



**Globally Networked Learning Course/Module/Activity Development:
Instructor Guide**

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INTRODUCTION AND BACKGROUND INFORMATION



Globally Networked Learning (GNL) refers to an approach to research, learning, and teaching that enables students, instructor, and non-academic researchers from different locations around the world to participate in, and collaborate on, knowledge-making processes and concrete research projects. With the aid of various forms of technology - including but not limited to, learning management systems, video conferencing software and hardware, cloud computing and social media - they are brought together in a consortium to collaborate on projects that bring together the diverse perspectives of participants to produce a richer, more nuanced, understanding of the issue(s) at hand. A GNL project might entail or produce cross-cultural discussion on a particular course/module/activity concept, a joint lecture over multiple time zones, a shared assignment, or a collaborative research project, among other possibilities. The promise of GNL lies in its facilitation, and institutionalization, at York University of these new and creative forms of knowledge-making across cultures.

What Is in This Document and How to Use It

This document serves as a guide for how instructors can get started on a GNL course/module/activity or project.

It begins by identifying some key areas and questions to think about before starting, so as to facilitate a smooth transition from a traditional project/ classroom to a GNL project/classroom.

It then moves to the three key elements of GNL course/module/activity design: partnership development, pedagogy, and technology. As the first step in the course/module/activity design process, the section on partnership development provides tips for finding partner instructors, as well as tips on how a partnership might be nurtured effectively. Once a partner has been secured, the second step is to co-develop the curriculum, or research project.

As the next section of this instructor guide, the section on pedagogy identifies considerations for co-developing course/module/activity/ research content, as well considerations for assessment and other tips.

The next section on the guide focuses on technology, and how it might be integrated into the course/module/activity to maximize the pedagogical objectives identified by the instructors involved. It provides an overview of the technological characteristics and considerations of GNL course/module/activity, samples tasks and tools that may be used, and identifies the range of technology landscape available to York University instructors.

The final section of this guide outlines the resources that may be helpful to you or your partner instructor(s) in mounting your GNL course/module/activity/ research project.



GETTING STARTED



Developing a Globally Networked Learning (GNL) course/module/activity is a lengthy process. The below timeline and milestones are an indication of the time and considerations needed to actualize and mount a course/module/activity.

Timeline and Milestones for GNL Course/module/activity Development



PRELIMINARY STEPS

Ideal starting point: 8 months - 1 year before mounting your internationalized course/module/activity.

The below steps should be followed in sequence, with some flexibility as needed.

1. Partnership identification and engagement

- Identify a partner instructor with whom you wish to co-design and co-teach an internationalized course/module/activity
- Begin informal exchanges of information with your partner
- Identify your individual goals for the GNL partnership and share among all partner
- Develop trust between lead instructors

2. Get to know your Community of Practice and institutional support teams

- Identify and get to know your community of practice at both institutions. This includes departments that will provide administrative and technical support at both institutions.

At York University, the community of practice includes:

Other instructor members working at various stages of mounting a GNL course/module/activity, the GNL at York Team and Steering Committee, Teaching Commons, Technology Support at your Instructor, York International, the Registrar's Office and the York University library system.

Taken together, members of this Community of Practice will be able to provide you with various levels and forms of support as you begin your journey of co-developing your GNL course/module/activity, from the York side.

- Initiate contact across these departments and begin administrative process at both institutions. You may wish to work with the GNL at York Team to facilitate communication, particularly with key York personnel.
- Create contact sheet for all departments involved at both institutions, listing all individuals that will be involved from both institutions, and their contact information
- Share contact sheet with all relevant individuals across both institutions

Course/module/activity DEVELOPMENT

Ideal starting point: 6 - 8 months before mounting your internationalized course/module/activity.

