GNL

AT YORK UNIVERSITY

Globally Networked Learning: Possibilities for your Classroom

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

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OUR AGENDA

- Welcome & introductions

- What is globally networked learning?
- Definition
- What are online collaborations
- GNL as a spectrum; blended learning approach
- Impact of GNL on students, faculty, institution

- Developing a GNL course or module
- What are GNL-enhanced courses?
- Partnership and technology
- Keys to success

- Cross-campus partnerships and community of practice

- Concluding Remarks & Q&A

INTRODUCTIONS

Using your best 60-second elevator speech

Please very briefly share with us your:

- Name
- Discipline/ Department
- Experience and/or interest in globally networked learning

WHAT IS GLOBALLY NETWORKED LEARNING?

Globally networked learning (GNL) refers to **an approach to research, learning, and teaching** that enables students, faculty, 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 concept, a joint lecture over multiple time zones, a shared assignment, or a collaborative research project, among other possibilities.

- An experiential collaborative learning in an internationally focused curriculum;

- A powerful lens to interpret inquiries with a comparative perspective;

- A learning process that entails an understanding about the world that ultimately make students contribute fully to its future as global citizens;

- An exploration on how social and cultural mores influence events and the development of knowledge around them by revealing transnational connections on how differential access to knowledge, technology and resources affects perspectives, ideas and opinions.

INTERNATIONALIZATION

- Increasing pressure on higher education to internationalize;

- Since 2000 most HEIs added global perspectives into mission statements and strategic plans; yet few have become highly internationalized;

- Study abroad traditionally primary way students gain direct exposure to other cultures;

- Recruiting international students is another common strategy;

- Globally networked learning is an effective alternative.

WHAT ARE ONLINE COLLABORATIONS?

GNL is not a technology, but a new teaching and learning paradigm developing intercultural competence across shared multi-cultural online learning environments.

No consensus name for modality. Yet…

- Globally Networked Learning
- Collaborative Online International Learning (COIL)
- Telecollaboration
- Virtual Mobility/Exchange
- Exchange 2.0
- Connective Multicultural Learning
- e-Tandem

DEVELOPING A GNL COURSE OR MODULE

What are GNL-enhanced courses?

- Faculty work together to develop shared 4-10 week module utilizing team-taught networked learning space
- Emphasize experiential collaborative learning
- Can be built from new or existing courses
- Courses can be from any discipline
- Do not require existing international focus
- Intercultural elements enhance syllabus
- Technology bridges distance between classroom abroad; **technology is the means to an end, not the end itself.**

GNL ON A SPECTRUM: BLENDED LEARNING APPROACH

GNL courses are not necessarily fully online courses; most courses take a blended learning approach:

- Some have one partner or both teaching fully online
- Most take advantage of existing technology at HEIs
- Most classes take a blended learning approach
    - Face-to-face sessions at each school with students
    - Collaborative work between students takes place online and/or via videoconference
    - Mix synchronous & asynchronous communication
    - Can connect with study abroad

Developing a GNL course is about trial and error.

- Explore opportunities in your existing courses first: are there areas where GNL pedagogy might be helpful?
- Start by integrating 1 or 2 GNL activities or modules (collaborative work between students and faculties) into the course.

CURRICULAR INTERNATIONALIZATION THROUGH TECHNOLOGY

Class A

Class B

Blackboard

GNL COURSE EXAMPLE: COIL
College at Brockport (USA) &
Novgorod State University (Russia)

Module: Negotiating Sex and Gender Mediums Across Continents
Focus: Sex/gender topics (e.g. work, family, religion, reproductive freedoms, & sexual orientation in US, Russia, & select cultures)

Instructional Delivery Format
- Real-time, synchronous video-conferencing
- Asynchronous blogging using Google Blogger
- Asynchronous dual classroom instruction
- Shared lecture capture/video/YouTube
- Video-recorded, student-produced collaborative Public Service Announcements (PSAs)

GLOBALLY NETWORKED LEARNING

GNL COURSE EXAMPLE: YORK UNIVERSITY

Co-design of AP/FR 4122 Models of Second Language Acquisition at York University (Canada) and Université Savoie Mont-Blanc (France)

Course Framework: A comparative study of theoretical frameworks on language learning, including Canadian bilingualism and multilinguism approach vs The Common European Framework of Reference for Languages.

