

# Integrating Global Learning into Everyday Classroom Practices

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# Programme

- Our COIL – **Gender & the Home** in the course KULT3308 Norway as a gender equality country. History, culture and knowledge
- Integrating the COIL method
- The practicalities of global learning
- Reflections: organisers' experiences
- Reflections: students' experiences
- Global learning – **is it worth it?**



# Why do we need global learning experiences?

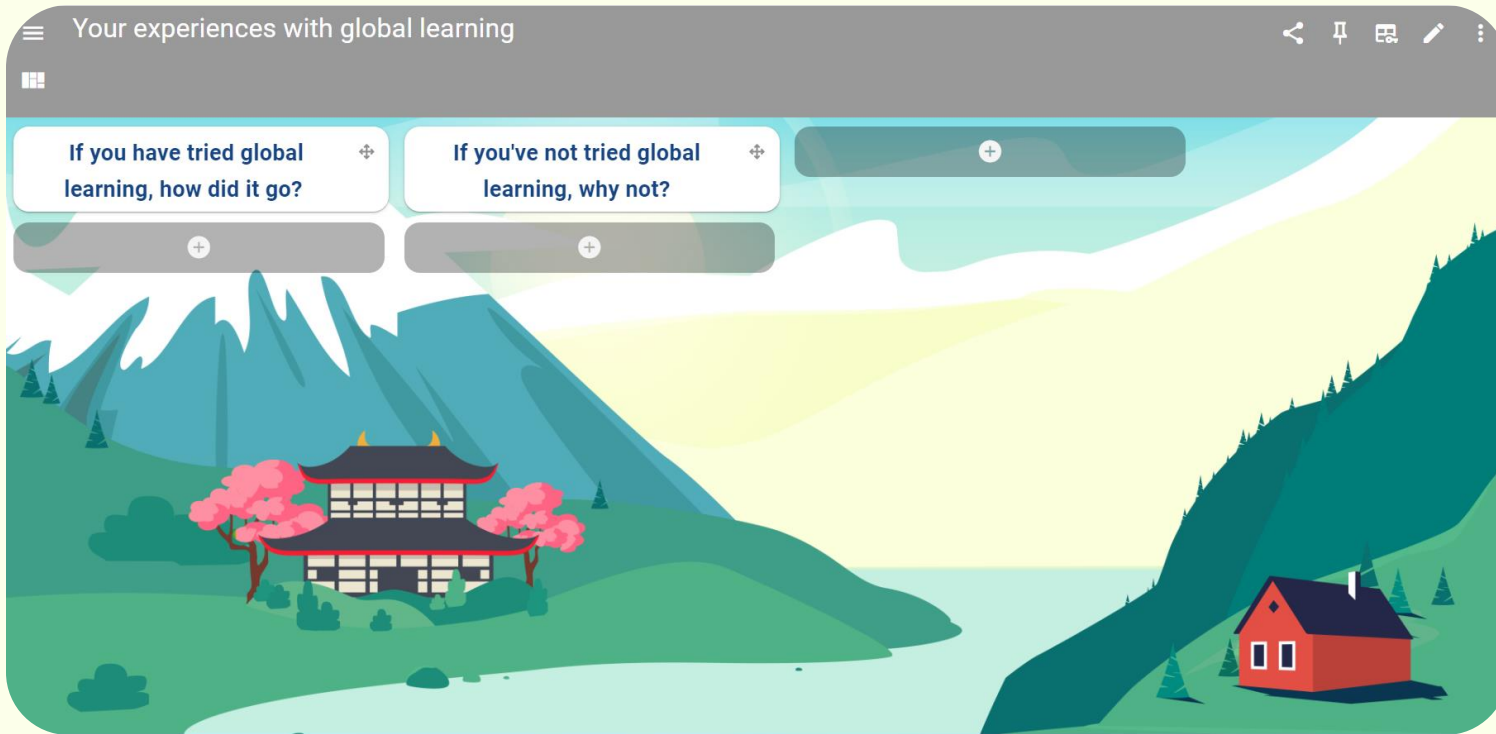
- Because they are engaging and fun for students: "makes learning real" (O'Dowd 2021)
- Strengthen international partnerships
- Enhance students' sense of identity, community, ethics, and perspective-taking
- Analyze and explore complex global challenges
- Collaborate respectfully with diverse others
- Global learning should enhance students' sense of identity, community, ethics, and perspective-taking