1. Comparison and resolution of course/module/activity objectives and learning outcomes

- Determine which sections of the course/module/activity will benefit most from communication between students from the two institutions
- Share ideas for course/module/activity objectives and learning outcomes with your partner
- Discuss and modify objectives and outcomes with your partner
- Determine mutual course/module/activity objectives and learning outcomes

2. Joint development of course/module/activity activities

- Determine basic structure of your internationalized course/module/activity and design course/module/activity syllabus with your partner
- Determine how instructors will divide sections of the course/module/activity (will both/ all of you co-teach, will you teach by area of specialization, will students lead/ facilitate any sections)
- Identify course/module/activity materials (readings and other materials)

3. Identification of technology and online tools to enable activities

- Determine which forms of technology is/ are most relevant for your course/module/activity
- Make sure both partners are able to use and troubleshoot these tools
- Maintain constant communication with individuals/departments assisting you with technology at your respective institutions
- Anticipate any potential problems that you may encounter with technology, troubleshoot with appropriate support staff at your institution, and develop a plan for what to do when something goes wrong

4. Development of assessment methodology

- Consider the range of items you wish to assess your students on (include broad level components of GNL such as intercultural sensitivity to concrete components of your particular course/module/activity)
- Develop pre-, during, and post-GNL course/module/activity assessment
- Share initial assessment tool with your partner
- Create a mutually agreed upon assessment tool

Course/module/activity IMPLEMENTATION

Ideal starting point: 6 - 8 months before mounting your internationalized course/module/activity. The below steps are continuous and not sequential; they should be implemented together, and not in any particular order.

1. Be flexible and inter-culturally sensitive

- Maintain an open mind from task to task, week to week, and be open to the need to adapt activities and timelines to emerging narratives if and when necessary
- Be aware of cultural difference and use the course/module/activity content to draw out student experience and perspectives

2. Constant communication between partners and monitoring of student work

- Develop mutually agreed-upon communication protocol for you and your partner. You and your partner should check in and assess your course/module/activity on a regular basis (at least once a week is advisable)
- Share feedback (what might be improved or enhanced, how students are responding or getting from the course/module/activity) with your partner on a regular basis
- Discuss potential changes to be made to the course/module/activity
- Reflect on how you might integrate and implement any changes, and decide on next steps with your partner

Course/module/activity IMPLEMENTATION

Ideal starting point: 0 - 3 months after end of your internationalized course/module/activity.

1. Reflection and evaluation

- Based on outcomes of the assessment used and by reviewing observation notes taken throughout course/module/activity development and implement phases, reflect on what took place to assist in planning improvements/ changes for future iterations of your course/module/activity or similar project
- Share reflections with your partner. Be sure to write these reflections down so that there is a record.



Considerations for GNL Course/module/activity Development

The questions below will help you begin to conceptualize your GNL project. Some of these questions may require you to do some additional research or to connect with colleagues in your home department and/or across the institution.

QUESTIONS TO ASK		WHY IS THIS IMPORTANT?	
Building an Effective Partnership and Securing Institutional Support			
Have you identified and initiated engagement with a partner instructor and institution?		Partnership development is the first step to mounting a GNL course/module/activity. Without securing an interested partner, you will not be able to design or implement an internationalized classroom.	
Do you have support from York University and your partner's institution?		Administrative support can be vital to the course/module/activity/research project's development. This includes receiving technological, teaching and research resources, and it can also provide instructor time to design, develop and deliver the course/module/activity/research project.	
Do you know your Community of Practice, both at York and at your partner institution? How can they help support you in your course/module/activity design?		At York University, the community of practice includes: instructor members working at various stages of mounting a GNL course/module/activity, the GNL at York Team and Steering Committee, Teaching Commons (team who can help you design a GNL curriculum), Technology Support at your Instructor (specific team per instructor that can support and troubleshoot technology for your GNL course/module/activity), York International (specific personnel that can support and answer administrative questions on internationalizing your course/module/activity), the Registrar's Office (specific personnel that can support and troubleshoot participation for non-York students in York-supported technologies) and the York University library system (specific personnel that can help develop reading lists in different cultural and linguistic contexts). Getting to know the key members of this Community of Practice will make the development, implementation, and reflection portions of the GNL course/module/activity development more effective and efficient.	
Developing Effective GNL Pedagogy			
What qualities make your proposed course/module/activity or a research project a good candidate for a GNL experience? For example, are there components of your course/module/activity/project that would be enhanced by peer-to-peer collaboration?		You may wish to think through an existing course/module/activity you or your partner are currently teaching, or have taught before, that can be modified or changed' using GNL pedagogy and principles, rather than attempting to create a new course/module/activity from scratch.	
Which components of your course/module/activity/project could be emphasized, and which could be de-emphasized, to encourage and potentially enhance the benefits of such a discussion and/or collaboration?		A GNL course/module/activity does not have to be fully networked. You may wish to consider particular sections of the course/module/activity that might be enhanced by being networked across different settings.	

