# Globally Networked Learning (GNL) 2020-21 Workshops

August 7, 2020: 10:00 – 11:30 AM & 6:00 – 7:30 PM

Globally Networked Learning (GNL) 2020-21 Workshops

Facilitated by:

- Dominique Scheffel-Dunand, Academic Lead, York-GNL Project
- Lisa Endersby, Educational Developer, Teaching Commons
- Helen Balderama, Associate Director, International Partnerships & Programs, York International

Note: Some slides adapted with permission from the SUNY COIL Center

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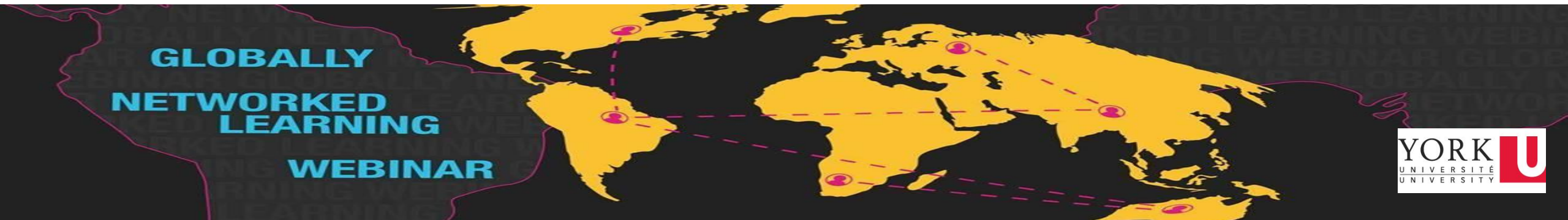
Some Housekeeping

- Please mute your microphone when you are not speaking. This will help minimize any distracting background noise.

- One of us will always be monitoring the chat area. Please feel free to type questions or comments for us and we will do our best to respond.

- This webinar is being recorded and will be made available on the GNL project page https://yorkinternational.yorku.ca/event/globally-networked-learning-gnl-webinar/

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Agenda Today

10:00 – 10:10 Welcome & Introductions (10 mins)

10:10 – 10:20 Overview (10 mins)

- ✓ What are GNLEs?
- ✓ GNL at York

10:20 – 10:45 GNL How to? (25 mins)

- ✓ Identifying a partner
- ✓ Content and Pedagogy
- ✓ GNL collaborative activities & case studies

10:45 – 11:00 Break-out Rooms (15 minutes)

11:00 – 11:10 Supports for GNL (10 mins)

11:10 – 11:30 Discussion (20 mins)

11:30 – 11:30 Next Steps
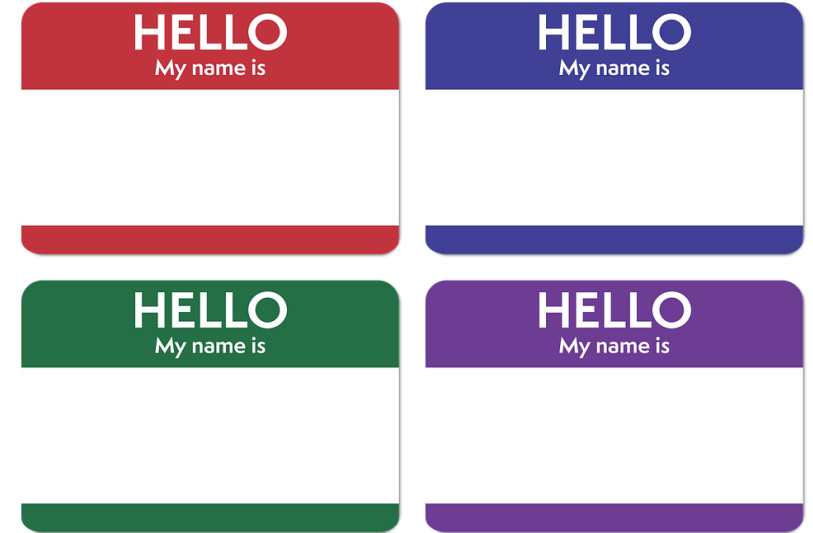
- ✓ Drop-in Consultations
- ✓ GNL Proposal

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Introductions
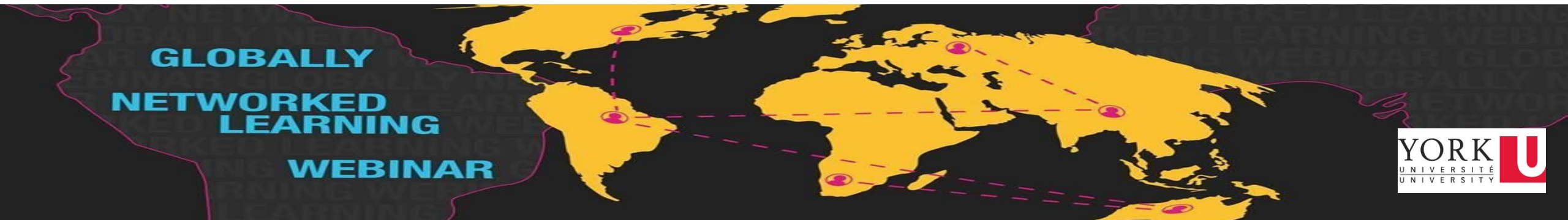
Briefly share:

- Your Name
- Your Department/Faculty
- Your University and Country
- Your goal(s) in attending the Workshop

Globally Networked Learning (GNL): An Overview

What are Technology-Enhanced Collaborative International Learning Environments ?

