



Learning Design Components of Global Collaborative Classrooms

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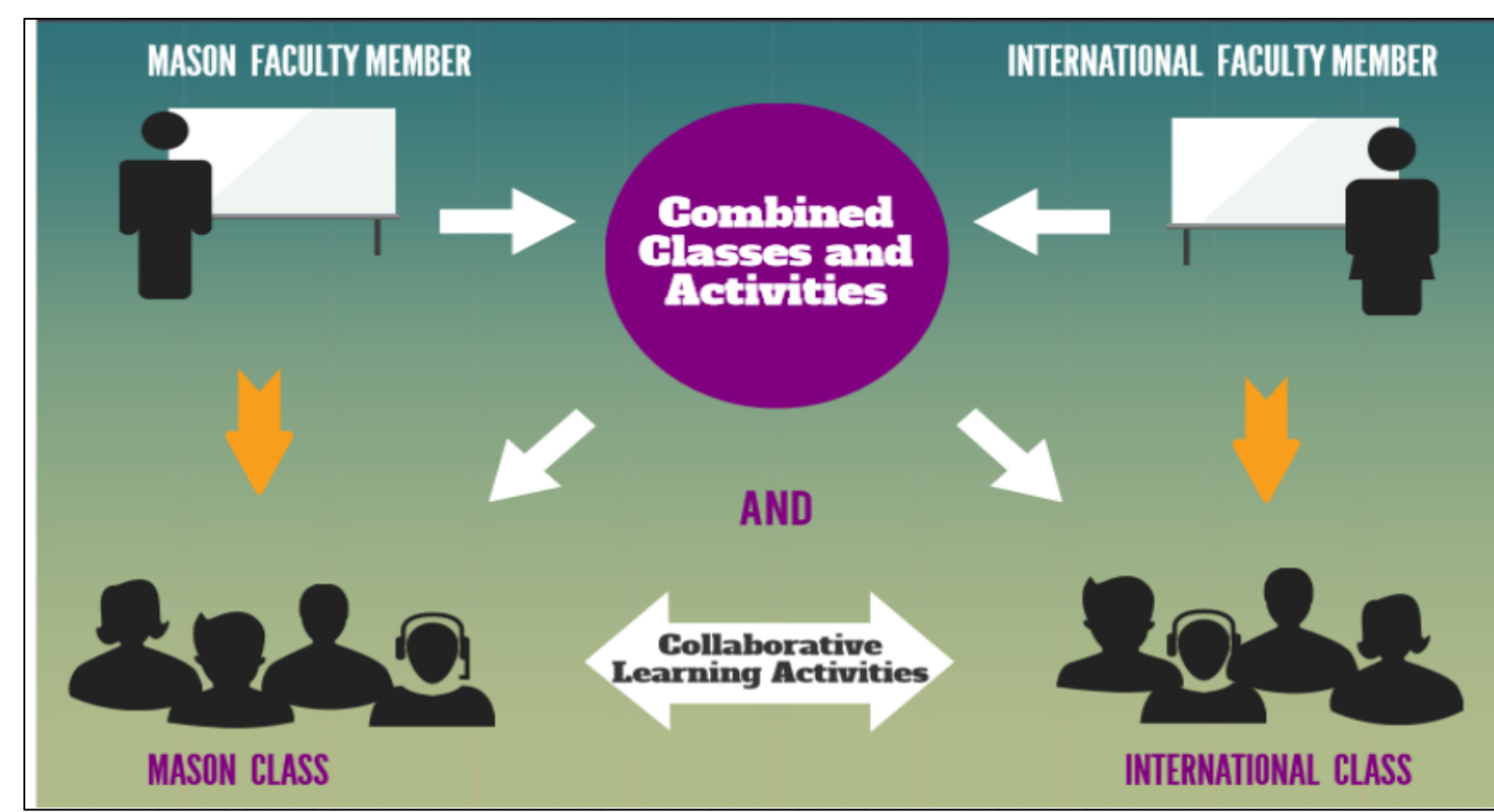
Mason's Global Collaborative Classroom

What is Collaborative Online International Learning?

Mason's Office of Global Strategy initiated the **Global Collaborative Classroom (GCC)** project and modeled it after SUNY's (COIL) Center for Online International Learning's Dual Hybrid model in which students residing in different countries enroll in their home institution. While home courses may regularly meet face-to-face, the larger group works together remotely on specific assignments and shared productions. The GCC was structured to complement Mason's academic priorities and administration organization.

GCC Logistics

- Students enroll in and receive grades from their respective institutions.
- Work with existing courses in order to reduce faculty planning time and registration hurdles.
- Faculty members partner with a Mason instructional designer for support.



