MASARYKOVA UNIVERZITA

Markéta Sedláková
FRMU

Project based learning

The goal is to provide an international learning opportunities for students. PBL provide real-world relevance for learning in globalization. Students can conduct a projects that are important to them and their communities. PBL leads to deeper understanding and greater retention of content knowledge. Students are better able to apply what they know to new situations. Students interact with international partners, businesses and organizations, and their community, and can develop career interests. PBL supports 21st century learning goals which are realy importnant.

- Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations (Finkelstein et al., 2010).

- Students improve their ability to work collaboratively and resolve conflicts. They are also improving their critical thinking.

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COIL

Collaborative

Online

International

Learning

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DEEPER DIVE INTO COIL

DRS. EVA HAUG

COORDINATOR INTERNATIONALISATION, COIL COORDINATOR &

LECTURER INTERCULTURAL COMPETENCE

FACULTY OF BUSINESS AND ECONOMICS

AMSTERDAM UAS

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OVERVIEW

CREATING TOMORROW

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COIL ACTIVITIES ON CAMPUS

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VE since 2008, COIL since 2014.

2014-2015: 2 projects, 2 partners, 60 students

2015-2016: 4 projects, 3 partners, 125 students

2017-2019: 30+ projects, 16+ partners, 900 students

2020-2021: 60 projects, 30+ partners, 2000 students

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2 teachers

2 cohorts of students

2 institutions

2 *or more* cultures

2 languages

1 course/module

Shared content

Co-teaching

Collaborative student work

Online

=

COMPLEXITY

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COIL project examples

US: Business Management
Lebanon: Economics

COIL: *Cultural Influences on Management Style*

US: English Composition
Mexico: Artificial Intelligence

COIL: *AI Impacts on Everyday Life*

NL: Entrepreneurship/Marketing
SA: Nutrition & Health

COIL: *Dietary recommendations for young professionals*

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COIL project examples

US: Health and Aging

Lebanon: Technology and Society

COIL: *The Influence of Technology on Fitness and Aging*

US: Nursing
South Africa: Construction Technology
COIL: Constructing a Virtual Hospital

NL: International Economics & Globalisation

US: Adverting & Society

COIL: Branding the neighborhood

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BRANDING THE NEIGHBORHOOD

Topic: To build a neighborhood brand and identity that is applicable for both cities (A'dam and Chicago)

- Modules: IC & Globalisation / Advertising & Society

- Duration: 4 weeks

- SLO:
  Work out an international contrasting analysis that supports strategic decision
  Inquire and analyze culture icons and cultural practices
  Evaluate perspectives, practices, and products in one's own and another culture.

- Deliverable: 1) Icebreaker "Selfie a Day", 2) Presentation about the brand identity, 3) Individual reflection

- Assessment: separately but in agreement

- Tech: Instagram, Google Doc & Slides, e-lectures on branding

AUAS/DUT Example Project:

