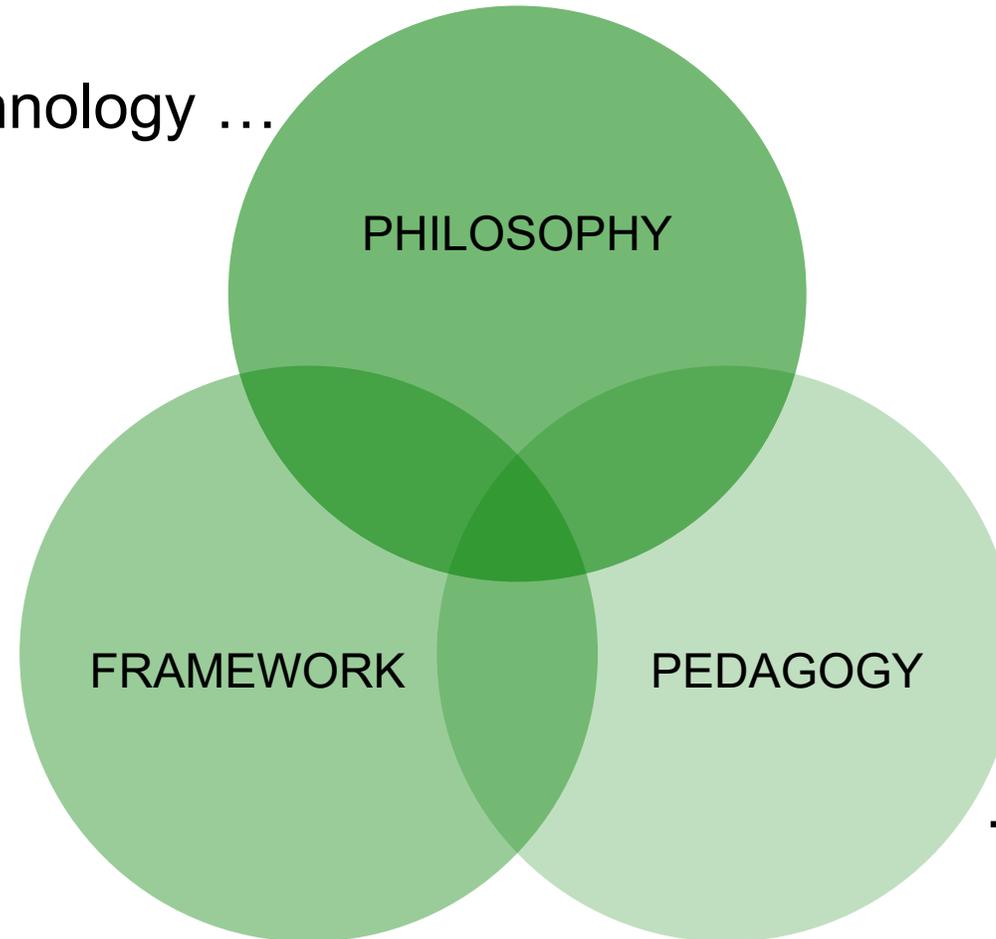
# TODAY'S SESSION

- ✧ What is Globally Networked Learning (GNL)?
- ✧ What are your cross-border flipped learning challenges?
- ✧ How can a framework for developing instructional narratives support learning outcomes?
- ✧ What do you need to set up your VLE and other tools?

# What is Globally Networked Learning (GNL)?

# GLOBALLY NETWORKED LEARNING (GNL)

Enabled by technology ...



...fulfilled by humans



What are your cross-border flipped learning challenges?

# CROSS-BORDER FLIPPED LEARNING CHALLENGES

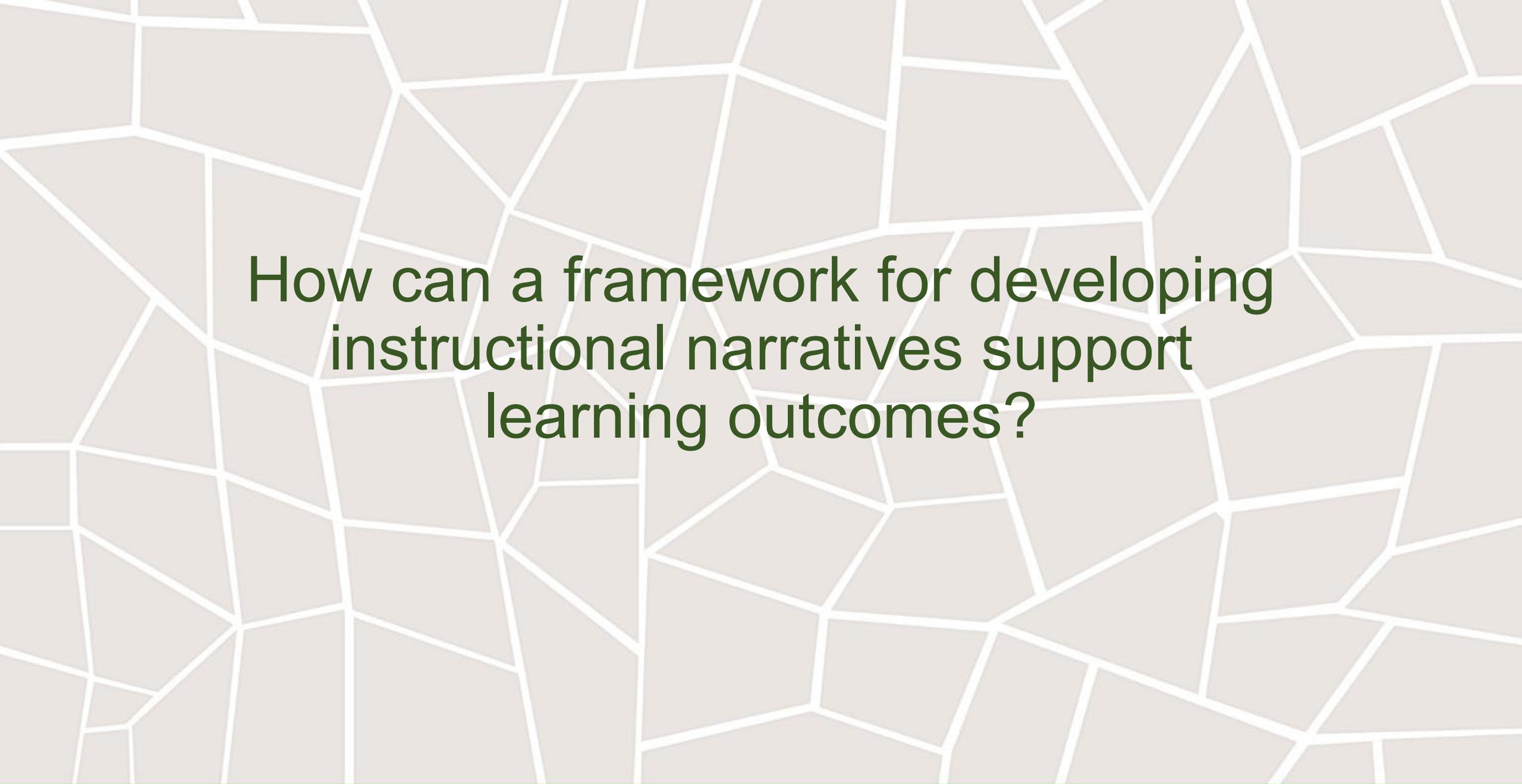
**Some of the students just don't do the work before class...**