Meaningful Global Experiences and Collaborations

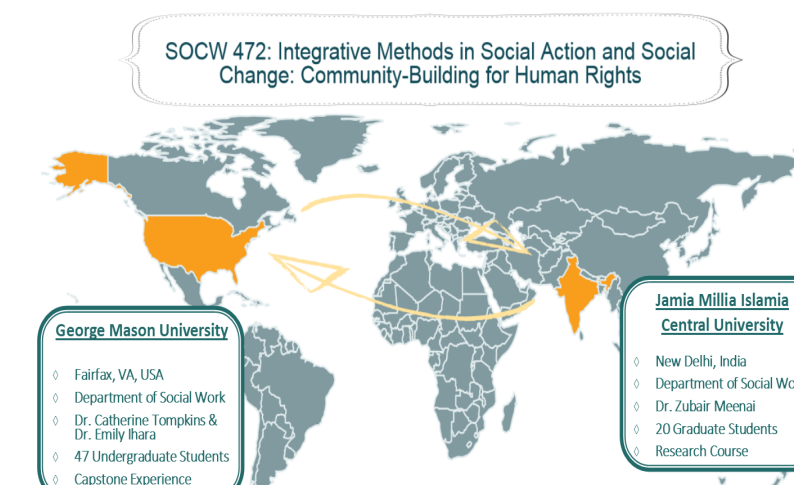
- Courses must have at least one global learning outcome that is tied to collaborative activities.
- A plan for student interactions is clearly laid out in syllabus and class plan.
- Courses are co-developed and team taught by a Mason faculty member(s) and a faculty member(s) from a partner institution.
- Partner faculty must link at least 6-8 weeks of their courses together to ensure meaningful student collaborations.

GCC & COIL Case Studies

- 2012 - GMU Department of History and Higher School of Economics, Russia
- 2015 - GMU School of Management and Tecnológico de Monterrey, Mexico
- 2016 (spring) - GMU Department of Social Work and Jamia Millia Islamia Central University, India
- 2016 (fall) - GMU Department of Music and Musikhochschule für Tanz und Musik, Köln, Germany
- 2016 (fall) - GMU School of Conflict Analysis & Resolution and Friedrich-Schiller-Universität, Jena, Germany



ВЫСШАЯ ШКОЛА ЭКОНОМИКИ
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ



Learning Design Components

How do I get started developing a GCC?

Table 2: Issues of Time

Issues of Time	Sample Responses Faculty 1	Sample Responses Faculty 2
2.1 What time zone are you in? (in relation to GMT)	EST	GMT
2.2 Is there daylight savings time there (i.e. when the time is moved forwards or backwards)? If so, when does it begin/end?	Sunday, March 31 to Sunday, October 27	No.
2.3 What are the best hours/days to contact you by Skype or phone, taking into account time zone differences?	Mondays 1-3pm; Thursday/Friday 3-5pm	Anytime, I just need a day or two notice
2.4 During which semesters or terms might this course run? (Please specify dates.)	1 Sept-15 Dec 2010 (Fall)	30Sept-15Jan 2011 (Fall)
2.5 When does your semester start and end, and what are your likely class times?	Sept. 2nd - Dec. 14th (MWF - 10am-1pm)	Online (no specific class time)

Table 7: Institutional Cultures and Expectations

Institutional Cultures and Expectations	Sample Responses Faculty 1	Sample Responses Faculty 2
7.1 If your class meets face-to-face, how much reading or other out-of-class work do students at your institution expect each week?	I'd say about 2 hours a week.	40 hours per week
7.3 How much of a student's grade is typically determined by their final exam? If it would encourage student interaction, is it possible to give more credit to other exercises during the semester?	Much greater than half of the grade is determined by the exam report and final presentation.	30-40%
7.4 Is regular class attendance and participation important when determining a student's grade? If so, how will online participation in this collaboration be evaluated?	Yes. 30% of the grade for participation. I would like to evaluate quality and not quantity of online participation.	Rarely, if so, it is a small portion, say 5%, but I have flexibility here. I can give up to 50% for participation.
7.5 Are your class sessions primarily structured around faculty lectures? How much are students expected to contribute their thoughts in class?	No. We do lots of project-based work, so class is centered on this discussion.	Yes but many are now Edu3.0 style - discussion, activities.

Faculty Partners Working Together Tables

There are eight tables of basic issues the COIL Center suggests partners complete before beginning the discussion and negotiation phase.

Key Pedagogical Design Principles

Develop Intentional Global Learning Outcomes that target meaningful global skillsets and mindsets.

Scaffold cross-cultural interaction and collaboration over the project period to give time to build trust, support active learning, provide feedback, and to enable community building.

Leverage cloud-based social media tools for collaborative learning. Web 2.0 tools are collaborative by design and provide the bridge for facilitating effective cross-boundary communication and collaboration across time zones.