How might participation of different cohorts make the course/module/activity or project better? Are there projects that different classes and/or groups of students from different settings could develop together?	Think about why and how diverse perspectives might be important for student learning in this course/module/activity.
Considering Technology: Means vs. End to the Internationalized Course/module/activity	
What technologies are you and your potential partner(s) comfortable using (social media, learning management systems at each institution, other Web 2.0 tools)?	You may wish to think through the range of synchronous and asynchronous communication platforms that will help you further your GNL course/module/activity objectives.
What forms of technology would best facilitate the type of collaboration your course/module/activity/project needs?	Technology is merely the tool for a particular pedagogical approach. Your course/module/activity objectives and learning outcomes should determine the type of technology you use in the course/module/activity, not the other way around.
What technologies/tools will you and your potential partner(s) have access to?	Institutions around the world have differing access to technology, including Learning Management Systems. Some forms of technology may be better integrated into the course/module/activity than others, or may be more easily accessible (e.g. more user friendly) depending on prior experience and currently available (institutional) support.
What technologies/tools will your students have access to? Are your students comfortable with and able to use those tools?	Students around the world have different access to technology both on and off campus. Certain forms of technology may be restricted or limited by governments, costs, or other reasons. Consider what technologies students will have prior experience with and/or be comfortable using.

DEVELOPING YOUR PARTNERSHIP



The success of your GNL course/module/activity or project depends on finding a good partner and establishing good communication/cooperation with them. This is all the more critical since you will be effectively modelling good intercultural communication and collaboration to your students throughout the exercise. Finding the right partner, working through the details of the collaboration, and creating the online materials necessary can take some time. It is recommended you start at least a semester in advance.



Finding a Partner

The most convenient way of finding a partner is to think about your own professional contacts through research, conferences and past relationships to other institutions. Similarly, the professional contacts of other instructor in your unit can be another source. You can also find out which universities your students have gone on exchange to, look at their course/module/activity offerings and if you see a course/module/activity that seems compatible with yours, contact the professor to explore possibilities. York International (York University's Exchange Partners) might be able to help with this. Below are some questions for you to think through:

	QUESTIONS TO CONSIDER
If you have already identified a partner instructor	Why would having this partner enhance your course/module/activity or research project? What is the value-added of including this partner to your course/module/activity or project?
If you do not yet have a partner instructor	<p>While most successful GNL course/module/activity and projects are those with partners who have existing relationships, you may wish to begin the process of connecting with instructor now. Before approaching potential partners, develop a clear description of what your course/module/activity/project, key objectives, and the value added of the collaboration.</p> <p>Think about the following as you begin your search:</p> <ul style="list-style-type: none"> • Does your course/module/activity or project require a particular geographic/socio-economic/socio-political/socio-cultural perspective or expertise? • Do you have colleagues who may know of instructor or other researchers with such a perspective? • Does your institution have partnerships with relevant institutions of higher education (Universities, Colleges) and non-academic institutions (non-profit research organizations) • Have you consulted the list of national and international universities that York has a Memorandum of Agreement with? • Are there disciplinary associations that could facilitate such a connection (for example, via forums, list-serves, social media)?

Timing

Different timezones and available technology will affect whether students can interact synchronously or whether asynchronous activities are best. Institutional scheduling conflicts may also make certain kinds of collaborations more difficult than others. Be attentive to these challenges and plan accordingly.

Language Proficiency

You may wish to seek out partners from programs with the same language of instruction but in some countries, the language of instruction might be widely spoken outside the classroom. In cases where English is not well spoken, there might still be enough fluent speakers in a class for a GNL to work. Pay attention to the language proficiency for each group. Will any students require language or literacy support (e.g. the use of visual media over strictly text-based content)? What support is available to them?

QUESTIONS TO CONSIDER	NOTES
<p>What language will the majority of students speak?</p> <p>How can you and your partner create meaningful conversations without sacrificing student engagement from those whose native speech is English or French?</p>	<ul style="list-style-type: none"> • Transcripts of all communication between students and instructors will be useful. This may help students whose first language is not the language of instruction to better grasp and follow conversations. How might you incorporate these into the course/module/activity? • Would the creation of a language “tool set” or glossary of terms that would communicate to students what certain words mean or gestures help? • Might visual media be a useful addition to the course/module/activity to help with understanding?

