

# Globally Networked Learning: Internationalization at Home in English Language Classes

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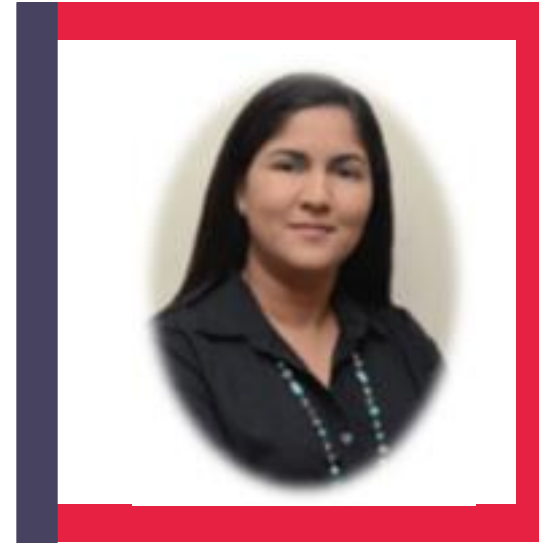


**Francesca Boschetti**

**PhD**

Associate Director

York University English Language  
Institute, School of Continuing Studies



**Patricia Tineo**

**MSc**

Teacher

Pontificia Universidad Católica  
Madre y Maestra

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# Administration



YORK **U**



**PUCMM**

Pontificia Universidad Católica  
Madre y Maestra

## What We Did

- Through a collaboration with York International, we launched a Globally Networked Learning project – a virtual exchange between English for Academic Purposes students at ELI and English for Hotel Management students at Pontificia Universidad Católica Madre y Maestra in the Dominican Republic.

# What Is GNL?



## [Globally Networked Learning - York International \(yorku.ca\)](http://yorku.ca)

**Globally networked learning** (GNL) refers to an approach to research, learning, and teaching that enables students, faculty, and non-academic researchers from different locations around the world to participate in, and collaborate on, knowledge-making processes and concrete research projects. With the aid of various forms of technology – including but not limited to, learning management systems, video conferencing software and hardware, cloud computing and social media – they are brought together in a consortium to collaborate on projects that bring together the diverse perspectives of participants to produce a richer, more nuanced, understanding of the issue(s) at hand. A GNL project might entail or produce cross-cultural discussion on a particular course concept, a joint lecture over multiple time zones, a shared assignment, or a collaborative research project, among other possibilities.

# What Is GNL?

## ADVANTAGES OF THE GNL APPROACH



### **Global Fluency of Students and Instructors**

Challenging participants to engage complex and intercultural problem-solving



### **Innovation and Open Pedagogy**

Encouraging digital literacy and production. Creating innovative knowledge-making practices across cultures.



### **Student-Centered Teaching and Learning**

Prioritizing experiential learning and collaboration.



### **Education for Sustainable Development**

Providing opportunities for intercultural dialogue and action around the SDGs

[Globally Networked Learning - York International \(yorku.ca\)](http://yorku.ca)



# Exchange Set-Up

- Learn about GNL from York International & the GNL Community of Practice
- Identify a partner (PUCMM) via York International
- Set up the GNL project
- Connect PUCMM faculty member with York English Language Institute instructor(s)

# Programs involved in our GNL project:



**Graduate Studies Preparation Program (GSPP)**

**York University English Language Institute, School of Continuing Studies**



**English for Hotel Management**

**Pontificia Universidad Católica Madre y Maestra (PUCMM), School of Tourism and Gastronomy**

# Goals of our GNL project



- Enhance students' **cross-cultural communication skills**
- Provide **exposure** to another **university/cultural context**
- Enhance students' **networking skills**
- Provide an '**internationalization at home**' opportunity via **virtual mobility**

# Virtual Exchange & Collaboration

# Who were our GSPP and PUCMM students?



## GSPP

- Prospective graduate students focusing on:
  - Language training
  - Graduate studies preparation

## PUCMM

- School of Hospitality and Tourism students:
  - Subject: English for Hotel Management

# GNL Project Description

- These collaborations aimed to bring together two English language courses in order to help our students explore alternative cultures and worldviews.
- We investigated with our students' different perceptions of issues across cultures.

# Learning outcomes

## Reflection

Students reflect on cultural exchange through class discussion and activities with students in partner class.

## Discussions

Students engage in both personal and academic discussions with international partners who may hold different perspectives about the effects of Airbnb.

(Airbnb was a topic explored during the synchronous sessions)

## Intercultural awareness

Students demonstrate increased intercultural awareness through different cultural items discovered in class sessions.