- **MARKETING/ENTREPRENEURSHIP (AUAS) & HEALTH SCIENCES/NUTRITION (DUT)**
- **FULL TIME STUDENTS (AVERAGE AGE 19 Y/O) AND ADULT LEARNERS**
- **ICEBREAKER: VIEW FROM MY WINDOW (SHARING PICTURES & STORIES DURING LOCKDOWN)**
- **COLLABORATIVE TASK: CREATE A MINDMAP OF YOUR DIETARY HABITS AND IT'S CARBON FOOTPRINT AND CREATE A DIETARY RECOMMENDATION FOR YOUNG PROFESSIONALS**
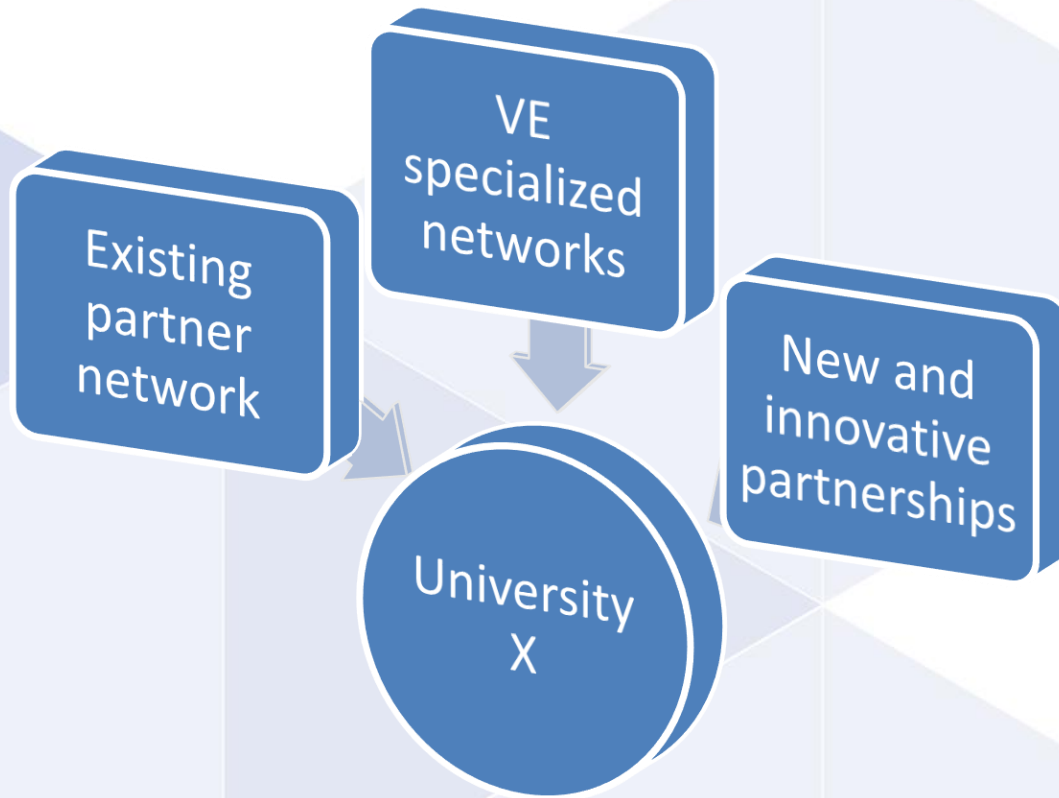- **TECH TOOLS: ONLINE MINDMAP TOOL AND WHATSAPP (TEXTING, VIDEO CHAT, FILE SHARING)**

