



Globally Networked Learning and Student Mobility: An Emerging Partnership for the future



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PCCAT/CPCAT 2011 Conference

Presentation Agenda

- Introduction to Globally Networked Learning (GNL).
- Globally Networked Learning in Higher Education
 - Credit Issues
 - Internationalization
 - Student Mobility
- Impact on Student's perception of Study Abroad
 - Survey Results
- Implications for a future partnership
- Final Thoughts
- Questions



Globally Networked Learning Environments (GNLEs)

- When two or more courses at different institutions, in different parts of the world, use Internet technologies to connect students specifically to engage students in a cross-cultural learning experience.
- Students are exposed to each other's culture through:
 - Shared images and videos.
 - Facilitated dialogue (both asynchronous and synchronous (real-time)).
 - Collaborative assignments and projects.
- Faculty create GNLEs by:
 - partnering with international colleagues.
 - building shared courses or course modules.



Some images of GNLEs...

The screenshot displays a virtual meeting interface for Soliya. At the top left is the Soliya logo. A navigation bar contains buttons for Chat, Whiteboard, Media, and Poll. A 'Leave Room' button is located in the top right corner. The main area features a central chat window with the following text:

Meeting Title

Reem: yes we got it thanks rebecca!
Lara: Angela: Excited to be a part of this. Background in conflict resolution and peace building. Particularly interested in interfaith and inter-cultural dialogue.
Lara: Expectations: Ilike to learn the technology. Want to learn more about the Middle East and relations between the Western world and the middle East. I learn a lot through media and this would be a great experience for me.
Lara: Expectations: looking forward to feedback - good place to learn from each other in terms of facilitation styles and blindspots...
Lara: Great - thanks Angela

Below the chat window is a 'Pass Turn' button and a 'Send' button. The meeting area is populated with several video thumbnails, most of which are obscured by blue circles. One larger video thumbnail in the bottom right corner shows a participant named Asma. The interface also includes a 'Whiteboard' window at the top center and a 'Media' window at the bottom right.

Some images of GNLEs

Maps ▶ Where in the World are you?

Here is a place for you to show where you live, where you've been, or where you'd like to go.



Some images of GNLEs

15

Learning & Working Across Cultures: A consideration of the difficulties in conducting a class with students in the U.S. and Iran

- 🗣️ What are some of your goals, hopes, and concerns for participating in this course?
- 💬 icebreaker number 1
- 📄 A couple of introductory questions to 'break the ice'
- 🗣️ Initial thoughts on terrorism
- 🎬 Film on Iran & U.S. Relations (from 2007).



This week, we will engage in a bit of critical research and reflection about the events and dynamics that have effectively prevented our course from forging a collaborative online international learning experience with students in Iran.

In recent months, there have been a series of events, leading up to and following the Iranian presidential elections. One of the clear results is that professor Abdolhossein Abdollahi and I have not been able to be in contact for several months now. While we may be able to develop a cross-cultural class on the psychology of terrorism in the future, it is not feasible at present.

One of your key tasks this week is to look critically into the history of events that have preceded the current social and political climate in Iran, and also between the United States and Iran. Specifically, what are some of the more important events that have shaped the relations between the Nations, and what are their implications?

- 🗣️ Research and Responses
- 📄 Memri blog on Iran

More about GNLEs in the context of Higher Education

- They emerged with the growth of networked technologies in the late 90s, primarily through grassroots partnerships between faculty.
- They require **equitable partnerships, shared pedagogies, and institutional policies** to be successful and sustainable (more than one term).
- They develop much in demand competencies in students, such as intercultural communication skills - aligned with goals of internationalization.
- They are currently NOT typically associated with additional credit weight, program requirements, credit transfer or student mobility...

Starke-Meyerring and Wilson, 2008





Internationalization in Canada - AUCC

- “In an increasingly globalized world, Canadian universities recognize the need to provide graduates with a global perspective, international knowledge and cross-cultural skills and are committed to bringing an international dimension to their teaching, research and community service.”

http://www.aucc.ca/policy/issues/internationalization_e.html

- Canada sends only about 2.2 per cent of Canadian university students abroad for study ... with **lack of funding the primary barrier to Canadian students going abroad.**

Internationalization in Canada - AUCC

- AUCC suggest the following “international efforts of Canadian universities [in order to] make an essential contribution to Canada’s international and domestic policy agenda”:
 - increase Canadian students’ access to international education opportunities;
 - promote Canadian universities as a top destination for international students;
 - enhance international research partnerships;
 - promote Canadian universities’ provision of high quality educational products and services overseas.