# What is COIL? (and what it's not)

<b>COIL is <i>not</i>:</b>	<b>COIL <i>is</i>:</b>
<ul style="list-style-type: none"><li>•A replacement for study abroad</li><li>•A Massive Open Online Course (MOOC) or online course</li><li>•A curriculum</li><li>•Teleconferencing</li><li>•A specific technology, software, platform or tool</li><li>•Necessarily between two different countries</li></ul>	<ul style="list-style-type: none"><li>•Team teaching across two or more cultures using online communication tools</li><li>•Structured so that students in each class depend upon their partner students</li><li>•Customized to fit the mission, culture, and learning outcomes of each course and institution</li><li>•Applicable to any discipline</li><li>•Connects classrooms from different parts of the globe</li></ul>

Source: "[Connecting Classrooms: Using Online Technology to Deliver Global Learning](#)," Internationalization in Action, [American Council on Education](#) (2017).

# Taskcards: Your experiences with global learning



Share your experiences in the Taskcards here:



# Our COIL's background



- From INTPART to UTFORSK: research to education-focused
- Strengthen collaboration with Ochanomizu University (Tokyo)
- UTFORSK: most support for physical mobility
- Expectation for 'joint curricular activities'
- COIL allows bypassing of rigid administrative procedures
- No new course creation, COIL is embedded in already existing courses.
- Pilot: March-June 2022 [COIL Institute co-organized by AAC&U and HK-Dir](#)
- Institutional transformation lens: course coordinator track, learning technology specialist, administrator track.

# First step: finding shared learning objectives

- KULT 3308 Norge som likestillingsland. Historie, kultur og kunnskap
- Understand that gender equality is structured differently across cultures.
- Understand Norway's position globally in the pursuit of the SDGs.
- Sees own culture as an object of study rather than taking it for granted as the 'norm'.
- 6 weeks traditional lecture format in Norwegian // 6 weeks COIL project-based learning.

# COIL discussion board

## COIL: Gender & the home discussion board

Add a post to each of the columns.

**What does gender studies mean to you? Why did you choose to study in this field?**

**My take on gender studies**

Gender studies and especially the concept of Intersectionality by Crenshaw (I already have a master's in Science & Technology Studies), have helped me develop an intuitive and critical awareness. Moreover, it has been my favorite subject since 2015. I often reflect about situations at work and in class which I found could be interesting paper topics. My goal is to conduct a PhD in gender studies in the future.

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Gender studies are a passion of mine because it involves themes that a part of my every-day life and it gives me the opportunity to contribute to important research that can help a lot of people. It also gives me important knowledge that I can use in many jobs in the future.

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I worked in a workplace dominated by men,

**Images of gender inequality from your culture**

**Norway: Post-war women in retirement**

This is a statistic concerning pension rates. Because women worked less in the post-war years (during the housewife era), 23.5% of retired women receive the 'minimum' benefits. Men in the same situation are measured at 4.2% (source: CORE 2023).



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**USA: Gender disparity in Congress**

Percentage of men vs. women representatives in Congress this term.



**Images of gender equality from your own culture**

**Norway: Saxophonist Mette Rasmussen studied at NTNU**

NTNU has one of Europe's leading jazz programs. Mette is an example of a musician who is pushing the frontiers by choosing a typically 'masculine' instrument - years ago it would have been unusual to see a woman saxophonist.



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**UK**

**Plan International UK**  
@PlanUK

We did it! 🙌🙌🙌

After years of tireless campaigning by girls and youth activists, the Protection from Sex-Based Harassment in Public Bill will become law!

The issue of public sexual harassment is finally being taken seriously 🙌

**What elements of international collaboration do you think are important to carry forward in group work together?**

**Language and Culture**

Language and culture can interfere as both challenging and productive in international collaborations. In order to overcome the challenges, parties might need to defamiliarize their own established customs and to introduce a new platform to carry on a comprehensible dialogue.

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**Elements that can be challenging**

Language can be a challenge when working internationally because people's language skills vary. Working from different timezones can also be a challenge. People have their everyday lives to consider when scheduling meetings and adding a difference in timezones can further complicate things.

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**Elements of international collaboration**

It is important to respect culture differences and

**Questions about Japan**

**What are some signs of gender equality in Japan in the last years?**

What are some events, or systematic development that has happened?

- Helene

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**Women's tendency to overcome gender inequality in Japan**

How motivated are women in Japan to gain more equal gender rights? How much Japanese men contribute in this path?

- Panthea

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**About Japan**

I want to share the article."JAPAN 2022

THE DEVIL YOU KNOW

Why Japan continues

to shrug off the staggering

costs of gender inequality"

URL:

[https://www.ipsos.com/sites/default/files/ct/new\\_sroom/documents/2022-02/Flair-Japan-2022-Gender-Inequality.pdf](https://www.ipsos.com/sites/default/files/ct/new_sroom/documents/2022-02/Flair-Japan-2022-Gender-Inequality.pdf)

- Mayuko

Miho

**Questions about Norway**

**Gender equality in Norway**

In what areas, Norwegian women are still struggling to achieve equal rights.