Course/module/activity Content

With the fully on-line model of GNL, the course/module/activity content can be determined by the collaborating instructors. With a partially online GNL course/module/activity, the course/module/activity at the partner institution should either overlap enough so that the GNL can play a similar role in each course/module/activity (e.g., two introductory Biology or Anthropology course/module/activity), or the course/module/activity fit together in a complementary fashion where the goal of the collaborative exchange might be distinct for both groups (e.g., students learning English with students learning to teach English; students studying Latin American politics at York with those studying Urban North America in Mexico City). Either way, course/module/activity content and the roles of the two instructors need to be negotiated. Before determining and developing your course/module/activity content with your partner(s), consider the questions below:

WHAT TO CONSIDER	GUIDING QUESTIONS
Division of labour between instructors	<ul style="list-style-type: none"> How will the collaboration be divided? For example, will you share all aspects of the course/module/activity or research development?
Cultural considerations	<ul style="list-style-type: none"> Are there differences in institutional cultures that may help or hinder course/module/activity/project development? How might culture within the city/country affect the format of the course/module/activity?
Logistics	<ul style="list-style-type: none"> How are students usually provided opportunities for course/module/activity work that is online? Would you be open to having a 12 weeks course/module/activity, with two weeks for student-to-student familiarity built in? This would not necessarily need to be the first 2 weeks; you may wish to have these days peppered throughout the course/module/activity. Might you want to create or apply for a stipend for instructors to travel to the institution(s) that you are partnering with? This could be an opportunity to engage (in person) with students and to answer or anticipate any questions they may have.

Working Together

The most effective way to work with a partner is to create a structure and outline so as to pre-empt any potential problems or challenges. While this can be time-consuming and tedious, effective preparation will pay dividends later.

WHAT TO CONSIDER	NOTES
Develop a contact information sheet	<ul style="list-style-type: none"> Items to have explicit information from all partners include: name, email address, Skype name, instant messaging names, office phone number, cell phone number, portfolio/teaching website url, relevant degrees, professional and personal areas of interest.
Anticipate and troubleshoot wide range of potential problems	<ul style="list-style-type: none"> Note down any and all potential problems that may arise from working across different time zones. For example, what time zone each partner is working in, whether there are daylight savings to take into account, when semesters start and finish in each institution, holidays; hours to dedicate to the course/module/activity or project per week; institutional expectations on time-commitment from students or instructor per course/module/activity or project. Note down any issues that may arise if different languages of communication are involved. For example, will the course/module/activity/project language be in English, or another language; how familiar are students in each institution with that language; would the course/module/activity benefit from a bilingual approach; how would you and your partner deal with a translation issue when it arises; how do you expect language differences to impact the course/module/activity and participation. Note down all issues of course/module/activity/project content. For example, identify the goals of the course/module/activity/project. Will you integrate existing course/module/activity syllabus/project charter and combine across partners, or will you develop a new one altogether? Determine the parts of the course/module/activity or project that are collaborative and those that are not; who will be responsible for reviewing and facilitating which parts of the course/module/activity/ project; who will coordinate what sections. Note down all issues related to assessment of learning. For example, what are the differences in assessment between you and your partner; how do you assess; will grading criteria be different; will participation of students weigh differently; is there a common grading scheme or will each instructor grade differently; will grading be done jointly; how will marking schemes impact participation by students; do you plan to have pre- or post- course/module/activity evaluations; how might assessments impact learning in different contexts?

- Pre-empt and note all issues related to technology. For example, have you ever integrated technology in your course/module/activity and how; does your institution support a learning management system and have you used it; can you incorporate different students outside of your institution into your LMS; will your course/module/activity/ project use one LMS or the other and why; do you and your partner have technological support if issues arise in class; do your students or your partners have technology limitations if it is required to use off-site and to do asynchronous work; will online classes - if any- replace face-to-face meetings with either cohorts; how will students be added to your LMS; what are your biggest fears related to technology and how can you overcome them?
- Issues of Institutional Cultures and Expectations. For example, what are the institutional expectations for required readings, preparation, participation, research for students and how will this impact the course/module/activity or project; do student initiated discussions add value to your course/module/activity or project, and how can you get your course/module/activity to facilitate rich discussions.
- Issues of Administrative and International Programs Support. For example, to what extent does your senate, department chair or other supervisor have to be involved in setting up the GNL course/module/activity; to what extent might this course/module/activity or project culminate in a partnership with your partner's institution; what kind of administrative support do you and your partner need for this course/module/activity/project and which team/ individual at your institutions can best provide it.