# York University - PUCMM Collaborations

York semester/year (F/W/S)	# students from York University	# of students from PUCMM	Total # of students
Winter 2022	12	17	29
Summer 2022	4	4	8
Fall 2022	8	8	16
Winter 2023	3	12	15



# Tools and Strategies Implemented

- Several platforms for communication:



zoom

Kahoot!

 Mentimeter

# Activities

- **Core GNL Project Activities**
  - **Asynchronous activities** (Week 1)
  - **Synchronous session** (Week 2)
  - **Self-reflection survey** (post-activities)
- **Additional GNL Project Activities (Winter 2022)**
  - **Intercultural training** in partnership with York International (Winter 2022)
  - **Synchronous introductory session**
  - **Online EIC (Effective Intercultural Communication) asynchronous training** – 6 modules

# Asynchronous Activities

All asynchronous activities were conducted via **Padlet**:

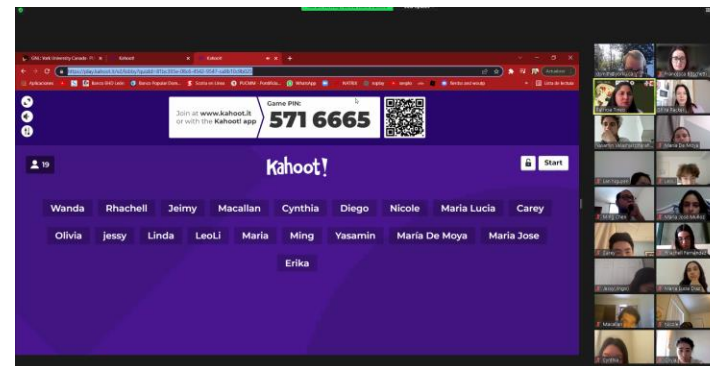
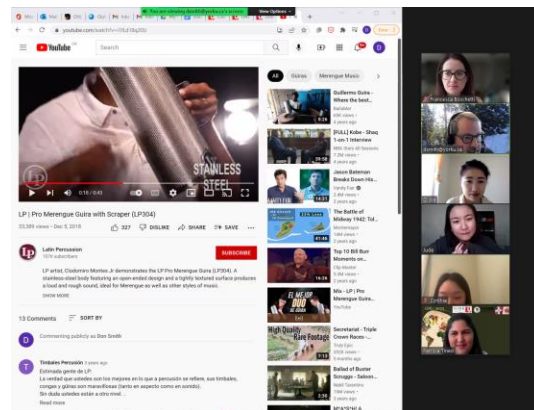
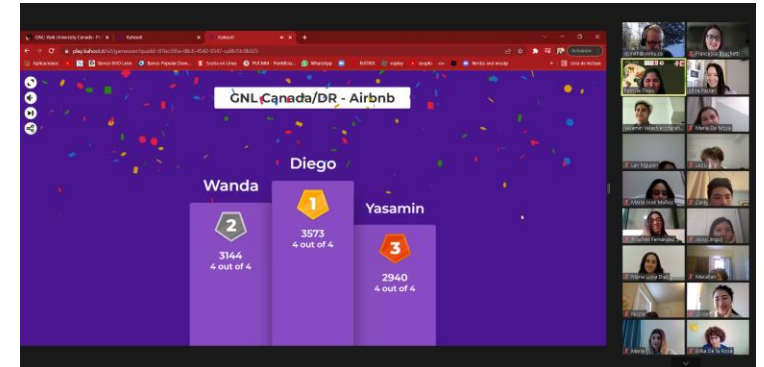
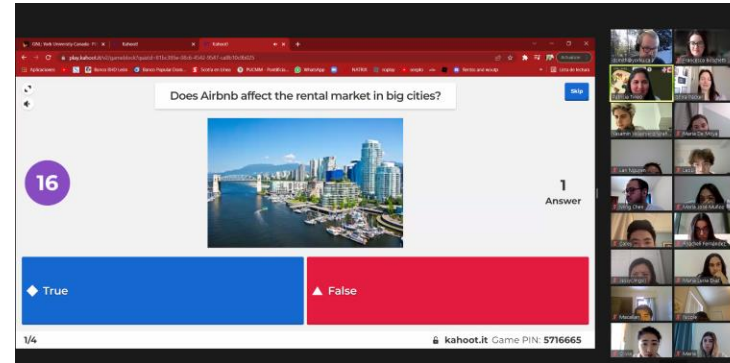
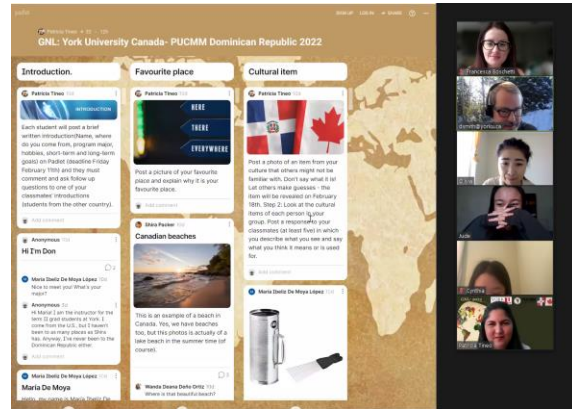
	Ice-breaker #1	Ice-breaker #2	Ice-breaker #3
Week 1	<b>Introduction &amp; Networking:</b> Students post a short paragraph introducing themselves.	<b>Favourite Place:</b> Students post a picture of their favourite place to learn about one another's interests.	<b>Cultural Item:</b> Students post a picture of a cultural item to learn about one another's culture.