**Finding suitable materials for my discipline is difficult...**

**We just don't have the level of technology needed or the budget to upgrade or buy new applications...**

**Technology issues make delivering anything complex just too disruptive...**

**I'm not sure the amount of work you need to develop and manage resources is worth the effort...**



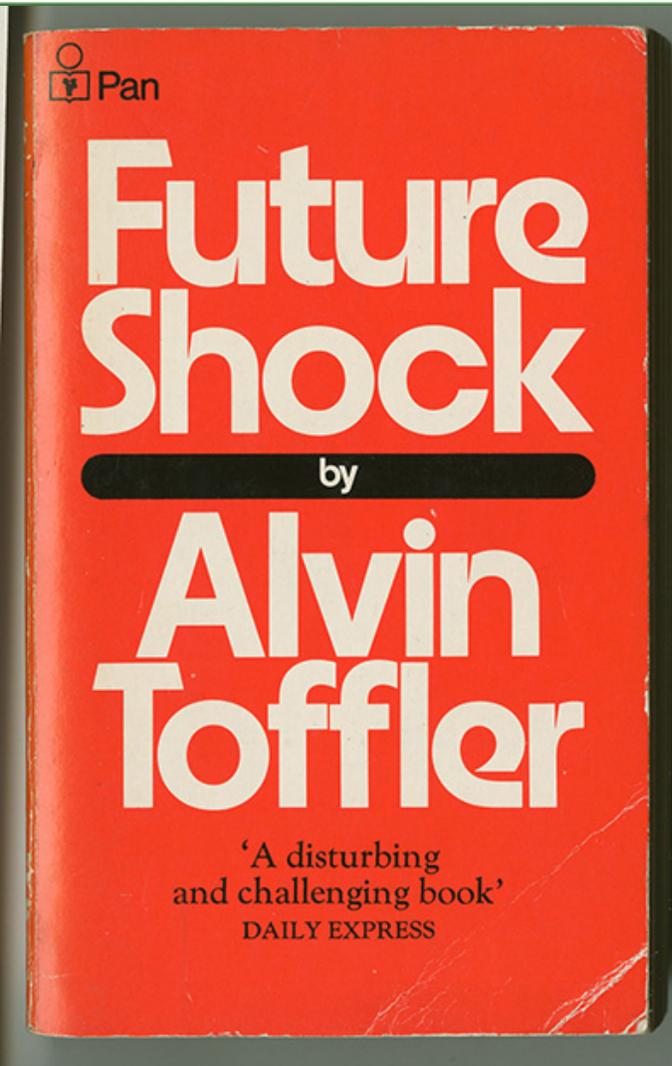
How can a framework for developing instructional narratives support learning outcomes?

# DEVELOPING YOUR CROSS-CULTURAL NARRATIVE



- ✧ Why use a narrative?
- ✧ How does experiential learning and liminal processing underpin successful learning?
- ✧ How do VLEs enable and enhance a cross-border story?