iKUDU

Co-funded by the
Erasmus+ Programme
of the European Union
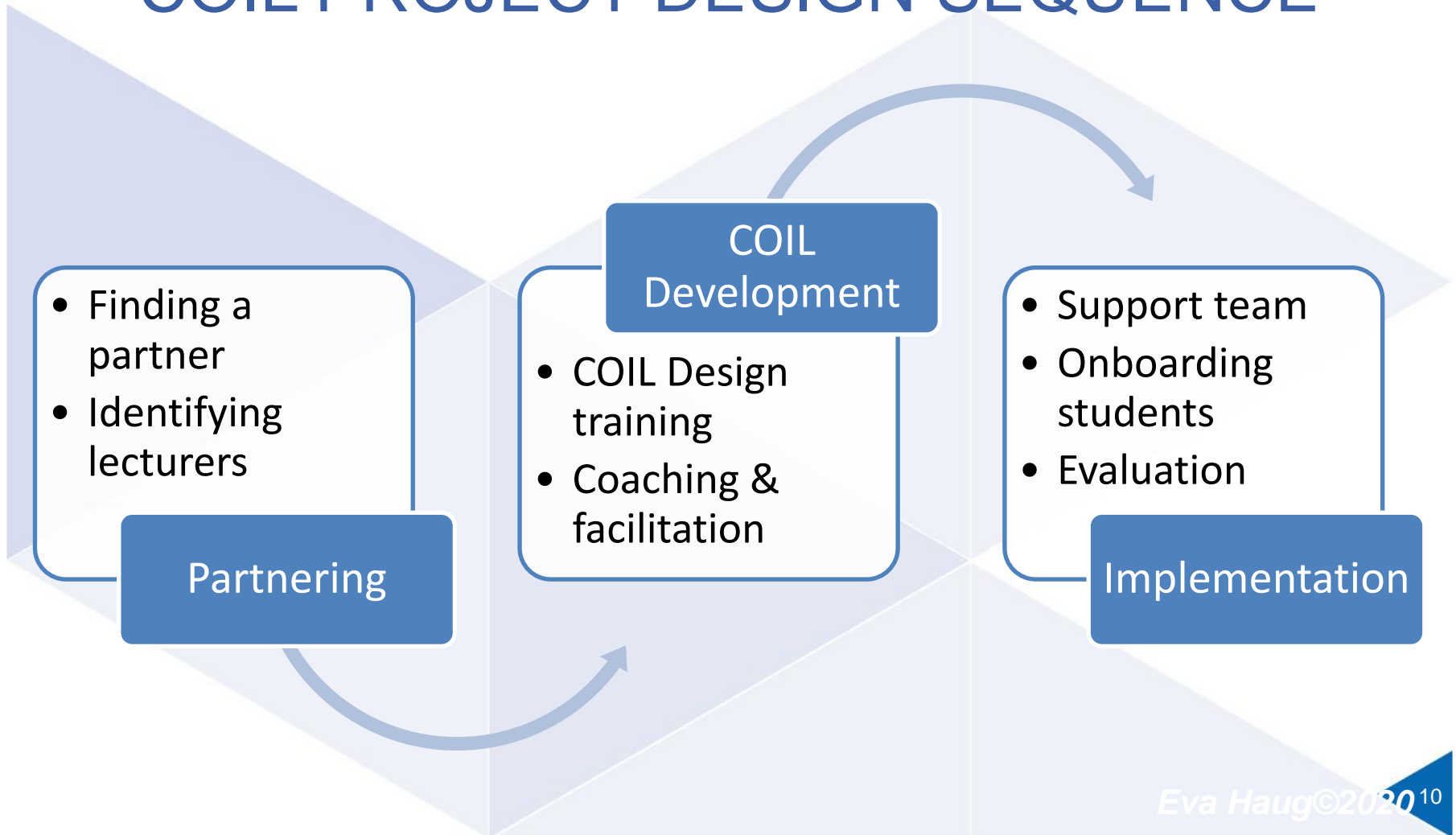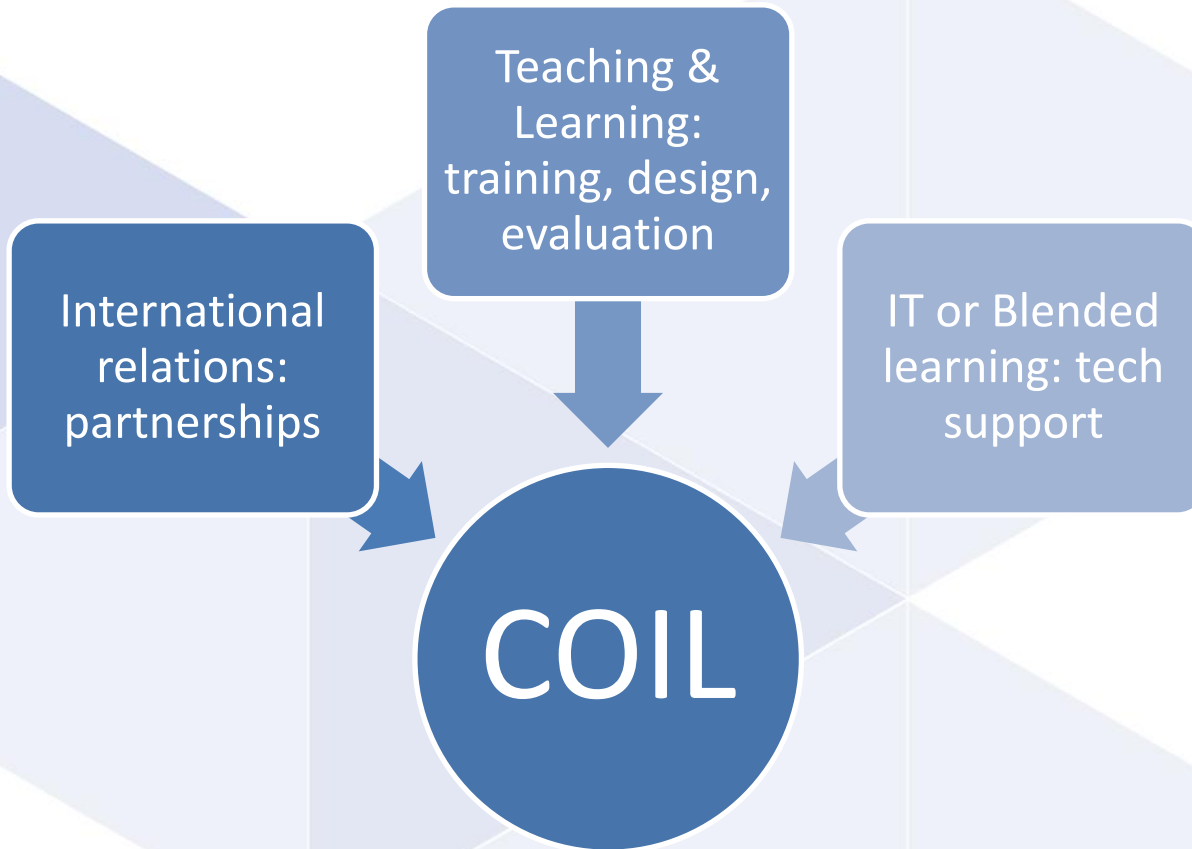
FINDING A PARTNER