# Synchronous Activities

All asynchronous activities were conducted via **Zoom** and **Kahoot**:

	Task #1	Task #2	Task #3	Task #4
Week 2	Warm-up questions & video about a specific topic (Airbnb).	Small-group Discussion (in breakout rooms).	Videos and Jigsaw Activity (in breakout rooms).	Comprehension Check (Kahoot Quiz).

# Photos from our GNL Project



# Some of the feedback we received

- **Students' Feedback**

- *Sometimes I tend to be shy when I don't know someone, but since there are people from different parts [of the world] I felt more relaxed.*
- *It is an opportunity to meet new people around the world and know new cultures and learn English with no effort.*
- *I got a lot of ideas that I have never thought about.*
- *I was able to see first-hand how our cultures influence our perspective on things, so hearing how other[s] think helped me expand my point of view.*

# Some of the feedback we received

- From instructors:

- *The GNL experience is wonderful and has a lot of benefits for us as a teacher, for our students and for our institutions! Go for it! You will not regret it! 😊*
- *My students enjoyed a lot this GNL experience! They had the opportunity to interact with other students and other teachers from other countries all along the three GNL phases. They participated in cross-cultural activities and were able to share and compare their perspectives with others.*
- *I think it furthered students' interest in the course and in the topic of Airbnb. I think that students were able to improve their listening and speaking by engaging with learners of other backgrounds.*

# Student Feedback: Data

- 100% of students responded “Yes” to “Would you recommend GNL to other students?”
- 100% of students responded “Very well organized” to “How would you rate the organization of your GNL experience?”
- 100% of students responded “Agree” to the following statements:
  - “I have gained valuable knowledge relating to the course topic(s) through the GNL experiences.”
  - “After the GNL experience, I feel more motivated to learn about people from other cultures to socialize or work together”
  - “After the GNL experience, my confidence to socialize and work with people from other cultures increased.”
- To the question “What did you enjoy most about your GNL experience?”, most students responded “Icebreakers and Interactions”



# Challenges We Encountered

- Interruption of the exchange after a few terms (capacity & curriculum review)
- Common schedule between teachers and students from both institutions.

# Suggestions for colleagues interested in embarking on a similar project (1)

- Set **clear learning outcomes** for the virtual exchange. What language skills do you want students to focus on? What cultural understanding do you want them to gain?
- **Choose your partner** institution carefully so you can set up a meaningful exchange.
- **Design structured activities** that promote language learning and cultural exchange and boost student engagement.

## Suggestions for colleagues interested in embarking on a similar project (2)

- **Plan facilitated discussions** on relevant topics to encourage student engagement and practice in a supported environment.
- Establish a **feedback mechanism** for students to reflect on their experience and provide suggestions for improvement.
- Emphasize the importance of **cultural sensitivity and respect for differences**. Encourage students to ask questions and learn from each other.