Issues of Process

GNL course/module/activity have been mounted in other non-York University contexts. Experiences from COIL instructors in particular have helped to develop the following strategies to facilitate the transition to GNL.

IMPORTANT STEPS IN THE DESIGN PROCESS	How will you do this? List what you do, what you will need, and who may be able to help you
Arrange face-face meeting with your instructor partner if possible	
Foster honesty and open communication	
Get real commitment from your partner and institution and formalize the partnership in a written agreement with as many details listed as possible for clarity	
Envision your course/module/activity as a forum for future GNL projects	
Develop actual course/module/activity and project plans	
Test the technology	
Engage students with ice-breaker activities and get to know one another	
Have at least one cross-border collaborative assignment	
Provide opportunity for critical discussion and feedback across the different locations involved	
Expect the unexpected!	

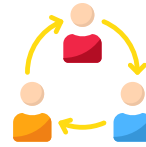
Keys to Success

All GNL course/module/activity development experiences will necessarily be different. Some keys to successful partnership development phase of course/module/activity development are:



LEARNING FIRST

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



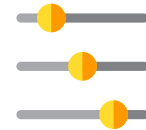
STRONG PARTNERSHIPS

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.

PEDAGOGY

Considerations for Effective Pedagogy and Co-Teaching in GNL

As you and your partner instructor(s) begin your journey of developing and mounting your GNL course/module/activity, consider the following points for effective pedagogy for GNL

- Student Characteristics and Capacity - Across Two Different Countries and Contexts
- Experiential, Collaborative Learning Opportunities - With An Intercultural Focus
- Creating Definitions of and Conditions for Success - Considering Different Institutional Resources and Rules

As you prepare to co-teach and co-learn from your GNL project, consider the following points for effective pedagogy for co-teaching:

- Student integration vs. class list importing
- Complimentary teaching with compromise
- Feedback for & about teaching (Formative Assessments)

Content Development Considerations

As you envision a shared GNL-enhanced course/module/activity/module with your partner, discuss/determine what the predominant instruction mode is or will be for both institutions. Having an understanding of this will help guide your course/module/activity development process, help you determine course/module/activity objectives and learning outcomes, and the process of assessment.

Developing GNL course/module/activity pedagogy typically involves two or more instructors working together to create a shared 4-10 week module utilizing a team-taught networked learning space. Course/module/activity can be from any discipline and do not require an existing international focus.

GNL pedagogy should emphasize experiential collaborative learning opportunities, including active learning and reflective activities. The intercultural elements of your pedagogy will further enhance your syllabus.

With your partner, discuss the areas and/or topics of your course/module/activity that each of you would like to enhance with GNL. Use the table below to begin to design your course/module/activity activities.

WHAT TO CONSIDER	List the steps you need to take and any questions you may want to explore further.
Set 2-3 preliminary learning goals for your students	
Assign 1 possible shared learning task to reach those goals (Icebreaker, Comparison & Analysis, or Collaboration)	
Decide which - if any - existing course/module/activity content to begin with: yours or your partner's	
Decide if you need to develop new content for the course/module/activity	
Decide how you will combine your content: merged syllabi or module specific syllabus	
Decide if you will have your students generate any course/module/activity content	

Assessment

In a GNL classroom, it is often more complicated to assess students' performance than in traditional classroom because there may be different institutional norms and values, ideas/ practices of assessment, values assigned to intercultural awareness or attitudes. The act of assessment itself also indicates to your students what you value; if it is important enough to assess, it is (or should be) a skill, idea, or attitude that will be meaningful for your students' success both in this course/module/activity and beyond.

MAKING ASSESSMENT DECISIONS	QUESTIONS TO CONSIDER
Discuss and decide what assessment will look like for your course/module/activity.	<ul style="list-style-type: none"> How will assessment differ from traditional classroom assessment? What strategies or tools will you use to assess student learning and development? How will you incorporate both formative (throughout the course/module/activity) and summative (at the end of the course/module/activity) assessment strategies?
Decide on how you will assess students in your context. What will matter?	<ul style="list-style-type: none"> How might you assess course/module/activity materials across different cultures, and institutional expectations? How might you assess inter-cultural competency skills?
Who will be doing the assessment and what are the implications for pedagogy?	<ul style="list-style-type: none"> Will each instructor assess their own students? Or, will you both assess equally? Will students be involved in assessment? If so, how?

