Reimagining a Pedagogical Approach with GNL

Emery-Riddle Aeronautical University
Monday, September 10, 2018

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Note: Some slides adapted with permission from the SUNY COIL Center
WHAT ARE ONLINE INTERNATIONAL COLLABORATIONS?

No Consensus Name for Modality. Yet...

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

is not a technology, but a new teaching and learning paradigm developing cross-cultural competence across shared multi-cultural online learning environments
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
## GNL-ENHANCED MODULES/COURSES

<table>
<thead>
<tr>
<th>What are Human Rights?</th>
<th>Technical Communication</th>
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<tr>
<td>Religion and Conflict in Europe</td>
<td>Engineering Ethics</td>
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<td>Voice and Movement for Actors</td>
<td>Intl. Collaborative Construction Mgmt.</td>
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<td>European Politics</td>
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<td>Confronting National Identity</td>
<td>Dairy Production and Management</td>
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<td>Intercultural Communications</td>
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<td>The Global Village</td>
<td>Virtual Environments</td>
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<td>Global Youth Culture: Technology and Youth Networking</td>
<td>Introduction to Archeology</td>
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<td>Gender Roles Across Cultures</td>
<td>Geology and the Environment</td>
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<td>Global Citizenship and Corporate Social Responsibility</td>
<td>Bio-sustainable Resources</td>
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<td>Re-Envisioning Diasporas</td>
<td>ICT – Early Childhood Education</td>
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<td>Voice and Movement</td>
<td>Culture, Environment, and Health</td>
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<td>Jazz! Born in America, Created Internationally</td>
<td>Global Environmental Politics</td>
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<td>Spanish/English as Foreign Lang.</td>
<td>Transatlantic Public Admin. &amp; Policy</td>
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<td>Cinematic Storytelling Across Cultures</td>
<td>International Development and International Migration</td>
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<td>Writing Seminar</td>
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<td>Elementary Education</td>
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<td>Topics in International Marketing</td>
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<td>Multimedia Learning</td>
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Considerations for Effective Pedagogy

• Student Characteristics and Capacity

• Experiential, Collaborative Learning Opportunities

• Creating Definitions of and Conditions for Success
Considerations for Effective Pedagogy with 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*
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<thead>
<tr>
<th>Define</th>
<th>Determine</th>
<th>Describe</th>
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<tr>
<td>Learning Outcomes</td>
<td>Teaching Activities</td>
<td>Assessment Strategies</td>
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<tr>
<td>What do we expect students to learn?</td>
<td>How will we support meaningful, effective learning?</td>
<td>How will we know if/what they have learned?</td>
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<td>What does successful learning look like?</td>
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Ice Breaker
- Access & Motivation
- Online Socialization
- Information Exchange

Comparison & Analysis
- Information Exchange
- Knowledge Construction

Collaboration
- Knowledge Construction
- Development
• My content isn’t internationally-focused. Why should I consider GNL for my classroom?

• I’m not comfortable with/familiar with using technology in the classroom. Can GNL only be done using technology?

• How do I support and address an even greater diversity of students and learning styles in my classroom?
• Seeing the subject from a global (international) perspective

• Spanning the spectrum of learning
  • Knowledge | Skills | Attitudes
  • Global Competencies

• Technology is a tool, not the teacher

• Benefits and Opportunities in Co-Learning
  • Universal Design for Learning
QUESTIONS?

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