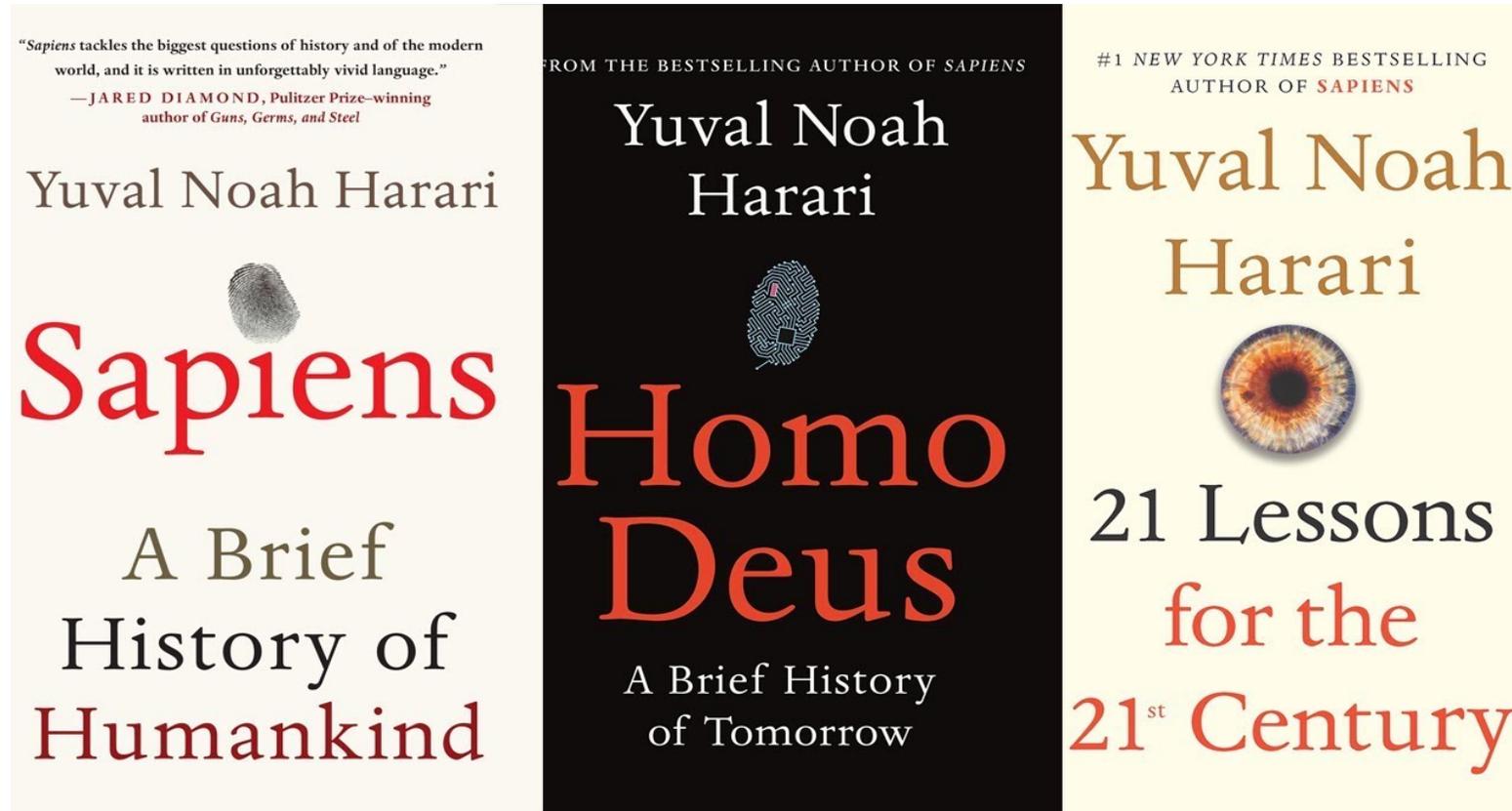
# A NEW WAY OF FACILITATING LEARNING?



“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

*Toffler, A. (1970). Future Shock, p. 375*

# THE POWER OF STORYTELLING ...

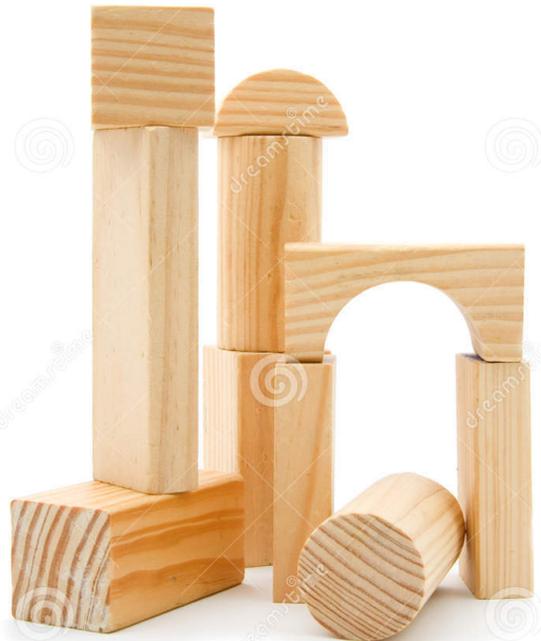


# THE ART OF STORYTELLING ...

“...half the art of storytelling to keep a story free from explanation as one reproduces it...

The most extraordinary things, marvelous things, are related with the greatest accuracy, but the **psychological connection of events is not forced on the reader**. It is left up to him to interpret things the way he understands them, and thus the **narrative achieves an amplitude that information lacks.**”

*Benjamin, W. (1968). The Storyteller. In Illuminations: Essays and Reflections, p. 89*



# ... FOR LEARNING



“... **storytelling creates a learning situation.** It allows our minds to think outside the box of our own experiences and to **develop creative ways to problem-solve.** it also allows us to identify with the theme and character of the story and to see their way of thinking. Through this process, **one’s own errors in thinking tend to be realized.**”

*de Freitas, S., & Oliver, M. (2006), p. 197*

# THE VALUE OF DIEGESIS

- Platonic origin but now also cinema and film term
- An 'internal world' and the experiences of its characters are revealed explicitly through narrative
- Includes all the parts of the story, both those that are and those that are not actually shown on the screen