- Course taught synchronously.
- Students from both class in contact for an hour every week.
- Various collaborative work in sub-groups outside class hour.
- A joint co-designed research project requiring collaborative work to be presented by various teams to both class peers at end of term.

PARTNERSHIPS AND TECHNOLOGY: PARTNERSHIP DEVELOPMENT

Partnership development is the first step to developing a GNL course or module; **without a partner, you cannot do GNL!**

How to find a partner:

- Prior academic acquaintances, students, or colleagues
- Colleagues of colleagues
- Established institutional partnerships
- Utilize your alumni networks
- Past professor exchanges
- International programs office contacts
- Academic communities or disciplinary associations
- Contacts within your university system

TECHNOLOGY CONSIDERATIONS

- Multiple modalities for student interactions
  Synchronous:
  - Class-to-class video conferencing
  - Online chats and video calls
  Asynchronous:
  - Shared workspaces (Blackboard, Moodle, Google Docs)
  - Social Media (Facebook, Twitter, etc.)

- Does not require expensive new hardware/software
  - Can often use existing technology at home or partner campus
  - Growing number of free online collaboration tools

- Which tools?
  - Objectives
  - Tasks
  - Practical constraints
  - Choice of technology

KEYS TO SUCCESS

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

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

Relationships
- Build strong working relationships with teams locally and abroad.

Flexibility
- Assess effectiveness and have the flexibility to adjust as needed.

IMPACT OF GNL ON STUDENTS, FACULTY, AND INSTITUTIONS

Students

- New contextual meanings to content students explore
- Awareness & knowledge about other cultures and realities
- Understanding of how others perceive us (and why)
- Understanding and awareness of own cultural background
- Experiential & collaborative student learning
- Competency in using English (or other languages) in authentic communicative contexts
- Development of online communicative competence, and digital literacy
- Experience working in virtual teams
- Opportunities to build diverse personal relationships

Faculty

- Opportunities to innovate existing teaching practice and research projects
- Opportunities to build diverse professional relationships
- Development of online communicative competence and digital literacy
- Experience working in virtual teams

Institutions

- Professional development for professors and staff
- Interest among exchange or international students
- Meet strategic goals and internationalize curricula
    - Develop new or invigorate dormant partnerships
    - Reduced administrative complexity
        - Students are usually enrolled, charged tuition, and awarded grades only at their home institution
- Increase student study abroad interest/preparation

CROSS-CAMPUS PARTNERSHIPS

Professors

International Programs/ Education Abroad Departments

On-Campus Technical Support

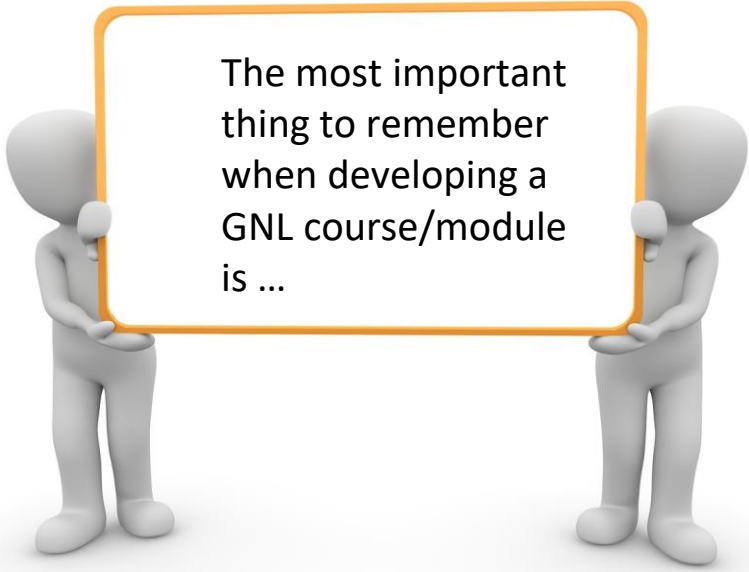University Administrators /Senior International Officer

GNL: A COMMUNITY OF PRACTICE

- Course Instruction Team (Faculty/ Teaching Assistant)
- GNL Support (GNL Project Team)
- Information Technology Support (LTS)
- Educational Developers (Teaching Commons)
- International Office (York International)
- Registrar's Office
- Library

You may also wish to consider setting up online chat group/ forum/Wiki etc. for the future.

REFLECTIONS

The most important thing to remember when developing a GNL course/module is …

QUESTIONS?

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