WHAT IS COLLABORATION?

COLLABORATION IS AN INTERACTIVE PROCESS THAT ENGAGES TWO OR MORE PARTICIPANTS WHO WORK TOGETHER TO ACHIEVE OUTCOMES THEY COULD NOT ACCOMPLISH INDEPENDENTLY.

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Activity: Create a collaborative task

Example

Modules: Architecture in Brasil and Public Health MGT in Ghana

Collaborative task: Create a floorplan for a school and its classrooms for post COVID-19 teaching
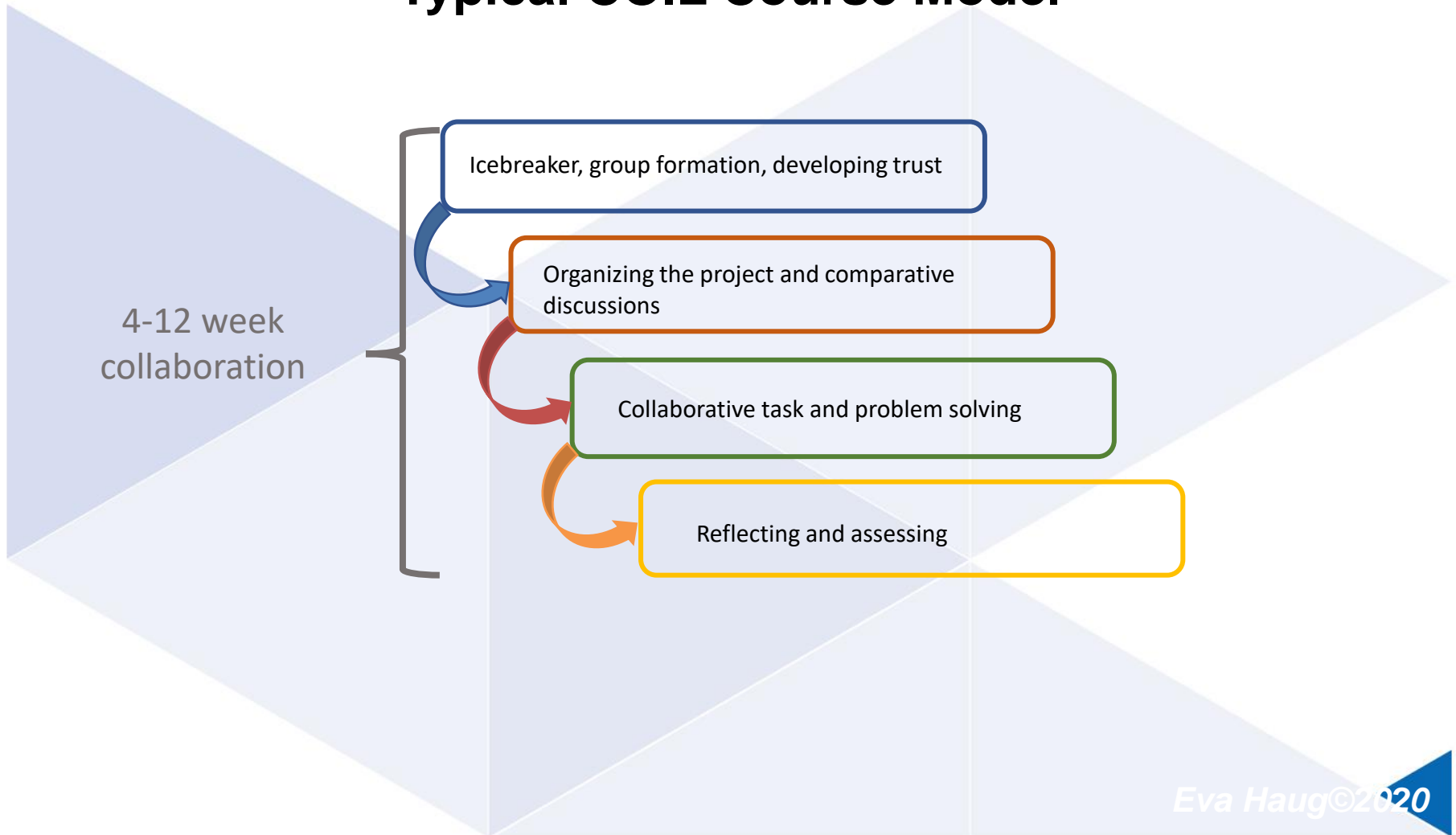
Digital tools: Google Docs & Powerpoint
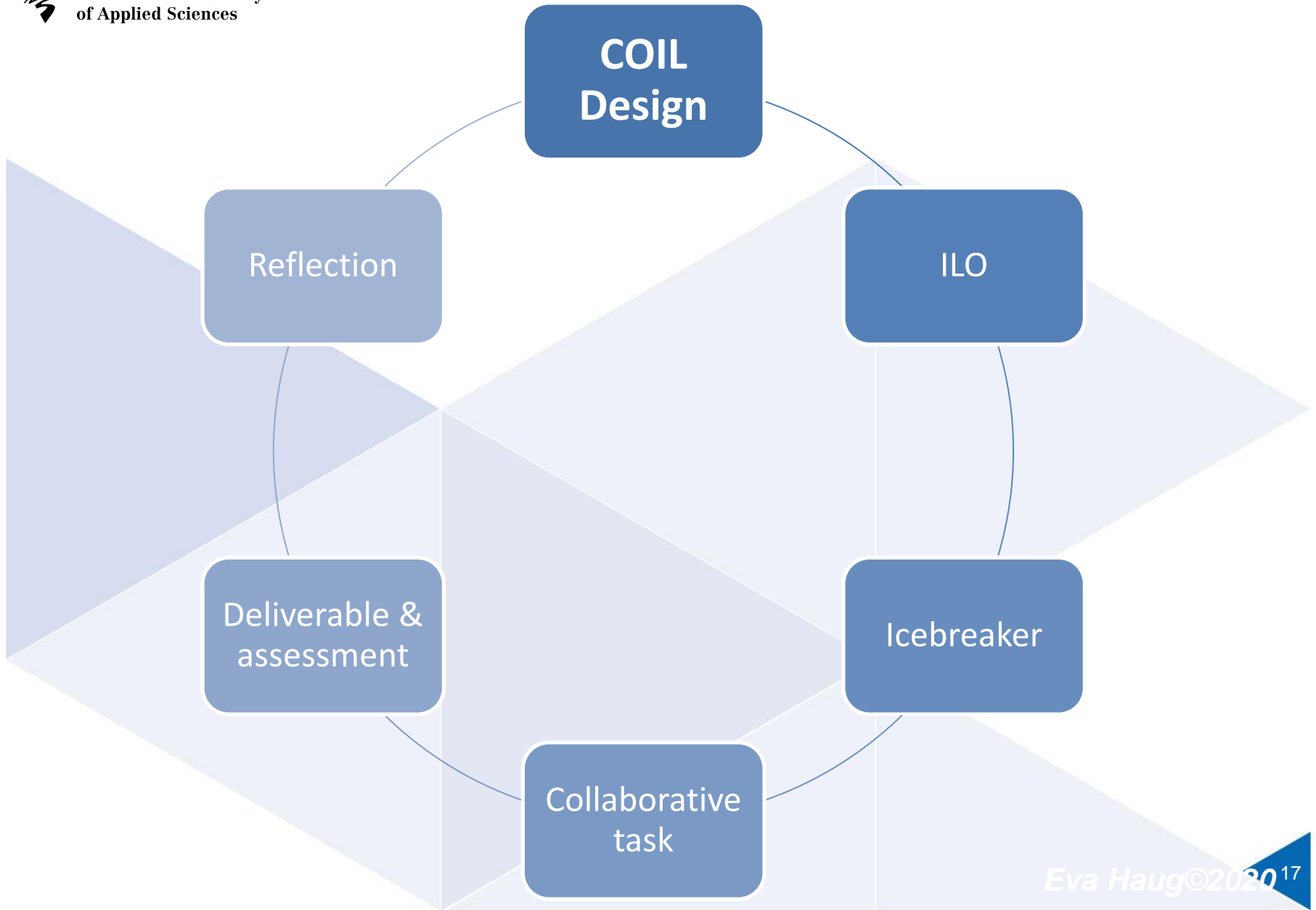
Activity: Create a collaborative task