- No Consensus Name for Modality. Yet…

  - Globally Networked Learning Environments/Experiences (GNLEs at York)
  - Collaborative Online International Learning
  - Telecollaboration
  - Virtual Mobility/Exchange
  - Connective Multicultural Learning

- **is not a technology, but a new teaching and learning paradigm developing cross-cultural competence and Perspectives across shared multi-cultural online learning environments**

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GNLEs at York

- 2015: Provost-driven initiative supported by **Academic Innovation Fund (AIF)** grant for three years to institutionalize GNLEs at York as alternatives to international experiences fostered by International Mobility

- 2015-2018: Pan-University Consultations, Awareness Building, Development of training material to embed GNL Pedagogy in students' learning experiences

- 2018-2020: Supported by AIF for 2 years, developed Open Educational Resources for GNLEs (20 faculty/Grad students; 200 undergraduate/high school students involved)

- 2019-2020: Pan-University Consultations to embed C4 + GNL as experiential learning opportunities, OER Hub for York GNLEs and international partners

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What are GNLEs (Globally Networked Learning Environments) ?

- Professors and relevant stakeholders **co-design** and **co-deliver** learning activities that demonstrate shared goals and learning objectives for **co-learners** using technology-based tools to bridge distance between groups in multiple learning environments

- Embed team-taught collaborative and experiential learning activities in new or existing courses/extra-curricular activities

- Incorporates global perspectives on a disciplinary content or cross-disciplinary perspectives on a global phenomena

- Focused on the acquisition of transversal and intercultural skills /global competencies to grasp multiple worldviews

- An accessible and inclusive alternative to international mobility

GNL How to's?

Faculty Partner(s) – who could it be?

- Existing research partner
- Academic colleagues and acquaintances
- Academic/professional associations
- Former students/ graduate students
- Past visiting professors
- Colleagues of colleagues
- Established institutional York partners
- International Office contacts
- Alumni networks and contacts

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Tips for Sharing Your Profile

- Name

- Institution/department you teach/work (College, university, address, country)

- Discipline of research, teaching or interest

- Course(s) you are looking for partner(s): semester you hope to offer a GNL module, class size, number of students, modalities/format, scheduling of your teaching environment

- Discipline of partner(s) you would like to offer your students

- Country of partner(s) with whom you would like to explore GNL collaboration

- Attitude towards choice of language of communication for the GNLE

Faculty introductions - Video Partner Profile Examples

Efren de la Mora
Universidad de Guadalajara
(Mexico)

Joe Ziolkowski
Genesee Community College,
New York State (US)

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[Efren de la Mora](#)
Universidad de Guadalajara (Mexico)

- Efren feels it is important to indicate his personal status as much as his professional status (married, 1 young daughter) when introducing himself

- Efren details the discipline in which he conducts research and teach (Educational technologies/Information Technologies). He feels it is important to communicate in his video his passion for the profession and discipline

- Efren gives extensive details about why the partnering with another instructor **in the same discipline** would be important for his students. Focus on the skills and competencies students in the partnering institutions at undergraduate or graduate level would acquire; intercultural communication, critical analysis of concepts in discipline via comparative perspectives and analysis to develop projects that benefit societies locally and globally

- Efren invites potential interested partners to learn or upgrade their skills in Spanish via the GNL collaboration

[Joe Ziolkowski](#)

Genesee Community College, New York State (US)

- Joe feels it is important to focus on his professional status only and gives precise information on where he teaches (college, state in the US, cities nearby) when introducing himself

- Joe details the discipline he teaches (Photography) and the syllabus of the courses he teaches in intro classes or more advanced level (Black & White Photography, Photography as a language, ...). He feels it is important to communicate in his video how his research and knowledge in photography could be of use in an Art or Sociology class. **Clearly indicates he is looking for a transdisciplinary collaboration for co-designing GNL modules or activities**

- Joe gives extensive details on the timeline in his course he would like to embed a GNL collaboration arguing why he feels it would be the best timing to invite students to work collaboratively in a joint project.

If you were to introduce yourself to a potential faculty partner…

- What are 3 key pieces of information a potential partner should know about you as a professional, a person, and about your teaching?

- What makes you and your course/learning experience an appealing partner for online international collaborations?

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Partnership Tips

- Similarities & differences between each partner's context (e.g. teaching, discipline, institutional type) may impact GNL collaboration

- **Key partnership building aspects to consider:**

  o Exhibit empathy, curiosity and flexibility
  o Endeavor towards equality and mutual benefit
  o Careful with power imbalances
  o Communication is key - regular check-ins
  o Establish multiple modes of communication
  o If there is any question or concern, discuss rather than only emails

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Language Proficiency and Diversity: Partnerships & Pedagogy

- Linguistic considerations/criteria when seeking partner professors and institutions
- Embedding language learning/exposure goals within partnerships
- Tools that enhance respectful collaboration, diversity and accessibility

Dzień dobry
Bună ziua
SZIA
SELAM
HEJ
ALIO NOROC Tjänare
SVEIKI
HEJSAN GUTEN TAG
ALIÔ SANNU
SERVUS Cześć
BONJOUR
DAR FIA PRONTO
HELLO
CIAO
SZERVUSZ
BONGHJORNU
Olá
Allô
HALOO
Hi
DIA DUIT
SALVE
TIENS
ZDRAVO
MERHABA
Hylô HALLO
ALOHA
HEI
SALUT
ZDRAVO
VERWELKOMING

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Language Proficiency

- Could a bilingual/plurilingual approach be useful and viable for your GNL-enhanced learning experience?