GNLEs and Credits

- Courses that partner are more transparently similar in terms of content, which can alleviate issues of course equity for transfer credit.
- Courses with GNLEs, have particular attributes related to intercultural competencies, that may provide a means to provide transfer credits cross disciplinarily (or at least provide exemptions).
 - For example, using the **European Credit Transfer and Accumulation System (ECTS)**.
 - Academic Framework for Innovation (AFI) at [Dublin City University](#).



GNLEs and Internationalization

- American Council on Education (ACE) [Bringing the World into the Classroom](#) Award was designed to recognize innovative use of technology to promote Internationalization.
- Winners were selected based on:
 - Evidence of ongoing interaction and/or collaboration between U.S. students and international students/scholars/citizens.
 - Evidence of course or program learning goals that include global or international knowledge and competencies and/or cross-cultural learning.
 - Demonstrated attention to assessing international/global student learning outcomes and using the results for the purpose of course or program improvement.
 - Demonstrated attention to intercultural communication issues.
 - Evidence of sustainability of the program.



2010 ACE Award Winner: The Center for Collaborative Online International Learning (COIL) at the SUNY Global Center

- The SUNY System is comprised of 64 campuses, almost 500K students across NY State.
- Institutionally supporting globally networked learning by enabling the COIL Center (which emerged from grassroots faculty partnerships).
- COIL aims to “build bridges between study abroad, instructional design and teaching faculty through team-taught courses, thereby promoting, integrating and enhancing international education experiences across the curriculum.” (www.suny.edu/global/coil)



GNLEs and Student Mobility

- Increase student awareness of partner institutions.
- Provide opportunity for students to engage and collaborate with peers at partner institutions – demystifying ‘the other’ and students can learn about each others’ institution directly from peers.
- Can provide students in later years with potential graduate supervisors at partner institutions who may be able to provide research support in areas otherwise not available at their institution.
- Can provide new incentives to study abroad, based on the positive experience of the collaborative course.... “wetting ones appetite” so to speak.



Students' Perception of Study Abroad after a COIL Course: Survey

- Survey administered to students of a COIL course between one SUNY campus and a university in Eastern Europe.
- Survey asked a number of questions and submitted a total of 133 responses regarding the interaction, the most and least rewarding aspect of the collaboration, and how it affected their outlook on potentially studying abroad.

Benefits of Collaborative Course

- “the most rewarding aspect of this course was...
 - ... to be able to communicate with student from another student”
 - ...getting feedback from people who are so far away.”
 - ... getting the chance to communicate with people from other cultures. I was able to see pictures of them and seeing the way they write. It was very interesting.”
 - ...working cohesively along side people from other countries.”
 - Only one student had a negative response to this question.



Students and their prior experience with Study Abroad

Did this course change your outlook on potentially studying abroad?

Responses:

- “Actually yes, I have thought about it a little more lately”
- “It increased my want to study abroad”
- “It’s only strengthened my desire to study abroad, meet new people and experience things outside of my school system in the states”
- “Yes, it made me want to study abroad”



Implications for a future partnership between GNLEs and Student Mobility Offices

- Address the current challenges with regard to credit recognition (articulation) across institutions.
- Students will have new opportunities to network with global peers and they can learn more about their host school's culture to assist with acclimatization (if precedes study abroad).
- Re-entry difficulties can be minimized when students return (if follows a study abroad).
- Opportunity for mentorship between students at different stages of their study abroad experience.



How can Student Mobility Offices participate?

- Being champions and supporters of globally networked learning between partner institutions.
- Looking at ways and tools that can facilitate faculty partnerships (such as using course equivalency tools currently in place for transfer credits).
- By accommodating a process between institutions to assist faculty and ensure they have the required support (at both ends) at an institutional level by communicating the alignment with institutional strategic goals of internationalization.

Final Thoughts

thinking



Questions?





Suggested Reading

- Association for Universities and Colleges in Canada (AUCC): Policy and Advocacy: Internationalization.
http://www.aucc.ca/policy/issues/internationalization_e.html
- Sutton, S. B. (2010). Transforming Internationalization Through Partnerships. *International Educator*. 19 (1). 60-63.
- Rubin, J. And Wilson, M. (2010). A Faculty Guide to Collaborative Online International Courses. Available at www.suny.edu/global/coil.
- Starke-Meyerring, D. and Wilson, M. (Eds.) (2008). Designing Globally Networked Learning Environments: Pedagogies, partnerships and policies. Sense Publishers, The Netherlands.

Thank you et Merci!

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