Modules: Business in … and Environmental Sciences in …

Collaborative task: …

Digital tools: …

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COIL Design

Reflection

ILO

Deliverable & assessment

Icebreaker

Collaborative task

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INTERNATIONALISED LEARNING OUTCOMES

1. DESIGNING A TRULY COLLABORATIVE LEARNING ENVIRONMENT

2. ASSESSING BOTH PRODUCT AND PROCESS

3. THERE ARE MANY DIFFERENT LEARNING ACTIVITIES TO ACHIEVE LEARNING OUTCOMES

4. YOUR PARTNERS MAY HAVE DIFFERENT UNDERSTANDINGS OF LEARNING OUTCOMES

5. BE SPECIFIC IN ORDER TO MAKE OUTCOMES ASSESSABLE

ICEBREAKERS

- WHY DO THEY MATTER?
- HOW MUCH TIME DO YOU DEDICATE TO THEM?
- ARE THEY PART OF THE ASSESSMENT OR NOT?
- SHOULD BE:
  FUN & NON-THREATENING
  INTERCULTURAL
  PEOPLE (NOT TASK) FOCUSED
  ENGAGING & INTERACTIVE

SYNCHRONOUS VS ASYNCHRONOUS

Sequential collaboration	Building on each other's contributions through progressive steps	asynchronous
Parallel collaboration	Each completes a component that is combined into a collective work	asynchronous
Dialogue or synergistic collaboration	Exchanging or synthesizing ideas to plan or complete a product	synchronous

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ASSESSMENT & REFLECTION

BEFORE

DURING

AFTER

DURING

CULTURAL MENTORSHIP

1. PROVIDE FRAMEWORKS

2. REMAIN VULNERABLE

3. PAIR EXPERIENCE WITH REFLECTION

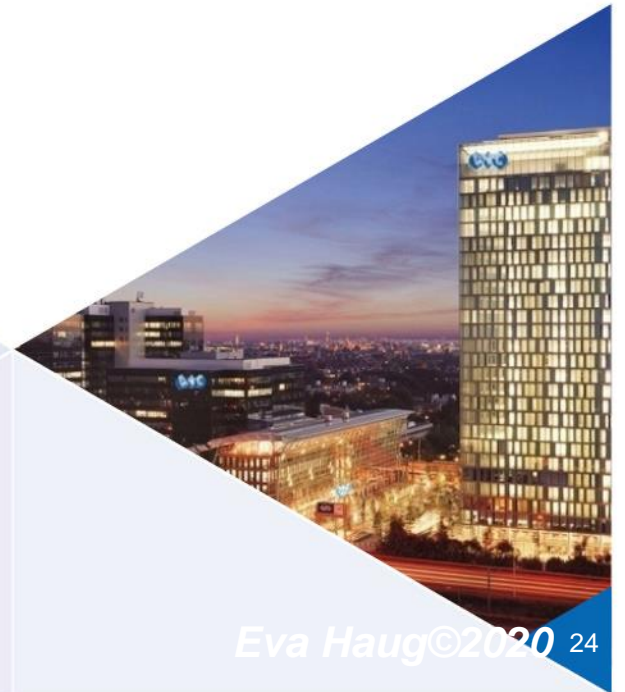4. BALANCE PLANNING AND RESPONSIVENESS

- TOLERANCE FOR AMBIGUITY SCALE

- NATIONAL INSTITUTE FOR LEARNING OUTCOMES ASSESSMENT (NILOA)