Suggestions

Keep it simple in the first iteration! As you develop your first GNL course/module/activity, be prepared to learn what works well and reflect constantly on how you might improve the second time around.

WHAT TO CONSIDER	NOTES
Note your successes	<ul style="list-style-type: none"> What was the biggest success of your GNL experience? What evidence, testimonials, and/or other stories can you share to celebrate your good work and your students' learning? What strategies and/or tools helped you communicate effectively?
Note down your potential for improvement	<ul style="list-style-type: none"> Where did your students struggle? Was there a particular topic and/or teaching strategy that was challenging? What could have helped you and your partner(s) communicate better or more efficiently?

TECHNOLOGY AND INTERACTION



For a GNL course/module/activity or project to be successful, it is crucial to remember that technology serves the mode of interaction which in turn, serves your pedagogy. Technology is therefore, a means, not the end, of your collaborative project.

The use of technology as a teaching tool often also requires you to give up some level of control in your teaching. Students will have more autonomy in how and when they participate in the learning experience, and collecting evidence of student learning may be more challenging as students will have new and more diverse ways to demonstrate their understanding of key course/module/activity concepts.



Teaching with mobile technologies may also require you to consider how you share information with your students – how might you distill or divide your content into ‘bite sized’ pieces? You will also now need to think about how comfortable you are in front of a camera, both for recording asynchronous lecture content and, at times, for facilitating virtual meetings and discussions. This is often a new or different way of teaching for many instructor, and it may be worth considering how you might facilitate meetings and discussions where some or all of your usual cues (e.g. body language, tone of voice) may be distorted or absent.

Technological Characteristics of GNL Course/module/activity

Most GNL course/module/activity take advantage of existing technology already in use at the instructor members' institution(s), and most classes take a blended learning approach:

- Face-to-face sessions facilitated by the instructor at each school with their own students
- Collaborative work between students takes place online and/or via videoconference using a mix of synchronous & asynchronous communication;
- Course/module/activity may connect with study abroad opportunity at a later time for the same group of students;
- Some course/module/activity may have one partner or both teaching fully online.

Discuss and determine with your partner:

TECHNOLOGICAL CONSIDERATIONS	EXAMPLE(S)	What this might look like for my/our course/module/activity
Possible mode(s) of interaction for accomplishing your teaching goals and learning outcomes	<ul style="list-style-type: none"> • Group discussions • Group assignments • Presentations 	
Possible tool(s) to facilitate student and professor interaction	<ul style="list-style-type: none"> • Institutional Learning Management System (LMS) • Social media (e.g. Facebook, Twitter) • Video calling (e.g. Skype, Google Hangout) 	
Capacity for using and/or learning technology (including institutional Learning Management Systems) at all universities (including both instructors and students)	<ul style="list-style-type: none"> • Past usage of technology in other course/module/activity • Formal training with particular tech tools 	

What expertise and experience do you have in teaching online?	<ul style="list-style-type: none"> • Past experience teaching online course/module/activity • Past experience as a student in an online course/module/activity 	
What training might be helpful to support a successful course/module/activity/project experience?	<ul style="list-style-type: none"> • Training/training materials provided by campus IT services • Training provided by technology vendors/platforms (e.g. online tutorials) 	

Modalities for Student Interactions and Questions for Consideration

There are multiple modalities for student interactions. You and your partner may wish to integrate one or some into your course/module/activity, depending on your pedagogy and course/module/activity objectives.

FORM OF INTERACTION	DEFINITION
Synchronous	May be written, oral, and experiential class-to-class communication
Asynchronous	May be written or oral (taped) communication in course/module/activity LMS or social media sites

Below are some questions to consider with your partner instructor(s):

- Will students be using course/module/activity communication software from their own institution or will they be expected to use more than one tool?
- Will students be encouraged or required to use a specific platform or program?
- Will students be expected to communicate informally? What might this look like? Will it be monitored or assessed in any way?
- Will students use free collaborative software (cloud computing, video conferencing, social media, etc) or the course/module/activity LMS system?
- Are any required media resources available in formats and languages comfortable to learners in both universities?

