

# Global Citizenship by Design

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# Presentation objectives:

1. The conceptual model & design principles
2. About globally networked learning environments (GNLEs)
3. Experience student activity used in this course
4. Discuss strengths and weaknesses of the using the conceptual model in GNLEs

# Why global citizenship in honours education?

# Conceptual Model

1. Knowledge & understanding
2. Skills & attitudes
3. Critical reflection on values
4. To take action

# Knowledge and understanding

- ✧ Choose one global issue to be the central theme of the course
- ✧ Challenge students to make the connection between other societies and their own
- ✧ Challenge the students to investigate the emergence of a problem or issue (Davies et.al, 2005)

# Skills and attitude

- ✧ Make use of the variance in cultural and socio-economic background among the students to facilitate the learning of intercultural competences
- ✧ 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)

# Critical reflection on values

- ✧ Expose learners to different perspectives and invite them to engage with the possibilities and limitations of each of them
- ✧ Provide assignments for students to critically reflect on their own values and dispositions and on mainstream or Western, 'white' perspective. (Andreotti et al., 2008)



# To take action

- ✧ Motivation and see opportunities to contribute to a more just world
- ✧ Provide 15-20 hours service learning or community-based research (Mabry, 1998)

# Discussion

1. What is needed for a teacher to implement a model like this?
2. How can teachers optimally benefit from having this kind of model?

# SUNY-COIL Fellowship

- ✧ Participants in an NEH funded project to develop a Globally Networked Learning Environment (GNLE) to study human societies
- ✧ A GNLE allows students and faculty in different parts of the world to share experiences and collaborate using online tools. The goal is to broaden and deepen student (and faculty) views of course material by developing a more global perspective and enhanced cross cultural communication.

# Our GNLE

Our collaboration featured:

- ✧ Students and faculty collaborating on projects and assignments using synchronous and asynchronous tools e.g Skype, Facebook, Web conferencing, chat and blogging
- ✧ Experiential learning in both local communities
- ✧ Shared assignments and shared grading
- ✧ Intercultural collaboration across international boundaries resulting in meaningful products

# Implementation

- ✧ Experiential, interdisciplinary course:  
The cultural differences among 2 groups of students generate insights for exploring globalization.
- ✧ Sequential course activities with increasing levels of intercultural collaboration:
  - Module 1: Photo essay
  - Module 2: Community interviews
  - Final project: “What does it mean to be a member of the global community ?”
- ✧ Reflection: Individual blogs

# Student activity #1



## Visual Analysis

Look for evidence of dimensions of globalization:

1. Is there a contribution from all places in the world or only certain regions?
2. Is daily life in these places just interconnected or interdependent?
3. Are these global connections stable and regular - or do they just occur once in awhile?
4. Are all groups within a society globally connected or is it just a select few?
5. Are the people aware or conscious of their global connections?  
(Martell 2010)



Faculty photo Fall 2012



Student photo Fall 2012





Student photo Fall 2012



Student photo Fall 2012

# Research design

- ✧ Course program:  
To what extent are design principles and guidelines implemented?
- ✧ What did students learn with regard to social responsibility and civic engagement?
- ✧ What do students think about what they learned?

# Research questions

- ✧ Is there an increase in ethical and intercultural sensitivity after participating in the course?
- ✧ Is student motivated and does he or she see possibilities for making a contribution to a more just world?

# Preliminary findings

- ✧ An increase in ethical sensitivity
- ✧ ‘ Speaking up against racism’ considered more important after course
- ✧ Most powerful learning moments frequently reported:
  1. community interview
  2. aspects of intercultural teamwork

# Discussion

- ✧ How do we negotiate the tension between ideal research conditions and practical limitations of a classroom setting?

# References

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# Thank you for your attention!

Thanks to our Fall 2012 students for sharing their “view” of the world through photos of globalization.

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