



Global citizens in the virtual classroom

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Collaborative Online International Learning*

Overview of the workshop

- Why GCE in honours?
- ‘The global village’
- Research on effects
- Intercultural learning & critical reflection:
 - curriculum
 - student activity + class & cloud
 - results
- What we learned

Global citizenship in honours education



- **GCE, a definition:**
Education on why and how students could contribute to a more just and sustainable society.
- **Why?**
Attention for global and moral issues
(e.g. Roeper & Silverman, 2009)
responsible jobs;
solutions for global issues;
interest in moral issues (Tirri & Nokelainen, 2011; Schutte, Wolfensberger & Tirri, 2013)

About The Global Village

- International Honours Course
- 24 participating students
- Intercultural Communication & Sociology
- Learning goals:
 - Critical thinking
 - Intercultural competence
 - Complexity of globalization

What does it mean to be a member of the global community ?

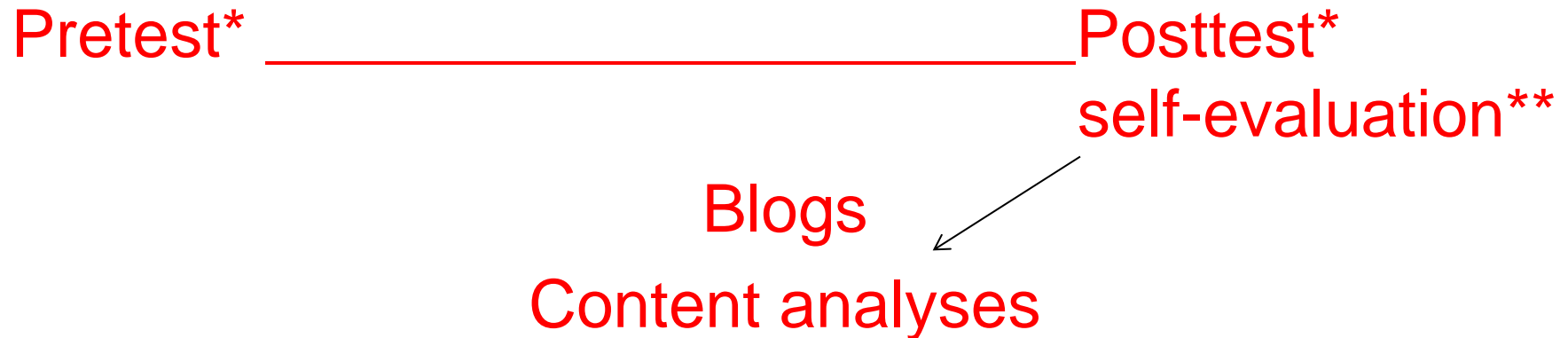
Assignments:

1. Photo essay
2. Community interview
3. Digital showcase
4. Blog



Research design

Course (modules)



*ESSQ, ICSSQ, Shared futures survey

**Open end evaluation questions

Ref. Tirri & Nokelainen, 2011; Thijs & van den Akker, 2009; Holm, Nokelainen & Tirri, 2009; Wathington, 2009.

Principles (1)

Ethical and intercultural learning

- Make use of the variance in cultural and socio-economic background among the students to facilitate the learning of intercultural competences (Reed, 2011)
- Provide contact and interaction with people varying in socio-economic and cultural backgrounds, who are different from the students in life changes, experiences and world views (Strain, 2005)

Curriculum

- Ethical & intercultural learning
 - international cooperation; the making of an intercultural team
 - migration: interview in the community



Student activity

- Predict: do you live in a global community?
- Photo's of Groningen: evidence of globalization?



- **Increase in ethical sensitivity**
'generating interpretations and options'
- **Increase importance 'speaking up against racism'**
Role responsible citizen



- Students self-evaluation
 - Important: 'tolerance is not enough'
 - Challenged: international teamwork, thinking differently
 - How they learned: teamwork; in the community (experiential learning)



- Possibilities to make a contribution
 - social behavior and attitude (11)
 - future profession (4)
 - special activities / volunteering (3)
 - sustainable consumption (2)

Principles (2)

Critical reflection on values and opinions

- Expose learners to different perspectives and invite them to engage with the possibilities and limitations of each of them
- Provide assignments for students to critical reflect on their own values and dispositions and on mainstream (Western, 'white') perspective

(Andreotti et. al, 2008)

Curriculum

- Critical reflection on values
- Khofi Anan / Obama
- Globalists versus skeptics
- Directive questioning



Student activity

- Interview each other: how has globalization influenced your life?
 - cultural
 - economical
 - political
 - geographical





- **Students' self-evaluation**

Learnend about yourself -
what I don't know, my restrictions

Change values, opinions –
attitude towards people I don't know



- **Blogs**

‘My first thought was that 'success' is not my main goal but when I thought about it more later I realized that although success isn't my main goal I seem to think that I need to be 'successful' before being able to achieve happiness of my other goals.’

‘..the discussions we've had during that course have made me wonder if part of the reason I focus on success so much is because of the culture I grew up in.’

What did we learn?

- Internationalisation at home
- Intercultural learning teachers
- ICC in the cloud
- Research



References

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Questions?





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Thank you for your
attention!

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