- If not, are there ways you could embed your partner's language(s) to help students gain some awareness of the other language and culture?

- How will you address language and translation issues when (or if) they arise?

- Are there York university colleagues or units who can assist?

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GNL/COIL Approach: Agility, Flexibility, Connectedness for Global/Local Engagement

- Some GNLEs call for one faculty or both teaching/coaching fully online asynchronously or synchronously.

Most adopt a blended learning approach:

- ➢ Collaborative work between students takes place online and/or via videoconference either during teaching period or outside class times
- ➢ Mix synchronous & asynchronous learning moments to ensure flexibility, accessibility to content, instructors and resources
- ➢ Can connect with study abroad and/or Face-to-face sessions at each school with students

- Learners can choose relevant tools for their collaborative working environment. Most take advantage of existing technologies supported at respective institutions.

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Key Factors to Consider for Partnering

- Motivation for global learning and intercultural understanding

- Course/Module/Activity, International Experience, Teaching and Research interests

- Location – **T**ime zone, **L**anguage and **C**onnectivity (TLC)

- Academic context– i.e. course/experiential learning, schedules, learning modalities, academic calendars, holidays, etc.

- Institutional Support and Resources

Time: Values and Assumptions

I live in Japan at the moment (militantly punctual) but have a few Indian friends. They are remarkably indifferent to time. It took some getting used to at first but dealing with them and their loose sense of time is actually kind of relaxing.

This is true for the American culture where being on time is expected and prized, but in cultures like the Latin, being an hour late to social events is often expected. Another reason I've heard for people showing up late is that they knew that the event wouldn't start on time anyway.

Being punctual
- strengthens and reveals your integrity.
- shows you are dependable.
- builds your self-confidence.
- assures you're at your best.
- builds and reveals your discipline.
- shows your humility.
- shows your respect for others.

- is a selfish act.
- is a form of stealing.
- disturbs the experiences of other people.
- strains your relationships.
- hurts your professional career.
- takes a toll on your life.

I live in Africa, where the concept of time is often rather vague. The time given for something to start is often only a guideline reflecting the time before which nothing will have started (this is particularly true of weddings).

From a US blog entitled *"The Art of Manliness: Reviving the lost art of Manliness"*

Resources for Partner Matching

- 300+ York University Partners through York International

- SUNY COIL Center – http://coil.suny.edu
  - ✓ Global Partner Universities
  - ✓ Detailed Case Studies (Institute)
  - ✓ COIL Development Guide on request
  - ✓ Recordings of Conference Presentations

- Hemispheric University Consortium (HUC)

Partnership Interest: SUNY COIL (USA)

Hope Windle
Community Development Lead
Center for Collaborative Online International Learning (COIL)
The State University of New York (SUNY)

Also formerly COIL Coordinator, Instructional Designer, SUNY Ulster working with institutions since 2006.

Discipline: Community Development, Instructional Design

COIL Networks:
the SUNY COIL Network: http://bit.ly/whatisCOIL
the Global Partner Network: http://coil.suny.edu/index.php/node/265

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Partnership Interest: Amsterdam University of Applied Sciences (the Netherlands)

Eva Haug

Coordinator Internationalisation and Senior Lecturer of Intercultural Competence
Faculty of Business and Economics and
Associate, EAIE Expert Community on Internationalisation at Home

Discipline: Intercultural Communication

Sample COIL/GNL Course(s):

- *Neighborhood Branding - From City to Neighborhood* with DePaul University (Chicago, USA)
  https://offices.depaul.edu/global-engagement/partnerships/programs-for-partner-institutions/Pages/GLEPartnershipPages/From-city-to-neighborhood.aspx

- Also partnered with Tecnológico de Monterrey Campus Chihuahua (Mexico) on *Cross-Cultural Concepts of danger and safety* and with Mexico/Chile on *Conquering the Dutch Market from Mexico/Chile*

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Hemispheric University Consortium COIL initiatives

- Tecnologico de Monterrey (Mexico) **Global Week**
  https://drive.google.com/file/d/1KtUSBREjiEGKNXT0gMdND0HL0LcjMcMH/view

- University of Miami (US): International Medicine Institute **Virtual Observership Program**
  http://imi.med.miami.edu/education-and-training/virtual-observership-program

- Universidad San Francisco de Quito (Ecuador): **COIL and Latitude Zero Talks on SDGs**
  https://drive.google.com/file/d/1SIL7kg-avhV3e33aSGPBRQpWk1fvW9mr/view

- Universidad Peruana Cayetano Heredia (Peru): **Virtual Mobility and COIL Courses**
  https://drive.google.com/file/d/1-5Ag6zk4BDnKulTlRUHW4GBa5h-xIsKP/view

- Universidad Andrés Bello (Chile): **International Certificates**
  https://drive.google.com/file/d/19ZehPBQalGqCaYlRBf2gZFdYRmOCUawz/view

Most popular universities for York students

- Ewha Womans University (South Korea)
- Deakin University (Australia)
- Erasmus University Rotterdam (the Netherlands)
- Bogazici University (Turkey)
- Hitotsubashi University (Japan)
- Hochschule Darmstadt / University of Applied Sciences (Germany)
- Keele University (UK)
- Monash University (Australia)
- Nanyang Technological University
- National University of Ireland, Galway (Ireland)
- National University of Singapore
- OBW (Germany) https://obw.ouinternational.ca/
- ORA (France) http://www.ora.ouinternational.ca/

