Insights and observations from several multi-campus experiences.
James Eaves, Angélica Santana, Shalei Simms
http://todaysmeet.com/COIL
Objectives

• To describe Connective Multicultural Learning (CML) and its attributes.
• To present quantitative and qualitative data of two CMLs
• To introduce a platform prototype for Connective Learning Environments.
CML is a teaching strategy that encourages professors to use social networks as a platform for the creation of cross-cultural projects between professors and students from different educational institutions, thus generating multicultural learning.
Background of Connective Multicultural Learning
How did it started?
Connective Multicultural Learning
Connective Multicultural Learning
When we think of Mexico, we think of...

- Tacos
- Sombreros
- Mariachi music
- Mexican food (in general), spicy food, beans
- Street festivals
- Pinatas
- Immigrants
- Temp workers
- Gang violence
- Cheap prescription drugs
- Cheap (inexpensive) goods
- Resorts
- Beaches
- Donkeys
- Poverty
- Selling oranges
Stephanie Prince

I know this is going to sound bad... But, while I was looking for a Halloween costume in Walmart I stumbled across a "Mexican" costume. The female costume consisted of a white dress with a brightly coloured border around the neckline and bottom of the skirt. The picture showed the girl with maracas and a donkey in the background. The male costume consisted of a white t-shirt and coloured pants with a cactus in the background. If it wasn't for this excercise I might have though otherwise. Thank you for helping me realize the difference. :)

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CML has three modalities:

- NATIONAL
- INTERNATIONAL
- EXPERT
Connective Multicultural Learning

Université de La Rochelle

CORVINUS

UNIVERSITÉ LAVAL

SOLBRIDGE

INTERNATIONAL SCHOOL OF BUSINESS

OKLAHOMA STATE UNIVERSITY

TEC de Monterrey

DEL SISTEMA TECNOLÓGICO DE MONTERREY
Methodology

1) Contact interested institutions and professors.
2) Professors meet through a video conference and share their syllabus.
3) They find a topic that could have an impact on their students.
4) They design the project:
   a) Create the rules for interactions
   b) Determine the timeframe of the project.
   c) Design the rubric for evaluation
   d) Determine the social networks to be used to foster the connections between students
   e) Build the teams given the size of their classes
5) Students interact (Facebook, Skype, Google + Hangouts, Google Apps, Wikispaces) and do the project.
6) Professors evaluate the project and share the results on the Social Network.
7) A final video conference could be made between both classrooms.
8) A survey is conducted to measure qualitative and quantitative data.
Impact

- 230 students from Tecnológico de Monterrey Campus Chihuahua
- 30 students from Laval University.
- 60 students from Jawaharlal Nehru University
- 30 students from La Rochelle University
- 58 students from Solbridge International
- 25 students from OSU
Quantitative data
Competency based survey

Survey: 65 students from Tec de Monterrey Campus Chihuahua
Three axis:
1. Intercultural collaboration
2. Intercultural values
3. Efficient use of technology
1) I participated in the definition of a work plan, and I kept the commitments provided therein.
2) Demonstrated knowledge and skills on the topics addressed in the project.
3) I incorporated concepts and knowledge acquired in the classroom.
4) Conducted an investigation when I was required to expand knowledge and concepts.
5) I can say that I was sensitized to other realities through knowledge and understanding of their circumstances.
6) Showed openness and respect for the information, ideas and/or proposals made by my team members or partner.
7) After the activity, I appreciate more the similarities rather than the differences we have with other cultures.
8) At the beginning of this activity, I had certain stereotypes about the culture of my teammates or partner.
9) Upon completion of this activity, I have a better idea of the culture with which I had contact.
10) The use of social networks was effective in achieving the objectives of the project.
11) I wish other courses used this teaching strategy.
Qualitative data
Benefits for the students

- Students are available to connect wherever and whenever with their peers.
- Students can connect and share their knowledge and ideas with students from different cultures.
- Students obtain different perspectives of a topic.
- They feel motivated to participate. The interaction is natural when using Social Networks.
- Change of direction: from tutor to a peer group.
- Encourages and promotes responsibility, independence, and student autonomy.
- Students learn and adapt to different collaborative working systems.
- Students practice their negotiation skills.
Benefits for the students

• Values such as tolerance, respect and pluralism are practiced.
• Research is promoted to enhance a better understanding and participation when sharing knowledge.
• The student values diversity and widens their vision of the world in the process of becoming a global citizen.
• Students expand their global network.
Benefits for the professors

• Professors pool their resources to improve their students’ learning experiences;
• Their students are more engaged;
• Generate a practical and social environment for the learning process.
• Creates research possibilities;
• Improves the professor’s global brand and professional network.
A prototype platform from enabling Connective Learning Environments
No CLE platform world

Advantages:
• Students are free to choose

Disadvantages:
• Decreased connectivity and knowledge sharing
  – Professors and students only see final product - not the process
  – More work for professors
  – Learning isn’t conserved or organized for current or future students
    • Hard to build my course’s “brand”.
FB Group Tradeoff

https://www.facebook.com/groups/creativeentrepreneurship/

What information is relevant to me?
Objectives

- Make it easy:
  - to connect multiple classes permanently (if desired).
  - create and manage different learning products
  - to communicate: What is happening? Where? What is relevant to me?
  - to naturally generate a permanent common base of knowledge that spans courses and universities.
DEMONSTRATION
Important features?

• Smarter content and people recommendations
• Evaluating student’s online participation
• Privacy features
  – Alias option
Thank you

Contact Information

• Angélica Santana: angelica.santana@itesm.mx
• James Eaves: James.Eaves@fsa.ulaval.ca
• Shalei Simms: SimmsS@oldwestbury.edu