- Panthea

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**Gender inequality and women's self-esteem**

Do Norwegian girls feel worried about their future due to gender inequality?

- Miho

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**What kind of gender inequality is there in the family in Norway?**

If you do not feel any, how do you and your family try to reduce inequality?

- Mayuko

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**Do each gender have a color image?**

e.g. In Japan, warm colors are usually connected to female and cool colors are to male. You can see the bathroom signs are colored in red for female bathrooms and blue for male.

- Mayuko

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# Technical challenges in the COIL

## Challenges:

- Time zones
- Language abilities varied
- Digital tools:
  - i. data privacy
  - ii. access for students
- Learning technology specialist has to be “on call”
- Zoom room for presentations

international collaboration in gender studies / Lesson 1

Introduction to lesson 1


Bookmark this page

In lesson 1 we will understand more about the role of international collaboration in gender studies.

Lesson 1 objective  
*Identify important features of successful academic collaboration in cross-cultural setting.*

Before the meeting on October 25, please do the following:

- **Read** the book chapter *Introduction: Comparative perspectives on gender in Japan and Norway*, Ed. Masako Ishii-Kuntz, Guro Korsnes Kristensen and Priscilla Ringrose (2022). (11 pages)
- **Watch** the video *Working together on a cross-national project: lessons learned and top tips* (Priscilla Ringrose, 7 minutes)
- **Complete** Task Card: Aspects of international collaboration in gender studies:
  - Make a list of 3-4 aspects of international collaboration you think will be most important to keep in mind as we begin this course.
  - Do this task on the next page.



# Technical solutions in the COIL


Course / Lesson 2 - Comparative discussions / Lesson 2

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**Video: An interview with Prof. Masako Ishii-Kuntz on Caring Masculinity in Japan**  
Bookmark this page

Here you see an interview with Prof. Masako Ishii-Kuntz on Caring Masculinity in Japan. The interviewer is associate professor Jennifer Branlat.

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Masako Ishii-Kuntz  
Professor Emeritus and Vice President | Ochanomizu University

In my case, it is really based on my childhood experiences.

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## Solutions:

- Few synchronous activities
- Videos with subtitles
- Open platform, accessible for all students
- Simple and logical lesson design

# Reflections: organisers' experiences

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**Flexible** enough to allow a department or study program to decide **how they want to do internationalization**

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Flexible enough that **the international doesn't take away from the local** – it complements it (Norwegian language concerns).

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**Prepares students** for physical mobility.

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**Active pedagogy:** teacher in a facilitator, advisory role on projects.

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Works best in the context of **strong existing collaboration between course coordinators.**

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# View-point: student experiences

- Ambitious, difficult, but worth it
  - i. “Hey, we actually pulled this off!”
  - ii. “I liked challenging myself ”
  - iii. Certificate/badge is important
- Communication difficulties
  - i. Some groups did the whole project via chat (!)
  - ii. Slow communication due to time difference
- Student reflections
  - i. It was a lot of work
  - ii. Requires ‘mode’ change from lecture format

# Ochanomizu student perspectives

- Deeply valued the opportunity to engage in collective thinking about global problems
  - i. ”Our thinking is limitations in local classrooms where we have similar thinking”
  - ii. “I could not have thought of this by myself”
- More than an education experience: “I made good friends”
  - i. Students began communicating outside the COIL for fun
  - ii. Stimulated curiosity about Norway.

# NTNU student perspectives

- Prevailing understanding that international collaboration should be ‘cozy’ and ‘fun’
  - In reality, it was multi-dimensional: challenging, rewarding, required problem solving.
- Becoming a collective
  - “We became a group”
- Still work to be done on critical perspectives
  - “I learned to question my assumptions”

# Is it worth it?

- Strengthened UTFORSK project
  - UTFORSK physical mobility led to virtual mobility
  - Virtual mobility led to physical mobility
- **All students gain access** to global learning, not just lucky few
- Readiness & relevance: takes very **explicit preparation of students**
  - Shift to active pedagogy difficult, lectures more comfortable.
- Without institutional global learning strategy, **lack of recognition for teachers**
- **Involving students in our international research collaborations** is exciting
- Can use COIL training as basis for **meriterte application**
- **COIL did significantly increase student learning and engagement but it is a lot of work. With proper recognition and investment in learning technology, it has great potential.**
- Questions?