- Oxford Brookes University (UK)
- Ph Freiburg (Germany)
- Uppsala University (Sweden)
- Universidad Pontificia Comillas (Spain
- Universidade Nova de Lisboa (Portugal)
- Universitat de Valencia (Spain)
- Universite Bordeaux Montaigne (France)
- Universite d'Avignon (France)
- University of Bologna (Italy)
- University of Chichester (UK)
- University of Helsinki (Finland)
- University of Leeds (UK)
- Utrecht University (the Netherlands)
- Waseda University (Japan)

UN Sustainable Development Goals 2030

University Academic Plan 2020-2025

https://secretariat.info.yorku.ca/senate/academic-policy-planning-and-research-committee/university-academic-plan-renewal/

Integrated Strategy and Framework for Internationalization and Global engagement https://pci.info.yorku.ca/

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2020-2025 UAP PRIORITIES
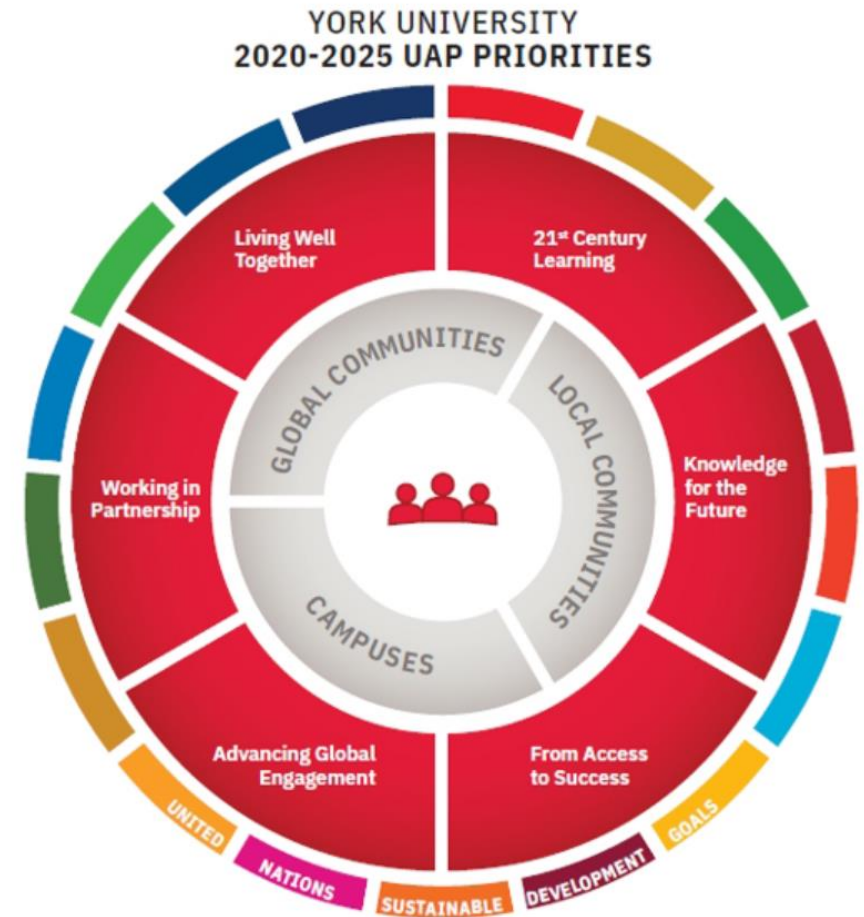
Do I need an agreement for a GNL-Enhanced course?

- An agreement **is NOT required** to start a GNL-enhanced course/module/activity. While tapping York existing partners would be ideal, faculty members can choose to co-design a GNL learning environment **with a faculty member from any reputable university.**

- Some potential partners may require an agreement (– i.e. establish support or get additional resources). If this is the case, **York International will help facilitate an agreement.**