Sample Tasks and Tools

SAMPLE TASKS	EXAMPLES OF TOOLS
Asynchronous audio or written discussion forum	<ul style="list-style-type: none"> • Blackboard • Facebook • Voicethread
Collaborative writing tools, wikis or blogs	<ul style="list-style-type: none"> • Blogger • Google Docs • NewsActivist
Text Chat	<ul style="list-style-type: none"> • What's App • Google Talk • Facebook
Photosharing	<ul style="list-style-type: none"> • Flickr • Pinterest • Instagram
Individual/small group web-based video conference	<ul style="list-style-type: none"> • Skype • FaceTime • Google Hangouts
Video sharing	<ul style="list-style-type: none"> • YouTube • Vimeo • Dropbox

Technological Considerations

You do not require new hardware/software to facilitate a GNL course/module/activity; you can use existing technology already available at and supported by home/partner campus and/or use the growing number of free online collaboration tools.

Which tools and your partner decide to use your course/module/activity or project will ultimately depend on:

- Course/module/activity/ project objectives
- Tasks or assignments you have assigned; practical constraints (internet band-width; cost of technology and internet; time-difference between the two locations)
- The portion of the class that is online (vs. in person/in the classroom)
- The in-class requirements that the students will need to complete

Technology at York

There is free, secure, and fast wireless internet at all York campuses, available to all students, instructor, and staff at York. York University uses Moodle as its Learning Management System. There are many innovative ways you can use Moodle to your advantage:

<https://moodle.com/moodle-lms/>

USING YORK SUPPORTED TECHNOLOGIES FOR GNL: MOODLE

Access to Moodle

- For York students, access to York's Moodle is by Passport York (PPY) Username. Access is instant - there is no lag time, once their account has been set-up. It is easy to add/remove students or modify permissions.
- For non-York students, they may be sponsored for a PPY guest account for up to a Year. Alternatively, you may wish to create a different Moodle site entirely for non-York students. For more information, please visit: <https://learn.yorku.ca/moodle/>.

Groups

- Some learning activities might be related to group work
- Groups allow student to work in shared space in the course/module/activity
- It prepares students to work together as they collaborate and get to know one another
- Forums can be used for discussion about topics related to group work - for example, assignments
- Students can post work in progress, respond to one another, and request help and input
- Wiki's can be used for organizing research and for collaborative writing
- Moodle Assignment will allow students to submit in groups, so instructors easily can assign one grade to all members of the group
- Group activities provide students with multiple entry points to tasks and opportunities to show intellectual competence
- It can lead to positive interdependence, individual accountability, interactivity and appropriate use of collaborative skills

Opportunities to Learn and Integrate Moodle at York

There are various training workshops available for York instructors to learn more about, or various aspects and potential of, Moodle as a Learning Management System. These are available both as online or in-person training workshops. Please consult 'Instructor Resources' tab on the 'Moodle at York University' website: <https://moodle.yorku.ca/instructors/index.html>

USING YORK SUPPORTED TECHNOLOGIES FOR GNL: BEYOND MOODLE

In addition to Moodle, there are various other York-supported technology that you may use for co-developing your GNL course/module/activity. This includes software such as Adobe Connect (to facilitate group discussions or deliver online presentations), Camtasia (to share concepts and ideas using screencasting) and others that may be used to develop interactive online course/module/activity module/webinars.

Please contact your technology support unit (see 'Technology Support at York') and/or the GNL at York team to find out about other possibilities for your course/module/activity.

TECHNOLOGY SUPPORT AT YORK

For technology related inquiries at York, please contact your instructor technical support group as listed below.

- School of the Arts, Media, Performance and Design: ampdcomp@yorku.ca
- Instructor of Education: helpdesk@edu.yorku.ca
- Instructor of Environmental Studies: fescomp@yorku.ca
- Instructor of Health: askit@yorku.ca
- Instructor of Liberal Arts & Professional Studies: esohelp@yorku.ca
- Osgoode Hall Law School: help@osgoode.yorku.ca

RESOURCES

Resources for GNL Project or Course/module/activity Development

AT YORK

Teaching Commons

The Teaching Commons brings together like-minded individuals who are interested in exploring and sharing teaching and learning innovation across York University. We provide a range of supports and services, including:

- Workshops on eLearning, classroom strategies, and course/module/activity design
- Individual consultations to discuss specific questions related to course/module/activity design, activities, and assessments
- Website resources on course/module/activity & curriculum design, eLearning, assessment, and teaching strategies
- Resources, workshop details, and contact information can be found at:

<http://teachingcommons.yorku.ca>

Technology Support

Technology support at York is organized by instructor units. Please consult the previous section on technology (see 'Technology Support at York') to find and contact your instructor technical support group.