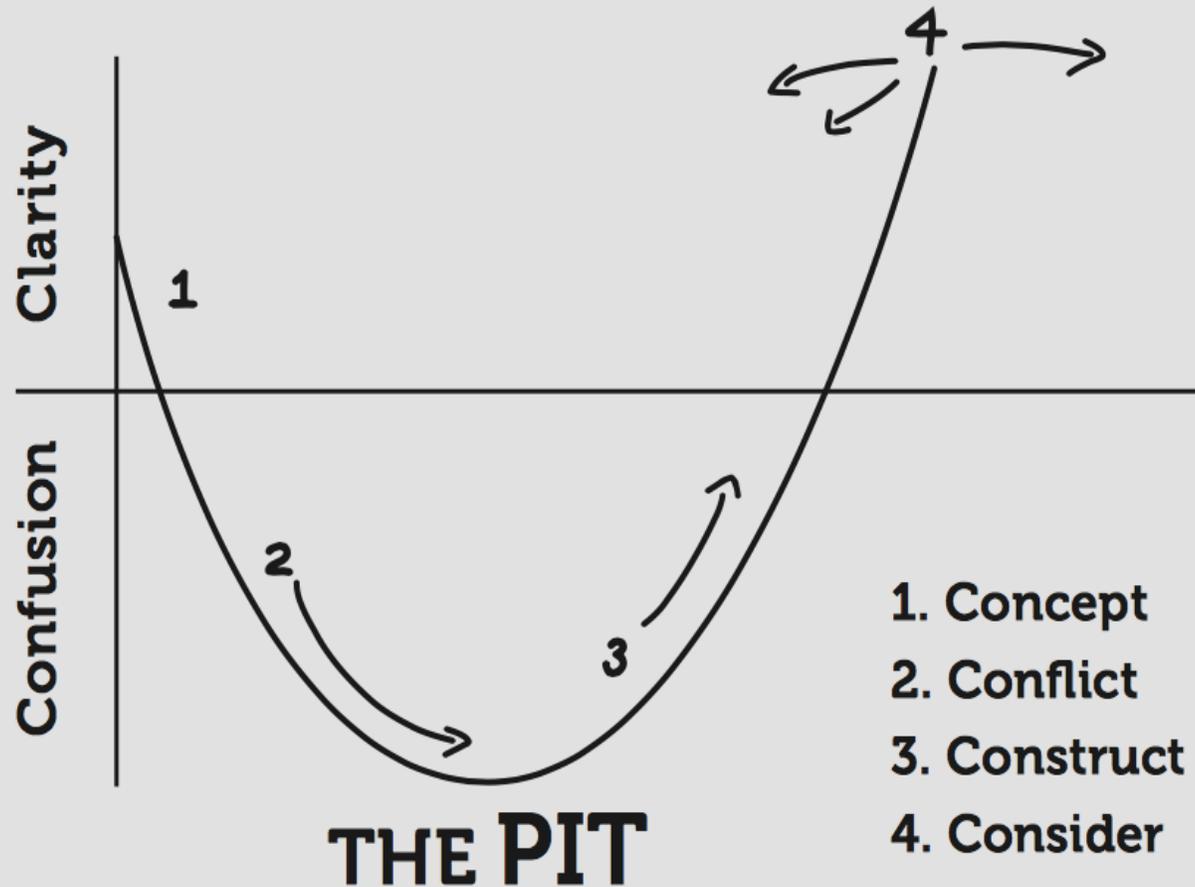
# THE BENEFITS OF USING A NARRATIVE FRAMEWORK FOR LEARNING?

- **COMPELLING** “Everyone enjoys a good story. We identify with the characters, and wait breathless as the plot unfolds... until the story reaches its climax.” (Levinson, 2006)
- **AUTHENTIC** “... how people understand the world they live in and they serve as a way of communicating that understanding to others?” (Avraamidou & Goedhart 2017)
- **EXPERIENTIAL** “... puts students at the center of the learning process, with professors acting as coaches.” (Ganesh & Sun, 2009)
- **LIMINAL** “... a transformed internal view of subject matter, subject landscape, or even world view.” (Meyer & Land, 2005)



# THE LEARNING PIT

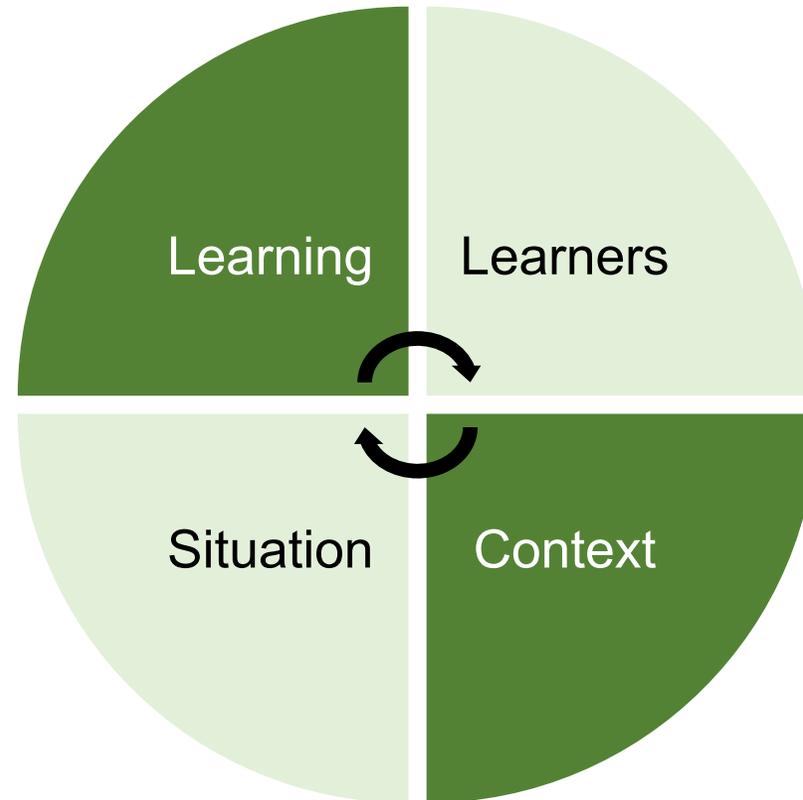
## The Learning Challenge



1. Confusion and apprehension
2. Moving forward and leaping into the Pit
3. Overcoming obstacles and making mistakes
4. Achievement and resilience

Nottingham (2010)

# NARRATIVE FRAMEWORK FACTORS



Adapted from de Freitas, S., & Oliver, M. (2006)

# MAKING IT WORK...

- ❖ **NARRATIVE DEVELOPMENT** Being part of the story
- ❖ **SCAFFOLDING** Supporting each other's learning, using others' achievements to drive their own
- ❖ **EXPERIENTIAL** Undertaking real world tasks as part of real challenges derived from real world potential 'fuzzy' scenarios requiring complex decision making
- ❖ **IMPROVEMENT** Understanding what went well, what could be even better next time immediately and from peers in their group and others
- ❖ **DEEP LEARNING** Successfully overcoming challenges and adapting to complexity and uncertainty