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Pedagogy and the Internationalized Classroom
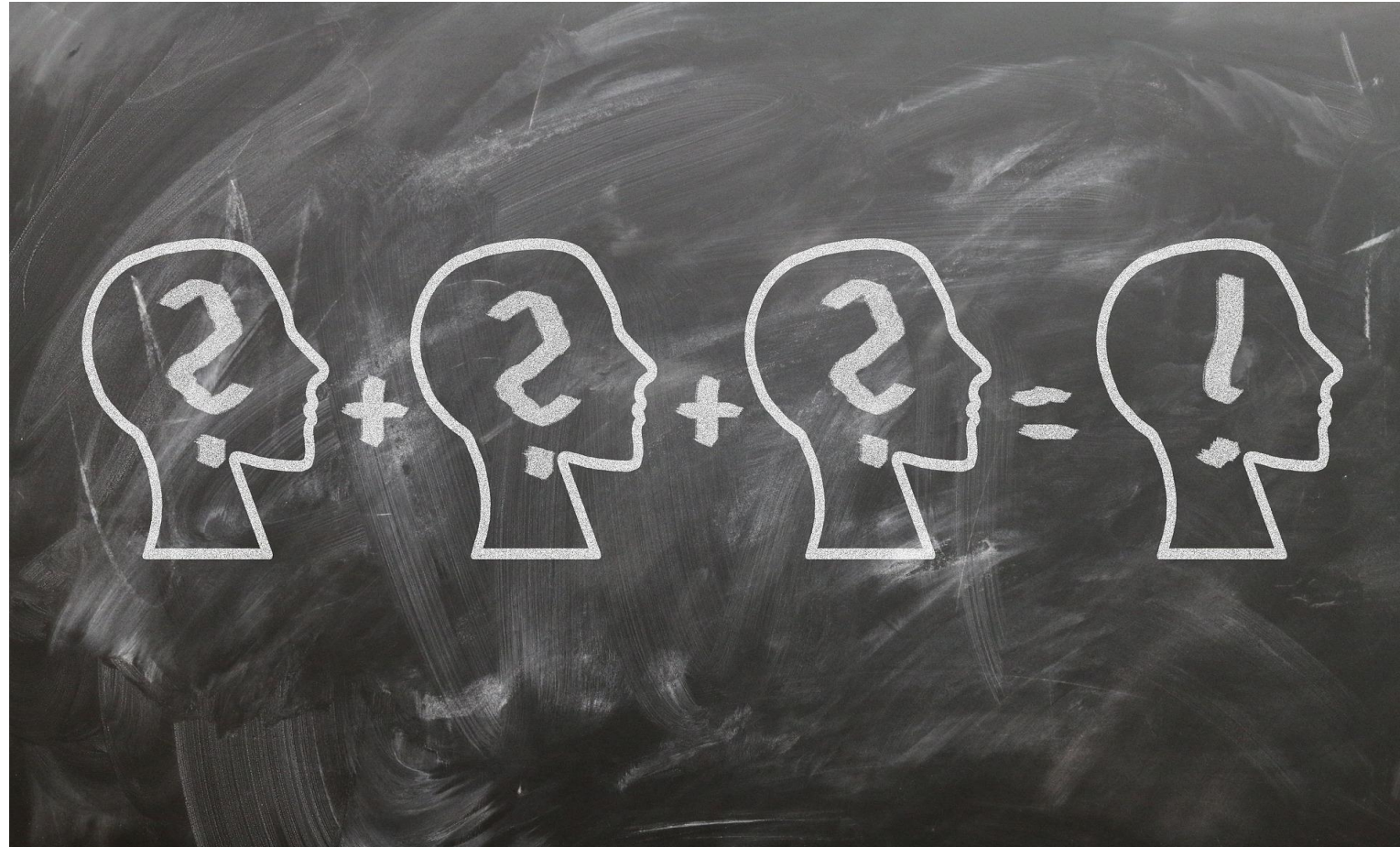
GNL Partnerships can be…

2 or more instructors/stakeholders

2 or more cohorts of learners

2 or more institutions (and NGOs)

2 *or more* cultures/geographies

2 or more languages

=
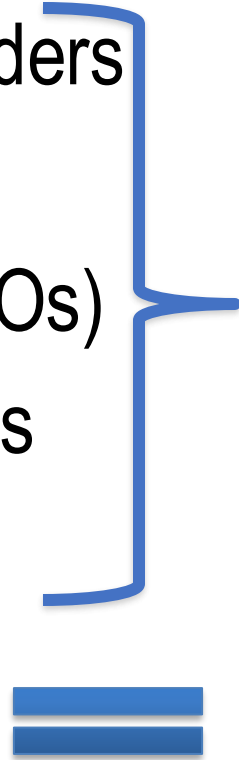
COMPLEX

1 or more modules with shared learning objectives and/or content

Co-teaching and Co-learning

Collaborative work for comparative perspective

Technology-enhanced Learning

Course Content

- Identifying areas of your course which lend themselves well to international collaborations
- Benefits and challenges to disciplinary and interdisciplinary partnerships
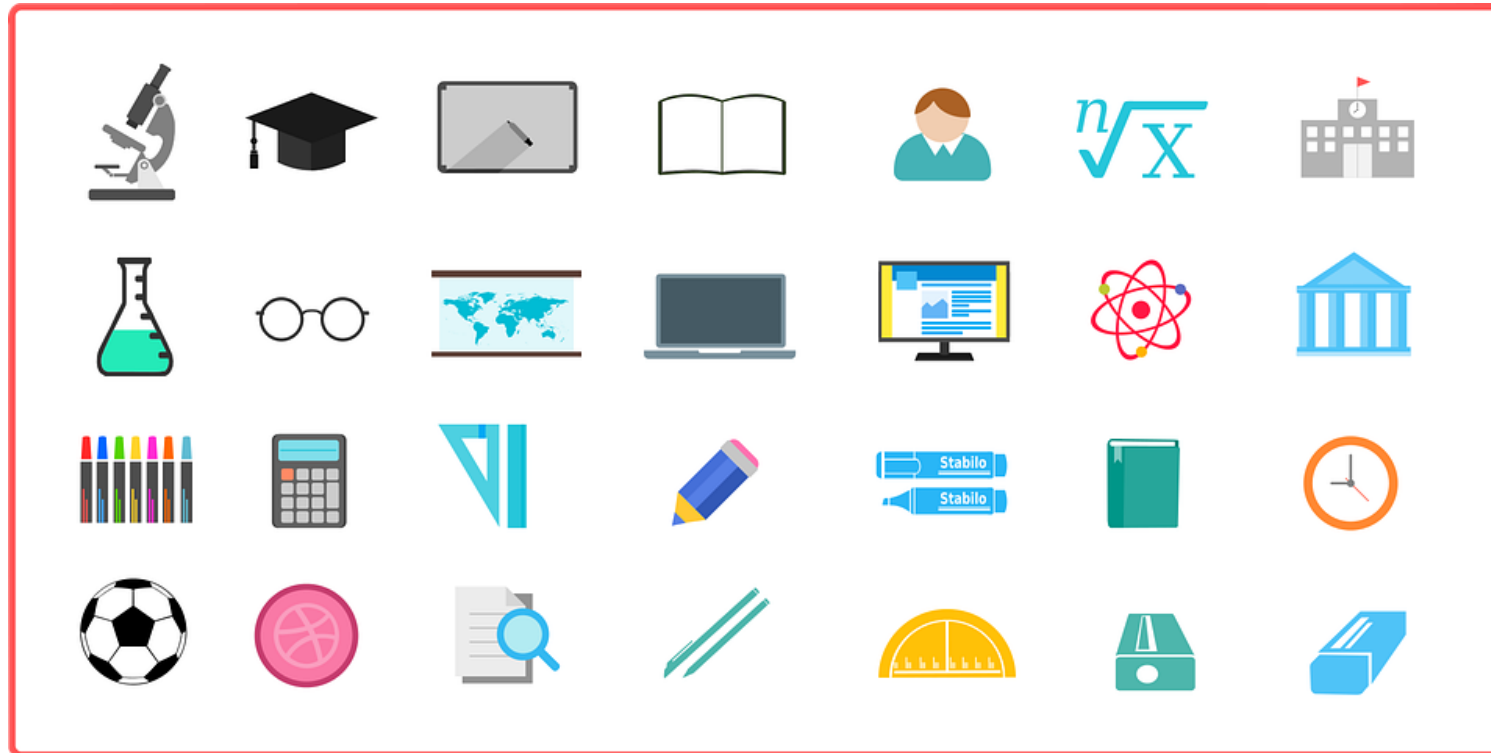
Learning Outcomes