BEYOND YORK

SUNY COIL Center: <http://coil.suny.edu>

- COIL Development Guide on request
- Detailed Case Studies (Institute)
- Recordings of Conference Presentations
- Access to Global Partner Universities
- Annual international conference

Uni Collaboration - <http://uni-collaboration.eu>

- Growing Partner Professor Database
- Sample Tasks and Projects
- Bi-annual international conference

Resources to Learn More About GNL

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- Conseil des ministres de l'éducation du Canada (CMEC). (2017). *Cadre pancanadien du CMEC pour les compétences globales*. CMEC. Récupéré de http://www.ontariodirectors.ca/CODE-TLF/docs/tel/Cadre_pancanadien_compétences_globales_descripteu-3.PDF
- Council of Ministers of Education, Canada (CMEC). (2017). CMEC on Global Competencies. https://www.cmec.ca/682/Global_Competencies.html
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- Fullan, M., Quinn, J. et McEachen, J. (2017). *Deep Learning: Engage the World Change the World*. Corwin Press.
- Griffin, P.E., McGaw, B. et Care, E. (Eds.). (2012). *Assessment and teaching of 21st century skills (ATC21S)*. Dordrecht: Springer. Récupéré de www.atc21s.org
- Hanvey, R. G. (1982). An attainable global perspective. *Theory into practice*, 21(3), 162-167.
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- Mansilla, V. B. et Jackson, A. (2013). Educating for Global Competence: Learning Redefined for an Interconnected World. Dans Heidi Jacobs (Éd.), *Mastering Global Literacy, Contemporary Perspectives* (5-27). New York: Solution Tree.
- Mansilla, V. B. et Jackson, A. (2011). *Educating for Global Competency: Preparing our Youth to Engage the World*. New York : Asia Society.
- Mansilla, V. B. et Gardner, H. (2007). From Teaching Globalization To Nurturing Global Consciousness. Dans Suárez-Orozco (Éd.), *Learning in the Global Era: International Perspectives on Globalization and Education* (47-66). Berkeley & Los Angeles, California: University of California Press.
- Ministère de l'éducation de l'Ontario. (2016a). *Compétences du 21e siècle : document de réflexion*. Ministère de l'Éducation de l'Ontario. Récupéré de http://pedagogienumeriqueenaction.cforp.ca/wp-content/uploads/2016/02/Ontario-21st-century-competencies-foundation-FINAL-FR_AODA_EDUGAINS_Feb-19_16.pdf
- Ministère de l'éducation de l'Ontario. (2016b). *Pédagogie numérique en action : document de fondements*. Ministère de l'Éducation de l'Ontario. Récupéré de <https://pedagogienumeriqueenaction.cforp.ca/wp-content/uploads/2016/03/Document-de-fondements-Fevrier-2016-version-r%C3%A9visée.pdf>

- Partnership for 21st Century Skills (P21). (2010). *P21 Framework Definitions*. P21. Récupéré de http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf
- Perron, Judith. Boîte à outils pour l'internationalisation d'un programme d'études. https://w1.cegepshebrooke.qc.ca/intra/rp/files/ssparagraph/f1665003630/10_boite_a_outils_pour_linternationalisation1.pdf
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- Singh, M. et Qi, J. (2013). *21st century international mindedness: An exploratory study of its conceptualisation and assessment*. University of Western Sydney et Baccalauréat international (IB).
- Starke-Meyerring, D. (2010). Globally Networked Learning Environments: reshaping the intersections of globalization and e-learning in higher education. *E-Learning and Digital Media*, 7(2), 127-132.
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Associations and Institutions

- Centre for Collaborative Online Learning (COIL) Centre at SUNY. <http://coil.suny.edu/page/course-models>
- The Globally Networked Learning Project at York University. <http://gnl.info.yorku.ca/>