# Designing learning activities and assessments

# DESIGNING LEARNING ACTIVITIES AND ASSESSMENTS

- ✧ Key design factors
- ✧ Types of online activities and assessments
- ✧ Student co-production
- ✧ Faculty development

# WHAT STUDENTS WANT ... CONTROL, ACCOUNTABILITY AND PERSONALIZATION

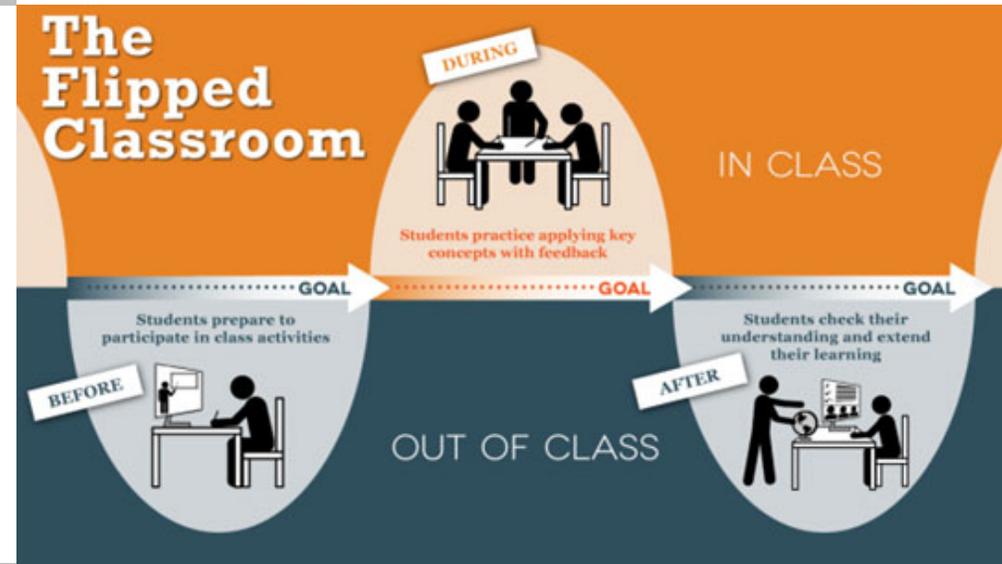


- **CLARITY** Clear learning objectives stated from the beginning, giving ongoing guidance to help meet goals (Lynch, 2016)
- **QUALITY** Clear, well designed and audio-video enriched teaching materials (Lynch, 2016)
- **COACHING** Peer, informal interaction with instructors (Pastorino, 2006)
- **INTERACTION & MOTIVATION** Engaged person-to-person or using response technology to allow own input for discussion (Lynch, 2016)
- **AUTHENTICITY** Connect lessons to real life through examples (Meyers and Price, 2010)
- **CO-PRODUCTION & IMMERSION** Students feel they are included in a personalized learning process (Lynch, 2016, Hartman, 2010)