- Learning outcomes are:

  - statements of **what students are expected to be able to do** as a result of engaging in the learning process.

  - provide your lesson/course/program with structure and direction

  For a GNLE, a key learning outcome or goal may be that *students will develop a sensibility of intercultural competency and perspective on a global phenomena* or *translate a global perspective to a local challenge*

Considerations for Effective GNL Pedagogy

- Student Characteristics and Capacity … *Across Two or Three Different Countries and Contexts*

- Experiential, Collaborative Learning Opportunities … *With An Intercultural Focus or Global Engagement*

- Creating Definitions of and Conditions for Success … *Considering Different Institutional Resources and Rules*

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Sample GNL collaborative activities

- Collaborative writing – stories, interviews, essays or poetry, case studies, environmental scans

- Lectures, discussions, ideathons/creathons, design thinking sessions, fieldwork, interviews

- Comparative research and presentations (e.g. urban development policies and histories in two different cities)

- Collaborative final projects (e.g. case studies, film, marketing campaign, report)

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Open Educational Resources (OER) developed by students for students (AIF 2018-2020) for GNLEs

- **OER on Interculturality:**
  - Interactive Map
  - Mock Debate

- **OER on Plurilinguism**
  - Code Switching Forum
  - Nissart Dialect

- **OER on Academic and Information Literacy**
  - Interactive Map
  - Academic Cultural Differences
  - Vlog with a Student

Breakout Rooms

Small Group Discussion

- Which of your course's content areas show the most potential for cross-cultural collaborative activities through GNL?

- Brainstorm at least 1 learning outcome/goal you would like your students to gain from the GNL activity(ies) embedded in your course.

- Propose a possible interdisciplinary partner and reflect on how working with such a course might create more interesting and engaging student collaborations.
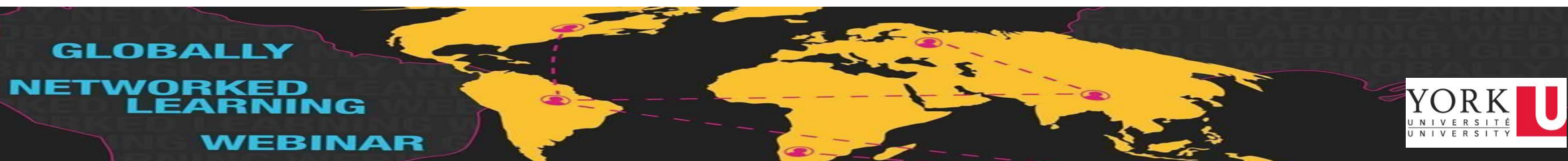
Debrief: Co-Teaching and Pedagogy

- Student Integration for Enhanced **Collaboration** vs. Class List Importing

- Complimentary Teaching that foster Compromise and respect Diversity

- Feedback For & About Teaching (Formative Assessments)

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GNL Supports and Resources at York

Resources and Support
https://yorkinternational.yorku.ca/gnl/

- Dominique Scheffel-Dunand, GNL Academic Lead dsdunand@yorku.ca

- Lisa Endersby, Educational Developer, Teaching Commons, Teaching Commons, lendersb@yorku.ca

- Helen Balderama, Associate Director, International Partnerships and Programs, York International, helencb@yorku.ca

UIT and the
Globally Networked Leaning Experience @ York

- Role of UIT as a Supporting Partner

- Instructors' needs to co-design a successful GNL experience

- Students' needs to engage in a meaningful International collaborative Networked Leaning Environment

- Technical specificities of GNLE vs International Learning Experience at home

York International

Is a (1) **RESOURCE** and (2) a **SUPPORT UNIT** for York community members looking to initiate, enhance or expand global engagement and partnerships

Supports York students (international, visiting and domestic students), Faculties, faculty members, senior leaders, administrators and staff.

yorkinternational.yorku.ca

Teaching Commons

Brings together like-minded individuals who are interested in exploring and sharing teaching and learning innovation across York University.