- PURDUE'S CENTER FOR INTERCULTURAL LEARNING, MENTORSHIP, ASSESSMENT, & RESEARCH (CILMAR) RECOMMENDED RESOURCES

- RETROSPECTIVE PRETEST/POSTTEST, PURDUE'S A.S.K.S. SHORT SCALES

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THANK YOU!
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STUDENTS
PROJECTS
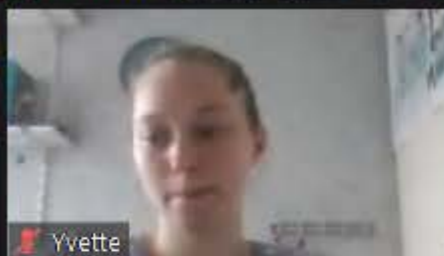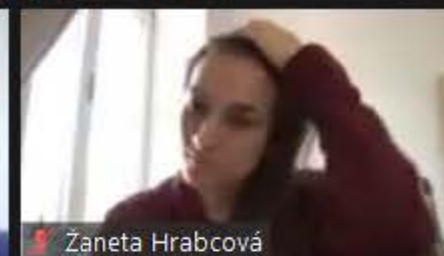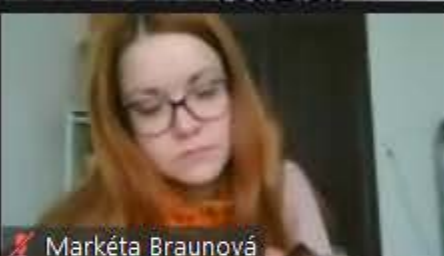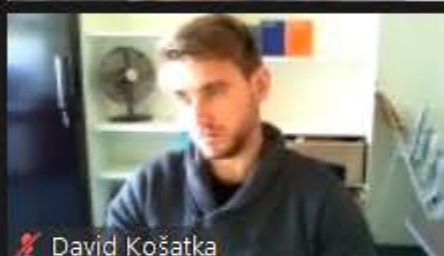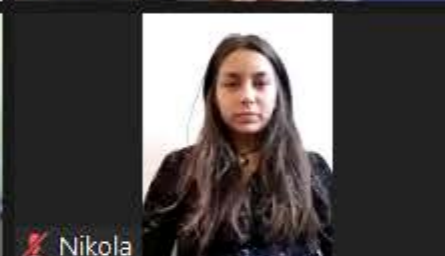
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DIVERSITY IN EDUCATION

Diversity

Action Guide

Support materials for workshop

How bias can work

You would like to consult your colleagues for something work/study related.

Reflect on and answer these three questions:

1. Visualise the 3 people you ask for input.
   Consider how similar or different are they to you, e.g. visible and less visible aspects of diversity.

2. How did you arrive at these 3 people?
   Consider what might have influenced your thinking.

3. How diverse are their perspectives from yours?
   Consider what's holding you back from seeking different perspectives.

How to reduce the impact of bias

We're all biased, but we can all take action to stop the bias affecting how we interact and treat others. Here are three approaches to try:

Think back to a recent decision you made. What biases could have affected it?

What could you do?

- Set clear criteria for your decisions and test them for bias
- Ensure colleagues who provide input (data generators) and the one single recommender are diverse

How diverse is your network?

What could you do?

- Gather your evidence from diverse sources
- Actively broaden your network on an ongoing basis

Who could I include today that I might otherwise exclude?

What could you do?

- Actively ask for people's opinions in meetings, seeking, and inviting people into the conversation
- Challenge yourself to seek different input and perspectives
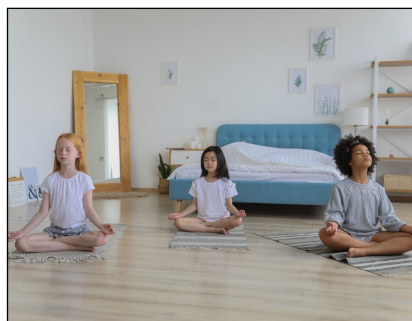
Micro-messages

Micro-aggressions

Definition

Communicated through actions, language, tone, and gestures. They are signals that exclude and make people feel they are not valued. They most commonly impact those in under-represented groups.