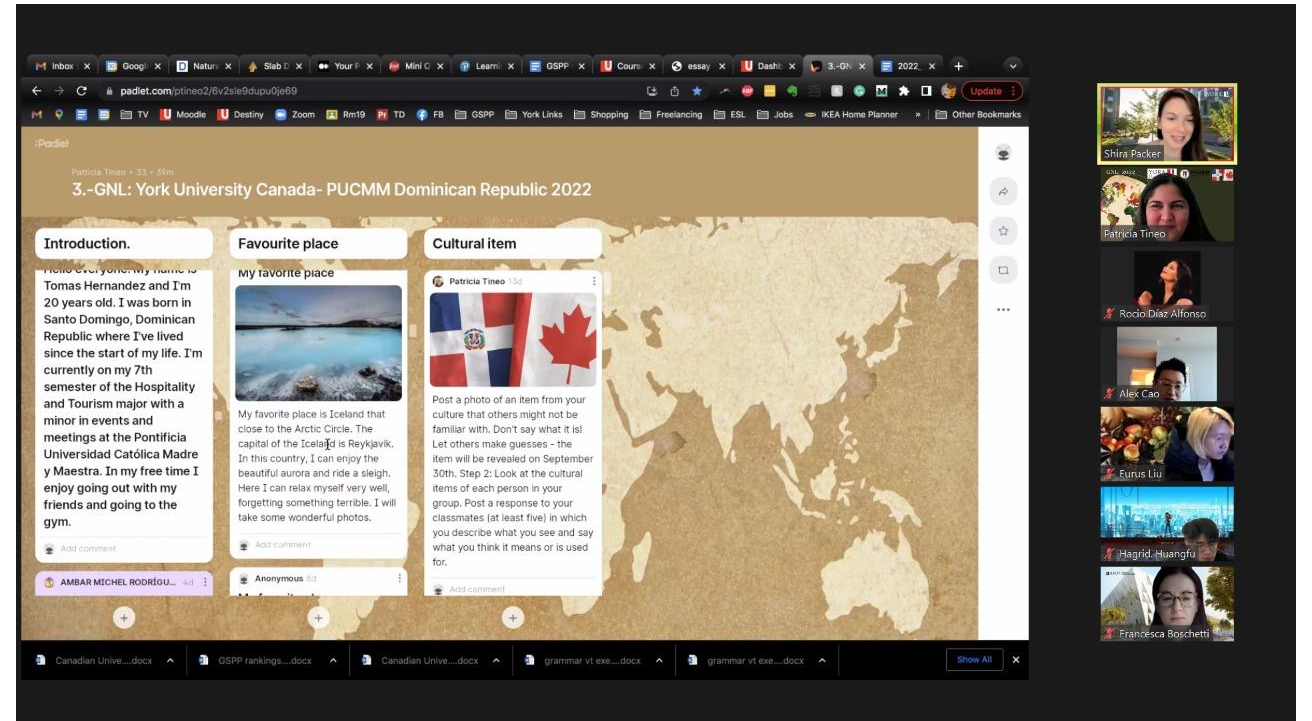
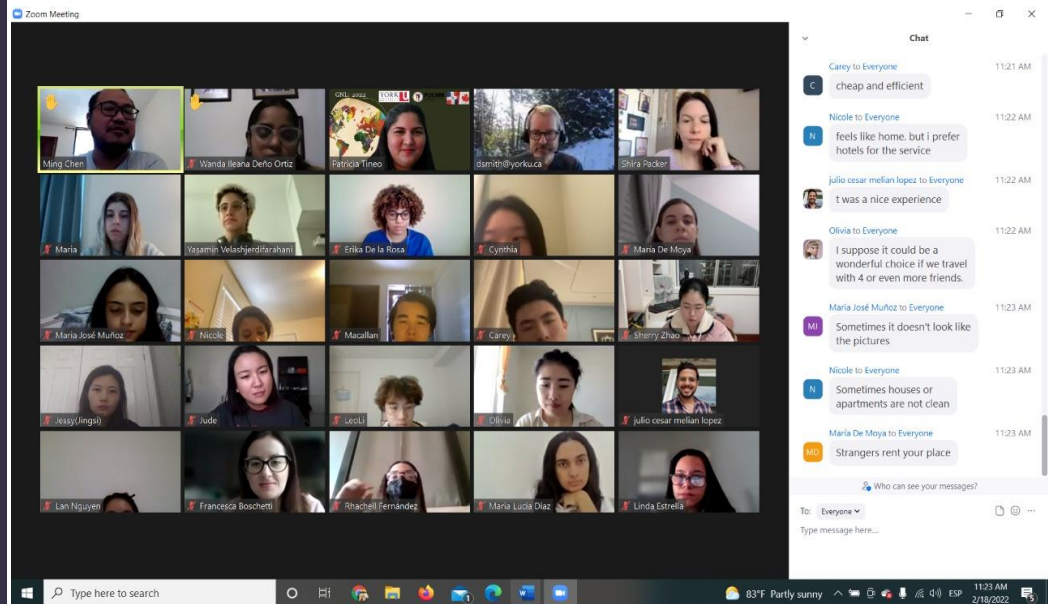
## Suggestions for colleagues interested in embarking on a similar project (3)

- Be **flexible and adaptable** to unexpected challenges or changes in circumstances. Having contingency plans in place can help minimize disruptions.
- Use **technology, innovative and ludic pedagogy** such as gamification and break out rooms for discussion to make more interactive the learning process.

# Final Thoughts

- To address student feedback, in the future it would be great to add an additional teamwork asynchronous component (e.g. students engage in teamwork, either in pairs or mini-groups, collaborating on a shared objective, such as creating a presentation).
- International collaborations among English teachers enable students to better capture the essence of a foreign language and culture.

# Additional Photos





# Questions?

Francesca Boschetti  
Francib@yorku.ca

Patricia Tineo  
patriciatineo@pucmm.edu.do