A range of supports and services, including:
- Workshops on eLearning, classroom strategies, and course design.
- Individual consultations to discuss specific questions related to course design, activities, and assessments
- Website resources on course & curriculum design, eLearning, assessment, and teaching strategies

teachingcommons.yorku.ca | bold.info.yorku.ca

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GNL 2020-21 Award

- CAD$1000 to co-develop resources for their GNL course

  o CRITERIA: Collaboration; Commitment; Adaptability; Assessment; Outreach and Sustainability

- Faculty-matching with York University's international partners

- Online Workshops and Consultations

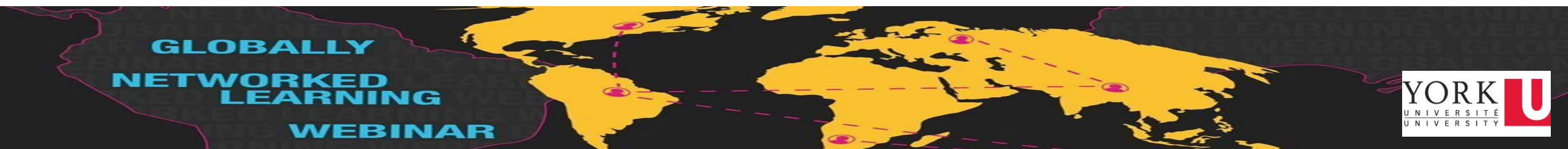- Networking and Community of Practice

GNL: A Community of Practice

At York
- Faculties, Programs & Course Leaders
- Teaching Commons
- York International
- UIT supports

At Partner University
- Faculties, Programs & Course Leaders
- International Office
- Teaching and Learning Unit
- IT unit/staff

Global Network of COIL and Virtual Exchange academics and practitioners

Reflections

Q&A/Discussions

The most important thing I learned today that will help me develop my GNL course is …

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Wrap Up and Next Steps

- **Drop-in consultations:** Monday-Wednesday, August 10-12, 2-3 pm
  - https://yorku.zoom.us/j/93493130996?pwd=eUxweUp4dlk5cHUzOVdTcnBraDcvUT09

- **GNL Proposal by:** Monday, August 17th; applications reviewed on a rolling basis

  - Application Form: https://yorku.moveonca.com/form/5f15efa2aa52b46d4c429726/eng

- **Award Notification:** Friday, August 21st

Open Educational Resources (OER) developed by students for students for GNLEs (AIF 2018-2020)

Open Educational Resources (OER) developed by students for students for GNLEs (AIF 2018-2020)

Pedagogy with Partners

- My Existing Content vs. Your Existing Content?

- How shall we combine content? (e.g. merged or align syllabi/learning outcomes for the module or activity?)

- Will we develop any new content for the module/activity or can we repurpose ?

- Will we have our students generate content?
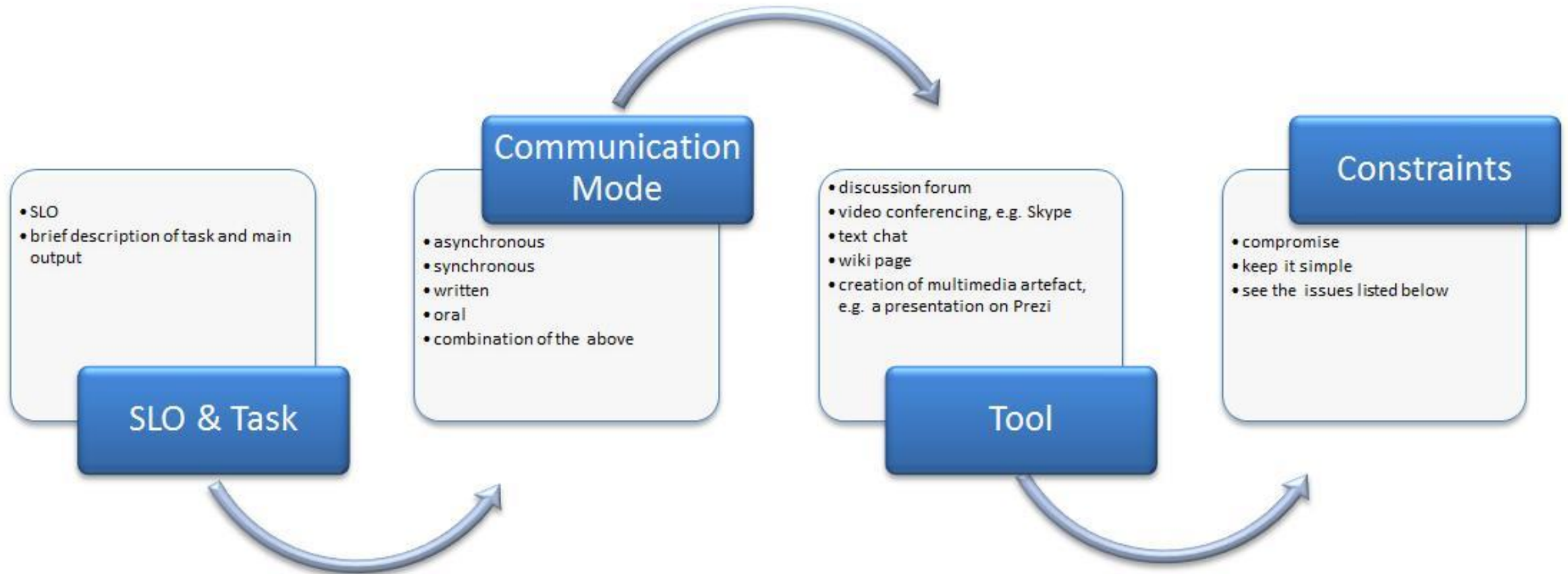
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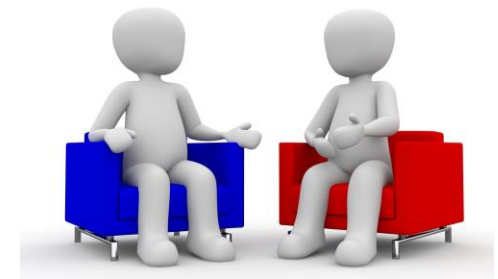
Pedagogy Planning - What To Consider