Examples:

- 'Wow! You're amazing! Your disability doesn't seem to affect you at all'
- 'No, where are you *actually* from?'
- 'Isn't it uncomfortable to wear hijab?'
- 'I never would have been able to tell you're transgender'
- 'I know you have childcare commitments, and that's why I didn't invite you to that early/late meeting'
- Being referred to by a pronoun that isn't in line with your gender identity
- Female leaders being labeled as aggressive
- 'You speak excellent English!'
- 'Is that your *real* hair?'
- 'What she is trying to say is…'
- Women are taught that their clothing choices make them vulnerable to harassment or assault
- 'What, is it that time of the month?' (to a woman)
- 'Wow! I believe this negative stereotype about your community, but you're different, so I like you!'
- 'You belong to [insert place/country/minority group]. Isn't life hard for your community there?'
- Interrupting someone while they share their opinion
- Consistently mispronouncing someone's name

Which of the micro-aggressions do you recognise in your behaviour?

Micro-messages

Micro-affirmations

Definition

Small actions that bring people together and make them feel included.

Examples:

- Showing appreciations for individual abilities and strengths
- Asking others for their input
- Recognising others' achievements
- Giving colleagues your full attention
- Including the whole team in social celebrations
- Showing genuine interest in getting to know others
- Educating yourself and ensuring you use the relevant pronoun in line with a colleague's gender identity
- Checking the correct pronunciation of their name with a colleague

Which of the micro affirmations do you recognise in your behaviour?

Intervening - how do we step in sensitively?

If we see someone excluding other person or displaying bias in how they treat others, what's the most effective way to intervene? There are three steps that will empower you to turn any situation from exclusive to inclusive.

1.Be aware

Know when to take action
This is all about noticing exclusion as it unfolds and recognising whether someone is at risk of feeling excluded.

Put yourself in their shoes
How would you feel about what's happening in the moment?

Notice body language
Noticeable changes in amount of eye contact and speaking, as well as sudden display of defensive posture (eg crossed arms) are all signs the person in question may feel excluded.

Ask yourself
Are they being denied resources, participation or an opportunity?

2. Take action

Speak up, make people feel included

Bring in the person who has been excluded. If necessary, use Speak Up channels.

Help others lean in
Use observational statements such as 'I noticed you used this term' and 'I've seen us solve challenges like this before'

Manage disagreement
Legitimise different views and highlight areas of agreement.

Challenge constructively
Be curious, ask questions and express a desire for understanding, rather than directly calling anyone out.

3. Follow up

Check in with those impacted, and discuss if a follow-up is needed.

Depending on the situation, it may be appropriate to use Speak Up channels. Give feedback to the person excluding someone or displaying bias.

Stop and reflect
Think critically and deeply about what happened and what assumptions were being made, to try and really understand what dynamics were at play.
Teach don't preach
Give actionable feedback sensitively, and in private.
Reflect
Set aside time to reflect on whether the same exclusive situations are recurring and if you are doing everything you can to prevent them.

Open conversations about diversity

Why?
TIP. Recognise the conversations you need to have and don't need to have. If the objective of the conversation is to alter someone's viewpoint or if the conversation shifts from a dialogue to a debate, it might be time to pause the conversation.

Who?
TIP. If the conversation is with a group, make sure it never feels like one person is being singled out. Avoid others feeling alienated and act as an ally by ensuring they don't feel judged.

What?
TIP. It's best to avoid unplanned and spontaneous conversations, keep these questions in the back of your mind as you partake in bold and inclusive conversations.

So, what do I actually say?

Assume positive intent
TIP. We put our judgements, viewpoints and biases aside and focus on what the person actually means.

Think dialogue not debate
TIP. Engage in a dialogue where people feel valued and heard. You're collaborators, not adversaries.

Act with empathy
TIP. Empathy requires your full attention to the conversation. When we get it right we are actively listening to what they're saying and asking clarifying questions to gain a deeper understanding. Remember, our facial and body language mirrors this attentiveness.

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