Global Learning Outcomes

Mason Global Understanding Learning Outcomes	Global Learning Outcomes (AAC&U Rubric)	Bloom's Revised Taxonomy	Fink's Taxonomy of Significant Learning
Demonstrate understanding of global patterns and processes	Understanding Global Systems	Remembering / Understanding	Foundational Knowledge • Remembering and understanding: o Information o Ideas
Demonstrate understanding of the interconnectedness, difference, and diversity of a global society	Global Self-Awareness Global Perspective Taking Cultural Diversity	Applying Analyzing Evaluating Creating <i>(Higher-Order Thinking Skills)</i>	Integration • Connecting: o Ideas o People o Realms of life Human dimension Learning about: oneself and other
Explore individual and collective responsibilities within a global society through analytical, practical, or creative responses to problems or issues, using resources appropriate to the field	Personal and Social Responsibility Applying Knowledge to Contemporary Global Contexts	Applying Analyzing Evaluating Creating <i>(Higher-Order Thinking Skills)</i>	Application • Skills • Thinking o Critical, creative, & practical thinking • Managing projects
		Bloom's Affective Domain Metacognitive	Caring Developing new: • Feelings, interests, values Learning How to Learn • Becoming a better student • Inquiring about a subject • Self-directing learners

Sample: Converting Global Learning Outcomes into Course Activities

Global Learning Outcomes	Student Learning Outcomes (Module Level)	Assessments (Formative & Summative)	Learning Activities
Global Perspective-taking	Analyze alternate points of view of Homelessness and better understand the Homeless in ones own culture by discussing current issues online	• Reflective Journals • Discussion Forums	• Carry out group project work with multicultural team • Reflective journaling: reflect on the interaction with your group partners and identify a couple issues where you felt misunderstood. • Weekly discussion: respond to the Week #4 discussion question on the topic Human Rights using 250-300 words and reply to two others by end of the week.

Learning Design Plan

How do we design a meaningful global experience?

How do we design a meaningful global experience?

Designing Group Collaboration

The table details the pedagogical intentions of the group global collaboration by providing a four-phase template of activities to follow for building high interaction, collaboration, and global learning goals.

The Learning Design Planner provides a strategy that organizes support for three interrelated processes:

- building a learning community to support online learning generally
- scaffolding collaborative group work skills
- developing global competencies by way of Intentional Global Learning Outcomes (global awareness/perspective-taking, communication/collaboration skills, etc.)

GCC Phases Planning Table

GCC Phases (8 weeks)	Student Collaboration Activities (group work focused)	Technology & Scaffold Examples	Integration of Global Learning Outcomes
PHASE 1 COMMENCING Week 1	1. Course introduction, icebreaker, and/or orientation activities or course 2. Develop basic tech toolkits - list of best of breed tools. 3. Prepare for group work • Form groups • Review group work resources	1. Bb Coursites.com -- group sign-up process and tour site 2. Collaboration Survey? 3. Demo small group collaboration tools 4. Group Work Guide	1. Personal introductions might include a statement related to their international experiences. 2. Icebreaker that serves intercultural support goals. Eg., students video presentations about their life, home, campus. 3. Maybe have them self-assess their intercultural communication and
PHASE 2 PRACTICING Week 2	1. Complete a group work contract 2. Complete a fun low risk collaborative group activity to understand group dynamics and practice collaboration skills. 3. Practice group work communication and tool use, such as Skype & Google Docs	1. Group Work process, Roles Guide and Charter Template 2. Activity guide and class template (activity) with instruction for use of small group collaboration tools, and fun social media like Twitter, Pinterest, etc.	Group charter/contract should contain a set of questions about inter-cultural awareness/ sensitivity issues; for example: • What global skills they want to improve or work on? • What are their perceptions of their own culture and/or of the other's culture?
PHASE 3A ETHNIC IDENTITY WEEKS 3-4	WEEK 3 1. Attend videoconference class meetings or review recorded session. 2. Small group brainstorm forum in Bb Groups Tool 3. Separate to work on Small Group Projects 4. Submit group artifacts or progress reports. WEEK 4 5. Practice group presentations 6. Present group projects in online class meeting	• Use Bb group discussion tool for small group brainstorming and intercultural interaction support. • Or, use Bb blog tool for individual journaling	OPTIONS • Bi-weekly personal (private) journals to reflect on intercultural learning • Individual student journaling about team interaction issues (conflict, struggles, responsibilities) and experiences • Peer group reviews of other group work
PHASE 3B NATIONAL IDENTITY WEEKS 5-6	REPEAT	REPEAT	REPEAT
PHASE 3C RELIGIOUS IDENTITY WEEK 7	REPEAT but condensed into 1½ week	REPEAT but condensed into 1½ week	REPEAT but condensed into 1½ week
PHASE 4 CELEBRATING Week 8	1. Turn in final week 7 products (slides, docs, photos etc.) 2. Group reflections and all student discussions 3. Closure activity (at least 1 class)	1. LMS assignment tool 2. Small group collaboration tool or class web conferencing tool 3. Future resources access	1. Submit personal journals and intercultural coaching meeting 2. Intercultural de-brief whole class Exit survey near the end of course (optional)