- Time/Timing
- Language
- Culture
- Content
- Assessment
- Technology and Connectivity
- Institutional Cultures and Expectations
- Support

Technology

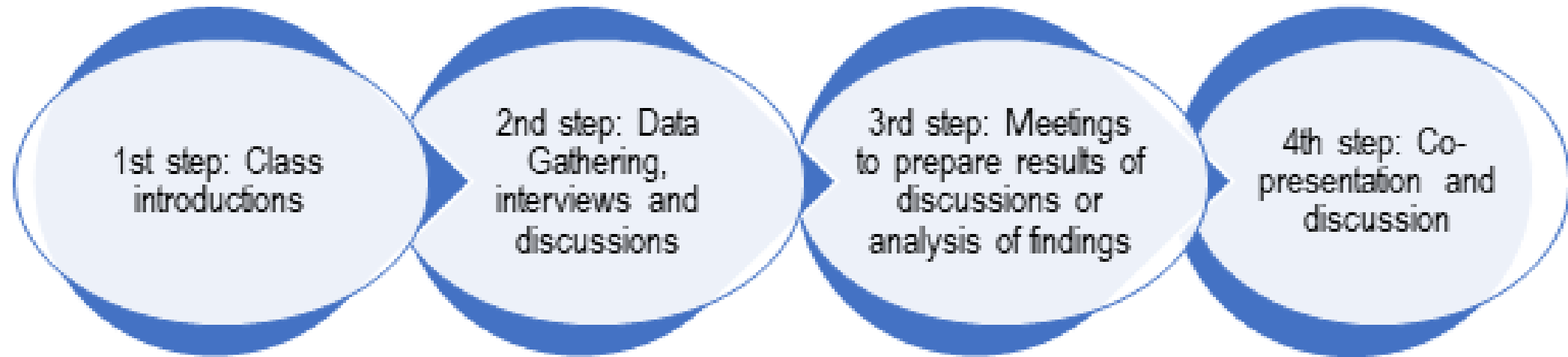The technology serves the task, not the other way around.

Technology considerations

- What are the technology requirements for a GNL-enhanced learning environment?

- What are the pros and cons to register my partners and students on my Moodle at York?

- Should I be worried if my chosen/prospective partner does not have good internet connection? What are my alternatives?

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Sample GNL Module Schedule

Collaborative Work within a course/module

1st step: Class introductions

2nd step: Data Gathering, interviews and discussions

3rd step: Meetings to prepare results of discussions or analysis of findings

4th step: Co-presentation and discussion

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CASE STUDY
Empire State College (USA) and
Tecnológico de Monterrey Chihuahua Campus (Mexico)

Courses: Geology & Environment (ESC) & Mobile App Development (Tec)

Learning Goals:

At end of collaboration students will be able to:

- Demonstrate the concept of responsible citizenship by creating a mobile app to create awareness of a particular environmental issue related to their communities
- Discuss cultural influence on scientific/technological advances
- Describe the importance of multidisciplinary work
- Assess how IT & science can help solve issues in range of areas
- Analyze importance and usefulness of distance collaborations for professional development, not only for academic purposes

DOMINIQUE SCHEFFEL-DUNAND'S GNL EXPERIENCE
From Summer Course to GNLE

- Co-design of **AP/FR 4122 Models of Second Language Acquisition**
    - a comparative study of theoretical frameworks on language learning. The Canadian bilingualism and multilinguism approach vs The Common European Framework of Reference for Languages

- With a faculty member teaching similar course at Université Savoie Mont-Blanc (France). Partner identified during Summer Abroad Course.

- Taught synchronously Tuesdays 8:30-11:30am (Toronto time) – 3:30-5:30pm (Chambéry time). Students from both class in contact for an hour every week and outside class for collaborative project.

- Various collaborative work in sub-groups outside class hour and a joint co-designed research project presented via videoconference by various teams to both class peers at end of term.

What Are Students Saying?

"I believe GNL is important because the world is connected in terms of history and technology. I think that it is vital that everyone get an education which examines distinct cultures, and how people live."

"Global Competence would be the tools that allow us to work efficiently with people from diverse backgrounds, while being able to do that respectfully and with a basic understanding of their culture, ethics …"

"GNL would be examining other 'traditional' classrooms in different countries. Learning about the perspectives of others can give us new ideas and innovations."
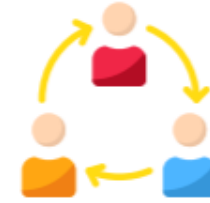
Keys to Success

LEARNING FIRST

Set clear educational goals and objectives before planning the technology to be used.

STRONG PARTNERSHIPS

Create close partnership between professors and technology and international support on campus.

RELATIONSHIPS WITH YOUR COMMUNITY OF PRACTICE

Build strong working relationships with teams locally and abroad.

FLEXIBILITY

Assess effectiveness and have the flexibility to adjust as needed.

Cross-Campus Partnerships