# HARD DESIGN FACTORS TO STAY FOCUSED ON ...

✓ Careful  
planning &  
gradual  
application

✓ Technological  
issues



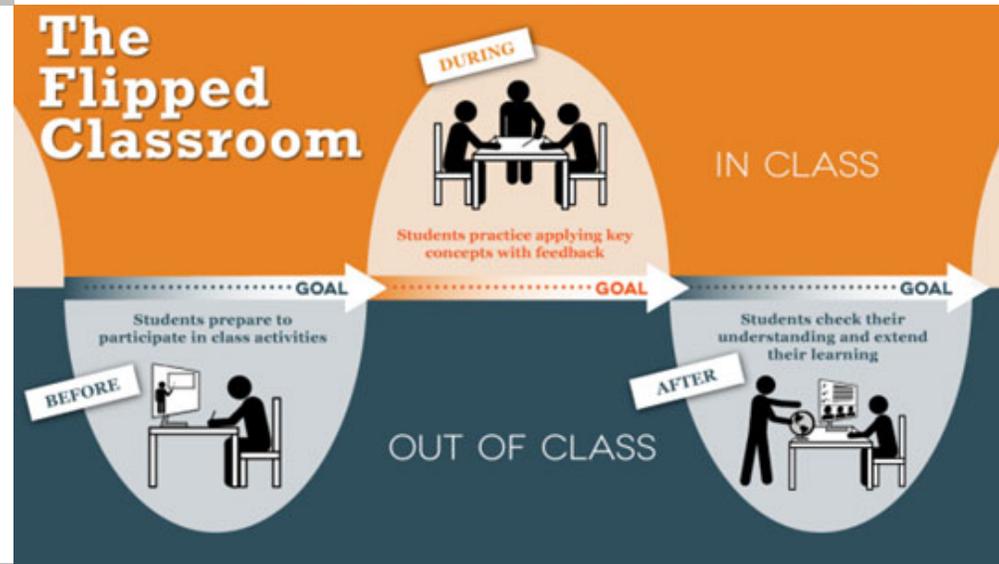
✓ Class seating  
layout

✓ Multiple  
teaching tools &  
personalized  
learning

# SOFT DESIGN FACTORS TO STAY FOCUSED ON ...

✓OUTCOMES

✓SCAFFOLDING

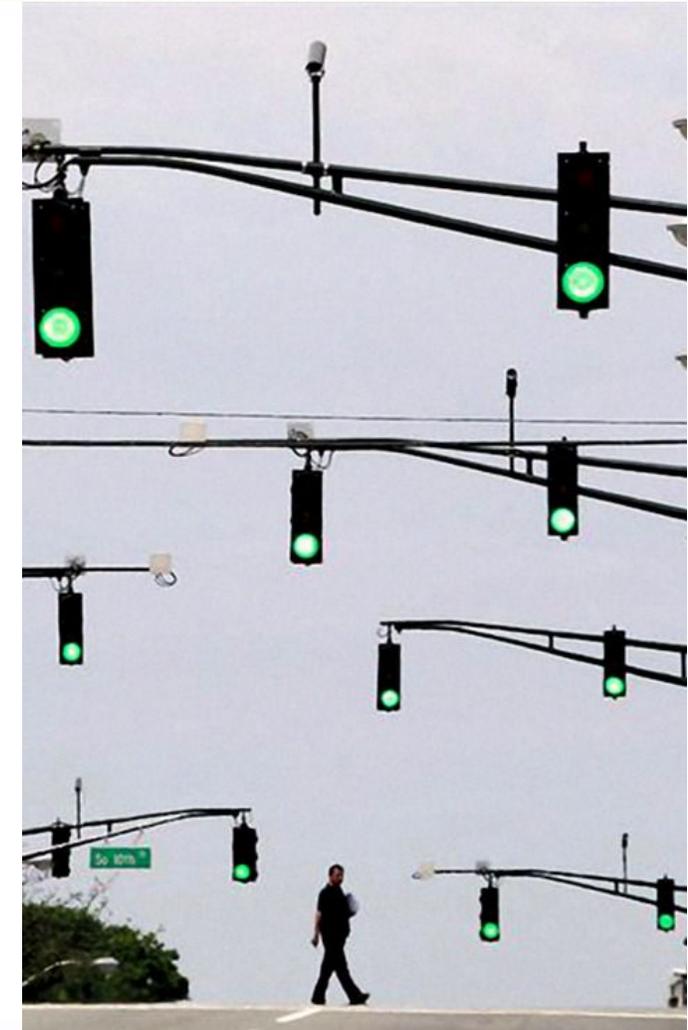


✓AUTHENTICITY

✓FEEDBACK

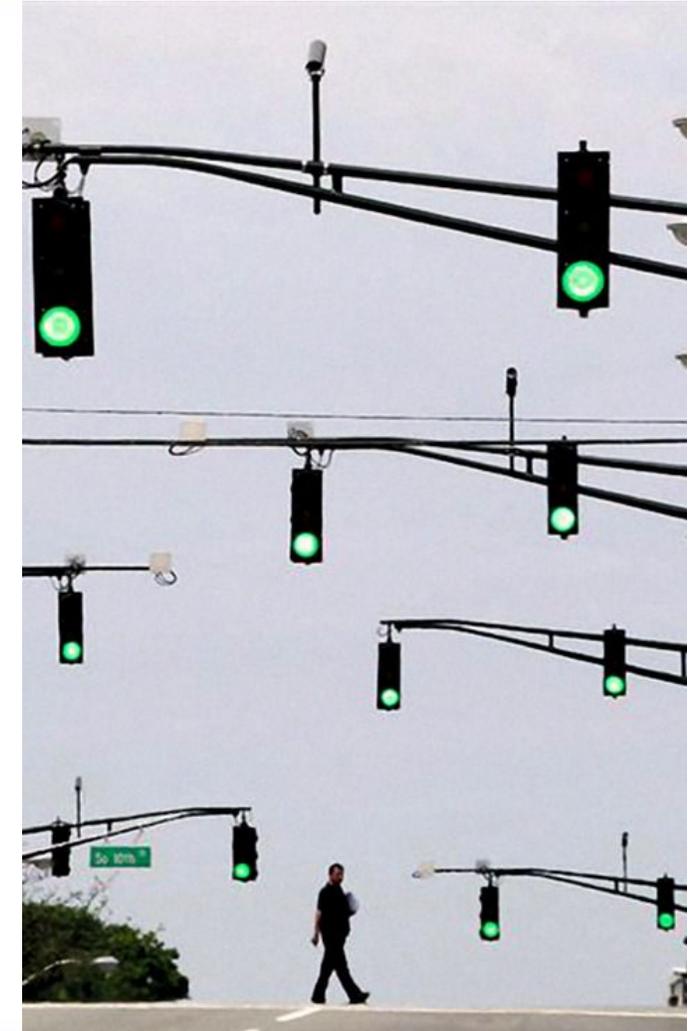
# TYPES OF ONLINE ACTIVITIES

- Guided reading notes
- “Fact or Opinion?” briefings and discussions
- Sequence chains
- Ethical dilemmas
- Presentations of options/solutions to problems
- Student generated rubrics
- Discussions groups (Canvas/Moodle/Facebook)
- Workshop, Project-based and lab-style activities
- Situational analysis (aka what’s the problem)



# TYPES OF ASSESSMENTS

- Diagnostic assessment
- Formative assessment
- Multi-stage checklists, entry and exit slips
- Peer review (e.g. group presentation, where individual sections are subject to scrutiny beforehand)
- Misconception check



# CHECKLIST FOR STUDENT NARRATIVE CO-PRODUCTION

- ✓ **PURPOSE**
- ✓ **EVENTS**
- ✓ **STRUCTURE**
- ✓ **TIME**
- ✓ **AGENCY**
- ✓ **NARRATION**
- ✓ **INTERPRETATION**

# SO WHAT DOES IT FEELS LIKE TO BE AN INSTRUCTOR?

## **+Positive**

- Improved ability to assess student work using different perspectives
- Development of an assertive approach in managing difficulties
- Developed abilities to communicate in a much clearer way
- Enhanced cross-cultural abilities

## **-Negative**

- Increased time to manage the class and to adapt teaching styles to the VLE

# FACULTY DEVELOPMENT

- ✓ Continual and frequent faculty training
- ✓ Feedback and debriefing at the end of each semester for enhancing instructor awareness
- ✓ Sharing best practice in through a faculty collaboration space and community

# What do you need to set up your VLE and other tools?

# SETTING UP YOUR VLE AND OTHER TOOLS

- ✧ GNL courses at CAPA
- ✧ Global Workforce Management
- ✧ UK-Italy narrative framework
- ✧ A sample module
- ✧ Blended assessment

# GNL COURSES AT CAPA



- Buenos Aires, Argentina
- Dublin, Ireland
- Florence, Italy
- London, UK
- Shanghai, China
- Sydney, Australia
- (Barcelona, Spain)

# GLOBAL WORKFORCE MANAGEMENT



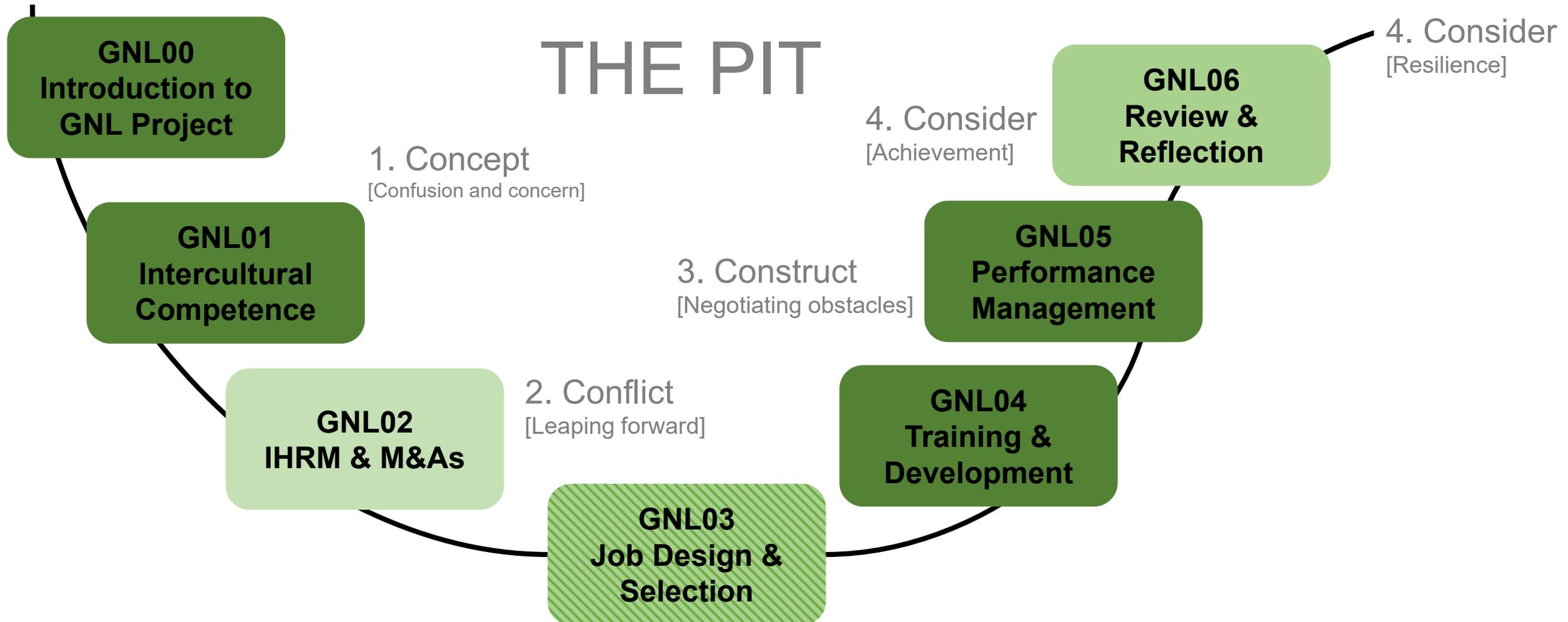
- ❑ **3378 FLOR GBI Global Workforce Management**
- ❑ **3378 LNDN GBI Global Workforce Management**



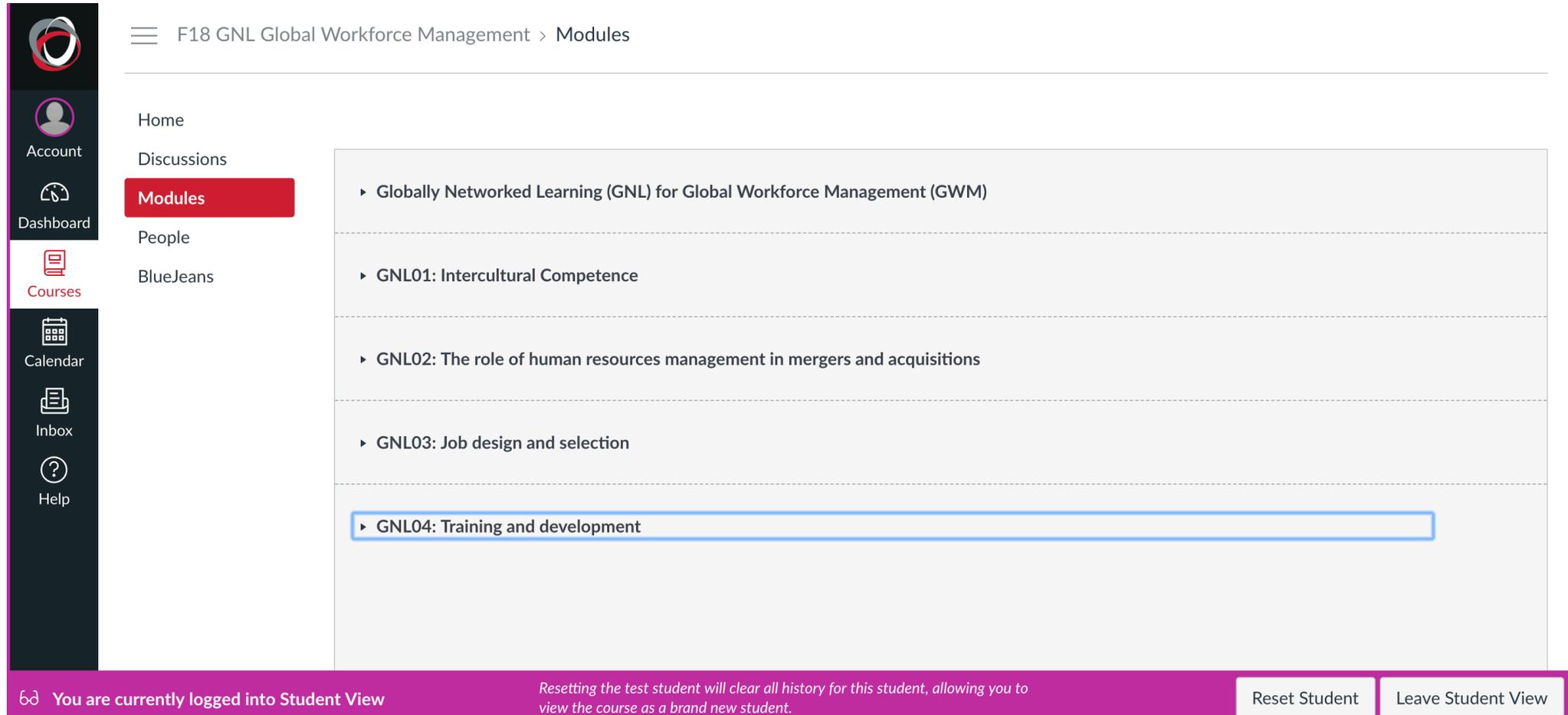
**PittBusiness**  
College of Business Administration

- Presents an integrated framework for understanding the business and organizational challenges associated with effective workforce management around the world
- Examines the issues that human resources professionals and operational managers must deal with as they try to coordinate work practices across country settings and prepare individuals for global assignments
- Provides practical as well as theoretical content, facilitating opportunities to experience, as far as possible, real-life challenges

# UK-ITALY FRAMEWORK



# SAMPLE MODULE – OVERVIEW



The screenshot displays the user interface of the CAPA LMS. On the left is a dark sidebar with navigation icons for Home, Account, Dashboard, Courses, Calendar, Inbox, and Help. The main content area shows a breadcrumb trail: 'F18 GNL Global Workforce Management > Modules'. Below this is a list of navigation options: Home, Discussions, Modules (highlighted in red), People, and BlueJeans. The main content area contains a list of modules:

- ▶ Globally Networked Learning (GNL) for Global Workforce Management (GWM)
- ▶ GNL01: Intercultural Competence
- ▶ GNL02: The role of human resources management in mergers and acquisitions
- ▶ GNL03: Job design and selection
- ▶ GNL04: Training and development

The 'GNL04: Training and development' module is highlighted with a blue border. At the bottom of the page, a purple banner contains the text: 'You are currently logged into Student View'. To the right of this text is a note: 'Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.' Below the note are two buttons: 'Reset Student' and 'Leave Student View'.

# SAMPLE MODULE – SECTION

- 
-   
Account
-   
Dashboard
-   
Courses
-   
Calendar
-   
Inbox
-   
Help

▼ GNL04: Training and development

-  GNL04: Overview
-  POST: What you think of the final agreed DMO Deputy job description (document attached)?
-  CHECK: Email on Deputy Director appointments
-  READ: GNL04-1 The impact of pre-departure cross-cultural training on expatriate adjustment
-  READ: GNL04-2 How employees' ability to integrate their home-country and assignment-country cultures leads to effectiveness when working abroad.
-  GNL04: THE CHALLENGE
-  GNL04: THE TASK - Preparing for the Training Meeting
-  CHECK: HR Transition and HR Assignment team roles and responsibilities
-  POST: Your team's GNL04 presentation  
Nov 14 | 0 pts
-  VIEW: All GNL04 presentations here

6d You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

# LEARNING EVALUATION QUESTIONNAIRE



3378 Global Workforce Management  
Fall 2018

Learning Evaluation Questionnaire (Mid-Term)  
To be completed WEEK 8

This sheet helps your instructor understand how you have approached your learning for this class and what might help you in the second half of the semester.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What does learning mean to you?
2. What is your usual approach to learning? What do you do to learn?
3. How have you approached learning for this class? Has it differed in any way from the way you usually approach your learning?
4. What helped you in your learning for this class?
5. When and where do you feel most of your learning has taken place?
6. What challenges have you faced in your approach to learning for this class and how have you (tried to) overcome these?
7. What do you think would help you with your learning in this class in the second half of the semester?

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# WHAT STUDENTS SAY...

Thinking like an HR representative is a challenge, but working with groups helps as we are able to bounce ideas off each other for what we want of our “company”.

Most of my learning is in class, when we partake in GNL.

Working on the GNL exercises with the Italians is difficult. We’ve started a group chat to make communicating with each other easier.

The GNL exercises have been the most exciting part of the course. It helped me to put into practice the theories I am learning in this class.

The GNL exercises were very helpful because they get you going and it’s a simulation of real life.

I’ve learned a lot from the GNL exercises. M&A is complex yet crucial in business, also interesting to get involved because of the risk, and cultural (company/country) factor.



# Some recommendations and best practices...

# ENHANCING THE PROCESS

- **STUDENT VLE TRAINING** Students attend a course on the use of the VLE **BEFORE** the beginning of the GNL component
- **COMMUNICATION MONITORING** Strictly monitor the communication among co-operating groups in order to maintain control over the interactive process and providing incentives to encourage student's contribution
- **ANALYTICS** Use the VLE analytics (e.g. average time spent by students on the platform, preferred time of the day for using the platform, average number of interactions) to further improve performance and commitment

# FACILITATING COLLABORATION

- **STUDENT 'USER GROUPS'** Identify a spokesman for each students' group in order to avoid miscommunication or redundancy
- **PRIOR LEARNING** Encourage students to continually integrate their real life experience in the hosting country with the role play project assigned in the VLE (constructivist pedagogy)
- **ACTIVE REFLECTION** At the end let students reflect over the learning experience in order to recognize prejudice, cultural norms, stereotypes

OVER TO YOU...





**THANK YOU**